Student Progression Plan: s. 1008.25 F.S.

It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, social studies, 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 pursuant to s. 1002.3105.

One Voice. One Team. One Message.
A Message from the Assistant Superintendent for Learning

As a result of the COVID-19 pandemic and the subsequent emergency orders declared by the Florida Department of Education, there is an understanding that education changed tremendously in numerous ways. It is incumbent upon district and school leaders to take concrete steps to mitigate learning loss and restore education without fear to reconstruct and redesign the learning environment to maintain equitable learning opportunities and safely return students to their schools.

Since the closures of schools in March 2020, the Division of Learning has been meeting multiple times with various state, district, and school stakeholders to address issues and concerns related to student progression. Our district’s Instructional Continuity Plan of Spring 2020 and Return to School Plan for SY 2020-2021 continue to enforce the intent of legislative action as defined in Florida Statute 1008.25, Public school student progression; student support; reporting requirements:

It is the intent of the Legislature that each student’s progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, social studies, 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 pursuant to s. 1002.3105.

The 2020-2021 Student Progression Plan issues guidance and support to school leadership teams, educators, staff, and families working hard to support students during these difficult times. It addresses processes and procedures that are considered in relationship to existing Florida Statute and State Board of Education Rule, as well as recommendations and modifications placed into action due to COVID-19. Content of the 2020-2021 Student Progression Plan impacted by COVID-19 is identified in the following manner:


In response to the COVID-19 public health emergency, the Commissioner of Education granted various waivers and suspended statutes and rules in order to respond to and to mitigate the impacts of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system.

It is my hope that the 2020-2021 Student Progression Plan provides the essential information and our collective expertise to address the needs of students to promote successfully to a new school year that is not only faced with challenges, but also with great opportunity for growth, enrichment, and acceleration. The 2020-2021 Student Progression Plan is a vehicle to remain steadfast in our determination to respond to evolving conditions with compassion, flexibility, and resiliency.

Best regards for continued good health and a rewarding school year,

Cheryl LaPorta Edwards

Cheryl LaPorta Edwards, Ed.S.
Assistant Superintendent for Learning
STUDENT PROGRESSION PLAN

~Introduction~

2020-2021

Steve Dionisio
Superintendent of Schools

One Voice. One Team. One Message.
The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

The School Board does not discriminate (including anti-Semitism [as defined in Bylaw 0100]) on the basis of race, ethnicity, color, national origin, sex (including sexual orientation, transgender status, or gender identity), recognized disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment opportunities.
STUDENT PROGRESSION PLAN

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**District Vision**

*Student Success!*

**District Mission**

*To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.*

**Core Values**

Collaboration  
Integrity  
Leadership  
Excellence  
Safety

---

**PREFACE [F.S. 1008.25]**

Pursuant to [s. 1008.25](#), Charlotte County Public Schools shall provide for the placement, acceleration, and progression of students through adopted comprehensive student progression plans that must, at a minimum:

- meet the needs of all students and the intent of the legislature;
- provide standards for evaluating each student’s performance, including how well s/he masters the performance standards approved by the State Board of Education;
- provide for a student’s progression from one grade to another determined, in part, upon satisfactory performance on the student’s mastery of the standards in [s. 1003.41](#), specifically English Language arts, social studies, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner at which a student must receive remediation or be retained. If a student is retained, it must be within an intensive program, different from the previous year’s program, which takes into account the student’s learning style, pursuant to [Rule 6A-1.09441](#);
- define policies and practices regarding district, school, and student participation in statewide assessments;
- include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide legislative clarification regarding grade 3 students scoring a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4.
- provide targeted instructional support for students with identified deficiencies in English Language Arts, mathematics, science, and social studies;
  - High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra 1 and Geometry, to advise students of any identified deficiencies and to provide appropriate post-secondary preparatory instruction before high school graduation.
  - The results of evaluations used to monitor a student’s progress in grades K-12 must be provided to the student’s teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student’s parent in a timely manner.
When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

- provide appropriate alternative placement for a student who has been retained two (2) or more years;
- list the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b);
- notify parents and students of the school district’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(4)(b)2;
- advise parents and students that additional ACCEL options may be available at the student’s school, pursuant to s. 1002.3105;
- advise parents and students to contact the principal at the student’s school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(2)(a);
- advise parents and students to contact the principal at the student’s school for information related to the school’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)(1);
- advise parents and students of the early and accelerated graduation options under s. 1003.4281 and S.B.C.C. Policy 5464 – Accelerated Graduation Options;
- list, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to s. 1007.271(21) and include information regarding dual or early admission to postsecondary institutions to earn credit toward high school graduation;
- provide virtual school information;
- provide all courses required for middle grades promotion and high school graduation an appropriate instruction designed to ensure that students meet the State Board of Education adopted standards in English Language Arts, mathematics, science, social studies, world languages, health and physical education, and the arts.
- Notify parents of any K-3 student who exhibits a substantial deficiency in reading.

**STANDARDS [F.S. 1003.41]**

On February 18, 2014, the Florida State Board of Education voted unanimously to adopt the Florida Standards. Education leaders across Florida improved academic content standards and created new expectations for what students need to know and be able to do in each grade from kindergarten through 12th grade. The Florida Standards have replaced previous state standards in ELA and mathematics, while the Next Generation Sunshine State Standards (NGSSS) in science and social studies remain in place. Beginning with the 2014–2015 school year, all K–12 schools implemented the Florida Standards.

**Florida’s B.E.S.T. Standards**

In January 2019, Governor Ron DeSantis issued Executive Order 19-32 directing the Commissioner of Education to comprehensively review Florida’s kindergarten through grade twelve academic standards to eliminate Common Core and return Florida to the basics of reading, writing, and arithmetic. This review resulted in the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts and
for Mathematics. On February 12, 2020, the State Board of Education amended Rule 6A-1.09401, Florida Administrative Code, Student Performance Standards, to adopt the B.E.S.T. Standards. These new standards are posted along with summary documents at www.fldoe.org/standardsreview. With the adoption of the B.E.S.T Standards, course descriptions were revised in order to remove the former standards and add the newly adopted B.E.S.T. standards.

While teachers will begin training on the new B.E.S.T. Standards, and the District will adopt and will purchase newly aligned K-12 ELA instructional materials in 2020-2021, it is important to remember that ELA 3-10 will be assessed on the Florida Standards. Therefore, teachers will continue to make instructional and curricular decisions to make sure their students are prepared. During the 2021-2022 school year, Charlotte County Public Schools will implement the K-2 ELA B.E.S.T. Standards and aligned instructional materials. Full implementation of both K-12 ELA and K-12 Mathematics B.E.S.T. Standards with corresponding instructional materials will occur in the 2022-2023 school year. This corresponds with the first year of statewide assessments aligned to the new B.E.S.T. Standards.

The District is responsible for the content of all instructional materials used in a classroom, whether adopted and purchased from the state-adopted instructional materials list, adopted and purchased through a district instructional materials program under section 1006.283, Florida Statutes, or otherwise purchased or made available in the classroom.

Next Generation Sunshine State Standards

Next Generation Sunshine State Standards established the core content of the curricula to be taught in the state and specified the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student’s core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level.
except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards.

**Florida Standards**

The Florida Standards were created and adopted through a state-led initiative and are composed of high quality academic expectations in English Language Arts (ELA) and mathematics that define both the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career readiness. Charlotte County Public Schools is committed to providing teachers with the professional learning needed for successful ongoing implementation.

CPALMS is the State of Florida’s official source for standards. All standards for every subject area and grade level can be found at [http://www.cpalms.org/Public/search/Standard](http://www.cpalms.org/Public/search/Standard).

**ALLOCATION OF RESOURCES [F.S. 1008.25(3)(a)(b)]**

Charlotte County Public Schools will allocate remedial and supplemental instruction resources to students in the following priority:

1. Students in kindergarten through grade 3 who have a substantial deficiency in reading; and
2. Students who fail to meet performance levels required for promotions as defined by the performance standards in each grade level.

**STUDENT ASSESSMENT PROGRAM [F.S. 1008.22]**

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by the district to improve instruction and by students, parents, and teachers to guide learning objectives. The program must be designed to:

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

**ASSESSMENT AND SUPPORT [F.S. 1008.25(4)(a)(b)]**

Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 (satisfactory) or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. Targeted instructional support to students with identified deficiencies in English Language Arts, mathematics, science, and social studies will be provided. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans, pursuant to s. 1008.22:
1. a federally required student plan such as an individual education plan (IEP);
2. a school wide system of progress monitoring for all students, except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
3. an individual progress monitoring plan

Required enrollment of students with Level 1 and Level 2 scores on statewide English Language Arts and mathematics assessments in intensive, remediation courses is no longer supported by state statute. However, intensive reading, intensive language arts, intensive writing, and intensive mathematics course offerings continue to be included in Florida’s course code directory. The district and/or schools will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support.

**K-12 Comprehensive Evidence-Based Reading Plan [SBE Rule 6A-6.053]**

Annually, school districts shall submit a K-12 Comprehensive Evidence-Based Reading Plan for the specific use of the research-based reading instruction allocation in the format prescribed by the Department for review and approval by the Just Read, Florida! Office pursuant to section 1011.62, F.S. The K-12 Comprehensive Evidence-Based Reading Plan must accurately depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the English Language Arts Florida Standards (LAFS). This information must be reflected for all schools and grade levels. The K-12 Comprehensive Evidence-Based Reading Plan must ensure that:

(a) Leadership at the district and school level is guiding and supporting the initiative;
(b) The analysis of data drives all decision-making;
(c) All intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading;
(d) Measurable student achievement goals are established and clearly described;
(e) Evidence-based instructional materials comply with Section 1011.67, F.S.; and
(f) Supplemental instructional materials comply with Section 1001.215(8), F.S.

For more information regarding Charlotte County Public Schools’ K-12 Comprehensive Evidence-Based Reading Plan, please contact the Assistant Superintendent for Learning.

For more information regarding reading deficiency and parent notification for students who demonstrate substantial deficiency in reading in kindergarten through grade 3, please access the 2020-2021 Student Progression Plan ~ Elementary School

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

Charlotte County Public Schools is committed to the implementation of a Response to Intervention, through the Multi-Tiered System of Supports (MTSS). The Multi-Tiered System of academic and behavioral supports relies on problem solving and data-based decision making to improve educational outcomes and meet the academic and behavioral needs of all students. MTSS is a term used to describe an evidence-based model of schooling that uses a data-based problem solving process to integrate academic, behavioral and social-emotional instruction and intervention supports matched to student need in alignment with educational standards. The integrated instruction and intervention model is delivered to students in varying intensities (3 Tiers) based on student need. “Need-driven” decision making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Core components of the MTSS framework include:
• A data-based problem solving model that is an ongoing, systematic process of analyzing and evaluating information to guide educational decisions and actions. This problem-solving approach contributes to effective student outcomes by accurately identifying the problem, analyzing relevant data to understand why the problem is occurring, designing and implementing interventions, and measuring the effectiveness of the interventions that are implemented. School-based teams engage in problem solving to inform instructional decisions and develop intervention supports.

• An integrated systemic approach focused on student outcomes.

• A guiding framework for school improvement activities and strategic planning.

• A team of professionals from different disciplines focused on improving student performance.

• A continuum of services with timely interventions matched to student needs.

The Education Intelligence System (EDIS), or School Portal, is a unified data collection system easily accessible to all staff through the district website (www.yourcharlotteschools.net) or by logging into FOCUS, the district’s school information system platform. EDIS includes both data and intervention planning and monitoring information necessary for MTSS implementation and support of Charlotte County Public School’s stance on providing high quality instruction and intervention(s) matched to student needs using learning rates and levels of performance to drive instructional decisions regarding promotion, acceleration, retention, and remediation.

Charlotte County Public Schools developed an Early Warning System (EWS) at all grade levels in accordance with the requirements of Florida Statute and after review of the research on the benefits of employing an EWS. Utilizing data systematically to identify at-risk students as early as possible allows for the application of effective prevention and early intervention services.

The EWS allows for an analysis of readily available and highly predictive student academic and engagement data (e.g., absenteeism, course failure, GPA, credits, discipline) that is critical to the implementation of the larger MTSS framework.

School-based Problem-Solving Teams review EWS data in EDIS’ School Portal and identify students exhibiting two or more early warning indicators for academic and/or behavioral intervention programs.

For more information regarding specific EWS indicators, please refer to the 2020-2021 Elementary School, Middle School, and High School Student Progression Plans.

**PROMOTION & RETENTION [F.S. 1008.25]**

The curriculum objectives for Charlotte County Public Schools are aligned with the Florida Standards and the Next Generation Sunshine State Standards. Instruction will address the skills and competencies that a student must master in order to be promoted. Proficiency in English Language Arts, mathematics, science, and social studies is measured by statewide, standardized assessments, end of course exams, and district assessments.

Student promotion and retention decisions consider the effectiveness of core instruction, mastery of the Florida Standards and the Next Generation Sunshine State Standards, and the student’s response to evidence-based instruction and interventions implemented with fidelity.

In response to the COVID-19 public health emergency, the Commissioner of Education granted various waivers and suspended statutes and rules in order to respond to and to mitigate the impacts of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system. This response altered significant promotion & retention policy and procedures:

- On March 17, 2020, Governor Ron DeSantis announced the initial closure of Florida public school campuses and that statewide assessments would be suspended for the spring 2020 assessment administration.

- *Impact on Promotion & Retention:* Due to the lack of 2020 state assessment data, decisions on student promotion and retention should be made in consultation with parents, teachers and school leaders based on students’ classroom performance and progress monitoring data. Potential considerations for placements include:
  - teacher recommendations
  - prior year FSA data;
  - historical trends
  - winter/spring diagnostic data
  - district assessments (ClearSight, iReady, STAR)
  - student and parent requests
  - current course grades

- *Impact on Promotion & Retention:* The waiver of the Florida Standards Assessments in Spring 2020 for 2020 graduating seniors does NOT apply to:
  - Adult education students who re-enrolled in high school in 2019-20
  - 2020 seniors moving from 12th grade to adult education after 2019-20
  - 2020 seniors who repeat 12th grade for the 2020-2021 school year

- *Impact on Promotion & Retention:* Non-seniors of the 2019-2020 SY who have yet to pass the grade 10 FSA ELA must still meet the exit criteria by passing that assessment during a future administration or earning a concordant score.

- *Impact on Promotion & Retention:* Non-seniors enrolled in a course aligned with the Algebra 1 EOC Assessment in SY 2019-2020 may use one of the following to meet the graduation requirement:
  - Passing the Algebra 1 EOC (offered four times each year) during a future administration,
  - Earning a comparative score, or
  - Passing the Geometry EOC during a future administration
    - Students who were scheduled to take the Spring 2020 Grade 10 ELA or Algebra 1 EOC Assessment may use a concordant or comparative score as soon as it is earned (these students do not have to sit for the state assessment prior to using the concordant/comparative score)

- *Impact on Promotion & Retention:* Non-seniors enrolled in a course aligned with the grade 10 ELA assessment or the Algebra 1 End-of-Course (EOC) assessment during the 2019-2020 school year were waived of the requirement to participate in the grade 10 ELA or Algebra 1 EOC assessment. However, these students must still meet the graduation requirement by passing that assessment during a future administration or by earning a concordant or comparative score as specified in Rule 6A-1.09422.

- *Impact on Promotion & Retention:* Rule 6A-1.09422 was amended in July 2020 to extend the opportunity to use the Geometry EOC assessment as a comparative score for the Algebra 1 EOC to all students who entered grade 9 in the 2011-12 school year and beyond.
The passing score for the FSA Geometry EOC Assessment is equivalent to a score earning a level 3 or higher which is a score equal to or greater than a 499 on the 425 to 575 scale.

Students who are eligible for the Algebra 1 EOC or Geometry EOC alternate passing score may use the Geometry alternate passing score of 492.

For more information regarding promotion and retention, please refer to the 2020-2021 Elementary School, Middle School, and High School Student Progression Plans.

ACHIEVEMENT LEVELS FOR COMPREHENSIVE STATEWIDE ASSESSMENTS [F.S. 1008.22 & SBE Rule 6A-1.09422]

Section 1008.22, Florida Statutes, requires that the State Board of Education (SBE) specify, by rule, the scale score ranges and achievement levels for each statewide, standardized assessment. In addition, F.S. 1008.22(3)(e)2 requires that the SBE designate passing scores, by rule, for each statewide, standardized assessment, which has been the minimum score in achievement level 3 for all statewide assessments since the requirement was first implemented in rule in 2013.

The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and were implemented in grades K–12 in the 2014–2015 school year. All Florida schools teach the Florida Standards, and students are assessed through the statewide Florida Standards Assessments (FSA).

FSA Subjects/Grade Levels Tested
- Grades 3–10 English Language Arts (Writing component in grades 4–10)
- Grades 3–8 Mathematics
- Algebra 1 EOC Assessment
- Geometry EOC Assessment

NGSSS Subjects/Grade Levels Tested
- Grades 5 and 8 Statewide Science Assessment
- Biology EOC Assessment
- US History EOC Assessment
- Civics EOC Assessment

English Language Learner (ELL) and Exceptional Student Education (ESE) students, enrolled in the tested grade levels, participate in FSA and NGSSS test administrations. Administration accommodations are provided to eligible ELL and ESE students.

EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment.
SBE Rule 6A-1.09422 presents the following scale scores for each achievement level on the comprehensive statewide assessments:

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<th>GRADE</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>251-296</td>
<td>297-310</td>
<td>311-324</td>
<td>325-339</td>
<td>340-372</td>
</tr>
<tr>
<td>5</td>
<td>257-303</td>
<td>304-320</td>
<td>321-335</td>
<td>336-351</td>
<td>352-385</td>
</tr>
<tr>
<td>6</td>
<td>259-308</td>
<td>309-325</td>
<td>326-338</td>
<td>339-355</td>
<td>356-391</td>
</tr>
<tr>
<td>7</td>
<td>267-317</td>
<td>318-332</td>
<td>333-345</td>
<td>346-359</td>
<td>360-397</td>
</tr>
<tr>
<td>8</td>
<td>274-321</td>
<td>322-336</td>
<td>337-351</td>
<td>352-365</td>
<td>366-403</td>
</tr>
<tr>
<td>9</td>
<td>276-327</td>
<td>328-342</td>
<td>343-354</td>
<td>355-369</td>
<td>370-407</td>
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<td>10</td>
<td>284-333</td>
<td>334-349</td>
<td>350-361</td>
<td>362-377</td>
<td>378-412</td>
</tr>
</tbody>
</table>

FSA MATHEMATICS Assessment Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>240-284</td>
<td>285-296</td>
<td>297-310</td>
<td>311-326</td>
<td>327-360</td>
</tr>
<tr>
<td>4</td>
<td>251-298</td>
<td>299-309</td>
<td>310-324</td>
<td>325-339</td>
<td>340-376</td>
</tr>
<tr>
<td>5</td>
<td>256-305</td>
<td>306-319</td>
<td>320-333</td>
<td>334-349</td>
<td>350-388</td>
</tr>
<tr>
<td>6</td>
<td>260-309</td>
<td>310-324</td>
<td>325-338</td>
<td>339-355</td>
<td>356-390</td>
</tr>
<tr>
<td>7</td>
<td>269-315</td>
<td>316-329</td>
<td>330-345</td>
<td>346-359</td>
<td>360-391</td>
</tr>
<tr>
<td>8</td>
<td>273-321</td>
<td>322-336</td>
<td>337-352</td>
<td>353-364</td>
<td>365-393</td>
</tr>
</tbody>
</table>

FSA ALGEBRA 1 EOC Assessment Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>425-486</td>
<td>487-496</td>
<td>497-517</td>
<td>518-531</td>
<td>532-575</td>
</tr>
</tbody>
</table>

FSA GEOMETRY EOC Assessment Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>425-485</td>
<td>486-498</td>
<td>499-520</td>
<td>521-532</td>
<td>533-575</td>
</tr>
</tbody>
</table>

NGSSS BIOLOGY EOC Assessment Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>325-368</td>
<td>369-394</td>
<td>395-420</td>
<td>421-430</td>
<td>431-475</td>
</tr>
</tbody>
</table>

NGSSS US HISTORY EOC Assessment Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alternate Passing Scores (APS)
The State Board of Education (SBE) adopted the Commissioner’s proposed cut scores for the FSA on January 6, 2016. The SBE also approved Alternate Passing Scores (APS) based on linking the scores to the spring 2014 FCAT 2.0/NGSSS scores, as required in statute. Eligibility for using the Grade 10 FSA ELA APS is based on student cohort. Students who entered grade 9 in 2013-14 (or prior), regardless of his/her first attempt taking the assessment, are eligible to use the APS for graduation purposes. Eligibility for using the APS for the FSA Algebra 1 and FSA Geometry assessments is based on when students first participated in the assessment. Students who took one of these assessments prior to the adoption of the new passing scores (spring, summer, fall, or winter 2015) are eligible to use the APS for Algebra 1 for graduation/CAP purposes or the APS for Geometry for scholar designation/CAP purposes. Students who participate in the FSA Algebra 1 or FSA Geometry assessment for the first time in Spring 2016 and beyond must obtain the new passing scores for graduation/CAP and scholar designation/CAP purposes.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Eligibility</th>
<th>Passing or APS (FSA Scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10 FSA ELA</td>
<td>Entered Grade 9 in 2014-15 or after</td>
<td>350</td>
</tr>
<tr>
<td>FSA Algebra 1</td>
<td>First participated in Spring 2016 or beyond</td>
<td>497</td>
</tr>
<tr>
<td>FSA Geometry</td>
<td>First participated in Spring 2016 or beyond</td>
<td>499</td>
</tr>
<tr>
<td>Grade 10 FSA ELA</td>
<td>Entered Grade 9 in 2013-14 or prior</td>
<td>349</td>
</tr>
<tr>
<td>FSA Algebra 1</td>
<td>First participated prior to Spring 2016</td>
<td>489</td>
</tr>
<tr>
<td>FSA Geometry</td>
<td>First participated prior to Spring 2016</td>
<td>492</td>
</tr>
</tbody>
</table>

Florida Standards Alternate Assessment (FSAA)
Per Rule 6A-1.0943, the Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points (FS–AP) in Language Arts, Mathematics, Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.
PROMOTION & RETENTION STATISTICS [F.S. 1008.25(8)(b)]

Pursuant to F.S. 1008.25(8)(b), Charlotte County Public Schools will annually publish the following information on the prior school year:

- By grade, the number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the statewide, standardized English Language Arts Assessment.
- By grade, the number and percentage of all students retained in kindergarten through grade 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause.

2019-2020* FSA ELA Performance

By grade, the number and percentage of all students in grades 3-10 performing at levels 1-5:


Due to the cancellation of Spring 2020 Assessments as a result of COVID-19, 2019-2020 FSA ELA Achievement data is unavailable. The data reflected in the chart below reflects the most recent student data performance available, 2018-2019 FSA ELA Achievement.
Florida Standards Assessment (FSA) ELA Achievement

2018-2019: LEVELS 1-5

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>FSA ELA Level 1</th>
<th>FSA ELA Level 2</th>
<th>FSA ELA Level 3</th>
<th>FSA ELA Level 4</th>
<th>FSA ELA Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
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<td>101</td>
<td>10</td>
<td>201</td>
<td>20</td>
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<tr>
<td>4</td>
<td>193</td>
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<td>268</td>
<td>25</td>
<td>300</td>
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<tr>
<td>5</td>
<td>211</td>
<td>18</td>
<td>305</td>
<td>26</td>
<td>317</td>
</tr>
<tr>
<td>6</td>
<td>234</td>
<td>22</td>
<td>308</td>
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<td>234</td>
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<td>325</td>
<td>29</td>
<td>281</td>
<td>25</td>
<td>224</td>
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<tr>
<td>8</td>
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<td>20</td>
<td>253</td>
<td>24</td>
<td>285</td>
</tr>
<tr>
<td>9</td>
<td>276</td>
<td>23</td>
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<td>10</td>
<td>285</td>
<td>23</td>
<td>310</td>
<td>25</td>
<td>285</td>
</tr>
</tbody>
</table>

2019-2020 Retentions

By grade, the number and percentage of all students retained in kindergarten through grade 10:

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Academically Promoted</th>
<th>Retained in Same Grade</th>
<th>Number of Students</th>
<th>Percentage of Students Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1085</td>
<td>46</td>
<td>1131</td>
<td>4.07</td>
</tr>
<tr>
<td>1</td>
<td>1043</td>
<td>65</td>
<td>1108</td>
<td>5.87</td>
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<tr>
<td>2</td>
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<td>2.18</td>
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<td>1040</td>
<td>0.96</td>
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<td>1021</td>
<td>1</td>
<td>1022</td>
<td>0.10</td>
</tr>
<tr>
<td>5</td>
<td>1119</td>
<td>0</td>
<td>1119</td>
<td>0.00</td>
</tr>
<tr>
<td>6</td>
<td>1227</td>
<td>5</td>
<td>1232</td>
<td>0.41</td>
</tr>
<tr>
<td>7</td>
<td>1137</td>
<td>18</td>
<td>1155</td>
<td>1.56</td>
</tr>
<tr>
<td>8</td>
<td>1185</td>
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<td>2.15</td>
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<tr>
<td>9</td>
<td>1263</td>
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<td>0.0</td>
</tr>
<tr>
<td>10</td>
<td>1288</td>
<td>1</td>
<td>1289</td>
<td>0.08</td>
</tr>
</tbody>
</table>

2019-2020 Promotions for Good Cause

Information on the total number of students who were promoted for good cause, by each category of good cause.

*Statistics will be provided after September 1 of each year.


Due to the cancellation of Spring 2020 Assessments as a result of COVID-19, Good Cause promotion data is not available.

Limited English Proficient students with less than 2 years of instruction in ELL based on the initial date of entry into a school in the United States.

Students with disabilities whose IEP indicates participation in the statewide assessment plan is not appropriate.
<table>
<thead>
<tr>
<th>Description</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who demonstrate an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.</td>
<td></td>
</tr>
<tr>
<td>Students who demonstrate through a student portfolio that the student is performing at least at Level 2 on the statewide, standardized ELA assessment.</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with disabilities who take the standardized ELA assessment and who have an IEP or 504 plan that reflects that the student has received intensive instruction in reading or ELA for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.</td>
<td>N/A</td>
</tr>
<tr>
<td>Students who have received intensive intervention in reading for two or more years but still demonstrate a deficiency in reading 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.</td>
<td>N/A</td>
</tr>
<tr>
<td>TOTAL NUMBER OF STUDENTS PROMOTED FOR GOOD CAUSE</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**VIRTUAL SCHOOL OPPORTUNITIES [F.S. 1002.455]**

Virtual Education provides options for students. Through virtual education, students have expanded access to a variety of courses and schools. Virtual education can be a good fit for students with medical or behavioral issues that limit success in a traditional classroom or for students who need a more flexible schedule to participate and train for performing arts, academic, athletic and other endeavors, and also for students who would like to accelerate or catch up.

All of Florida’s virtual education options are designated by law as school choice options for Florida students. Specifically:

- Section 1002.20(6), related to educational choice, lists virtual instruction programs and Florida Virtual School as educational choice options.
- Section 1001.42(23), related to virtual instruction, requires school boards to provide students with access to virtual instruction programs, including Florida Virtual School and other approved providers, and to award credit for successful completion of such courses.
- Section 1002.37(3)(c) states that school districts may not limit student access to courses offered through Florida Virtual School.
- Section 1002.45(1)(b) requires school districts to provide all enrolled public school students within its boundaries the option of participating in part-time and full-time virtual instruction programs.
- Section 1003.498(2)(a), related to district virtual course offerings, allows students enrolled in the district to register and enroll in online courses offered by their school district.
- Section 1003.498(2)(b), related to district virtual course offerings, allows students enrolled in the district to register and enroll in an online course offered by any other school district in the state.
- Section 1003.498(3) requires that access to these online courses shall be available during the school day and that a district may not require a student to take an online or blended-learning course outside the school day which is in addition to the student’s courses for a given term or on school grounds.
- Section 1003.4282(4), related to the online course graduation requirement, states that a school district may not require a student to take the online or blended-learning course outside the school day or in addition to a student’s courses for a given semester. This requirement can be met through an online course offered by Florida Virtual School, district virtual schools, traditional district schools or through dual enrollment. The online course graduation requirement does not apply to a student who has an individual education plan under s. 1003.57 which indicates that an online or blended-learning course...
would be inappropriate, or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school.

- **Section 1007.27(1),** related to articulated acceleration mechanisms, specifies that articulated acceleration mechanisms must be available for secondary students and include dual enrollment, advanced placement and credit earned through Florida Virtual School.

### Charlotte Virtual School (CVS)

The Charlotte Virtual School (CVS) is an internet-based school that is a franchise of Florida Virtual School. CVS serves as Charlotte County’s virtual instruction program and satisfies the requirements set forth in Florida Statute. CVS serves Elementary through High school students and is open to Charlotte County students in K-12th grades. Students may enroll as part-time or full-time participants in this program. Charlotte Virtual School is NOT a credit recovery program. CVS courses engage students in critical thinking, problem-solving skills, real-life application and the ability to apply the acquired knowledge in the world around them. Full-time CVS students are registered as public school students and take part in statewide, standardized assessments and district testing. CVS students have the opportunity to earn a standard diploma issued by Charlotte County Public Schools (CVS offers high school diplomas to students registered in the full-time program only). Full time Charlotte Virtual students are required to take six courses.

CVS partners with Florida Virtual School for middle and high school curriculum.

For more information, please visit the Charlotte Virtual School’s website at [https://www.yourcharlotteschools.net/cvs](https://www.yourcharlotteschools.net/cvs)

### Student Eligibility

Pursuant to [F.S. 1002.455](https://www.sunshelf.com/chapters/florida-state-health/health-code/F.S.1002.455), a student may enroll in a virtual instruction program provided by the school district. Public school, private school, charter school, home education students and students new to Charlotte County are eligible to apply.

Each student enrolled in a virtual instruction program must take statewide assessments pursuant to F.S. 1008.22. Statewide assessments may be administered within the school district in which such student resides. If requested by the approved provider, the district of residence must provide the student with access to the district’s testing facilities.

Virtual instruction options include:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b) for students enrolled in the school district.
- Full-time virtual charter school instruction authorized under s. 1002.33.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.

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In response to the consequences of COVID-19 on student enrollment in the K-12 “brick-and-mortar” school setting, the District has suspended the following student eligibility criteria for registration and acceptance into Charlotte Virtual School:

- Be successfully promoted to the next grade level at the end of the previous school year with a 2.0 GPA or better. For mid-year entrance, student must have demonstrated success in first semester courses (grades of C or better)
- Attain one of the following minimum scores on previous year standardized tests:
This waiver of student eligibility criteria is effective for those students wishing to enroll in Charlotte Virtual School for SY 2020-2021 only. Upon the conclusion of SY 2020-2021, the District will revisit this language and may decide to reinstate eligibility criteria for the 2021-2022 school year.

Students wishing to enroll in Charlotte Virtual School are required to
1. submit a student application by the declared deadline,
2. attend a student orientation,
3. participate in a first day face-to-face or virtual open lab, and
4. adhere to the application process and established withdraw procedures

Application Process
To apply for Charlotte Virtual School’s full time program, please access the online application at https://www.yourcharlotteschools.net/cvs. The semester one application and enrollment window closes August 18, 2020 and the semester two application window closes January 13, 2021.

Withdraw Procedures
- Grace Period: The first 21 days the student is enrolled in the course is considered the “grace period.” If the student is not on pace and/or not demonstrating academic success in the course during the grace period, the student may be withdrawn from the course without penalty.
- Once a student completes more than 50% of a course, the course will be reflected on the student’s official CCPS transcript.
- The student must pass all discussion-based assessments and take the segment final exam in order to pass the course.
- A student must be enrolled in the course for a minimum of 14 days (28 days for personal fitness, fitness lifestyle design, and HOPE) in order to be awarded credit.

Florida Virtual School (FLVS) [F.S. 1002.37]
Established for the development and delivery of online and distance learning education, Florida Virtual School (FLVS) provides options for students, parents, school districts, and schools. Through FLVS, students have expanded access to courses and additional opportunity for acceleration. Pursuant to Section 1002.37(3)(c), school districts may not limit student access to courses offered through the FLVS.

Districts may not:
- Limit a student from enrolling in FLVS courses at any time
- Require students to enroll in district courses in the same subjects as FLVS courses
- Require public school students to pay for FLVS courses
- Require students to take FLVS courses in addition to a full-time schedule at the school
- Restrict students from taking FLVS courses for core subjects (allowing students to take FLVS courses only for electives)

Students enrolled in Charlotte County Public Schools are subject to district policies relating to student progression. While a student’s enrollment in FLVS courses will not be artificially limited by the district, if the
student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, the district still has the authority and responsibility to provide academic guidance to the student. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student was not academically qualified.

Pursuant to Section 1002.37(9)(b), public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to s. 1008.22.

Pursuant to Section 1002.37(9)(c), Industry certification examinations, national assessments, and statewide assessments offered by the school district shall be available to all Florida Virtual School students.

Pursuant to Section 1002.37(9)(d), Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school’s testing facilities.

Pursuant to Section 1002.20(18)(d), Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student would be assigned or could choose to attend according to district school board policies.

A major characteristic of FLVS instruction is the expectation that students assume full responsibility for learning by locating, evaluating, and using a wide range of resources. It is, therefore, most suited to students who are self-motivated, committed, and mature, independent learners.

Requirements for registration:
- Parents and students are highly encouraged to speak to the school’s counselor and develop an academic plan prior to registering for any FLVS course.
- Courses must be approved by his/her school counselor.
- Students will register online at www.flvs.net. This registration will not be confirmed until FLVS personnel have evidence that the school counselor’s permission has been secured.
- Admissions are limited and students may be placed on a “wait list” for the next available placement. Registration is an ongoing process. Parents and students are encouraged to be sensitive to the district calendar of grading periods and graduation dates when choosing to register for a FLVS course.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING OPTIONS (ACCEL) [F.S. 1002.3105]

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

At a minimum, each school must offer the following ACCEL options:
- whole-grade and midyear promotion;
- subject-matter acceleration;
- virtual instruction in higher grade level subjects;
- and the Credit Acceleration Program under s. 1003.4295.
Additional ACCEL options may include, but are not limited to, the following:

- enriched science, technology, engineering, and mathematics coursework;
- an intensive reading acceleration course for retained 3rd grade students who were previously retained in kindergarten, grade 1, or grade 2;
- enrichment programs;
- flexible grouping;
- advanced academic courses;
- combined classes;
- self-paced instruction;
- rigorous industry certifications that are articulated to college credit and approved pursuant to ss.1003.492 and 1008.44;
- work-related internships or apprenticeships;
- curriculum compacting;
- advanced-content instruction;
- telescoping curriculum.

**Eligibility and Procedural Requirements**

A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Eligibility requirements include the following:

- The student’s performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22.
- The student’s grade point average.
- The student’s attendance and discipline record.
- Recommendations from one or more of the student’s teachers in core-curricula courses
- A recommendation from a certified school counselor

Exercising the ACCEL Option must be congruent with class size requirements. Transportation to another facility is the responsibility of the parent. Students accepted into the ACCEL Option must have a performance contract including compliance with attendance and conduct requirements and other areas of compliance established by the principal in conjunction with the district office.

**Award of a Standard High School Diploma under the 18 Credit ACCEL Diploma Option**

A student wishing to earn a standard high school diploma under the “18 Credit Option” will meet with the Certified School Counselor to discuss and select this option. Post-secondary plans as well as social and emotional readiness need to be addressed prior to the selection of this plan.

A student who meets the following requirements may earn a Standard High School Diploma under the ACCEL Option –

- 4 credits in English Language Arts (The student must pass the statewide, standardized grade 10 ELA assessment or earn a concordant score)
- 4 credits in Mathematics (The student must earn one credit in Algebra 1 and one credit in Geometry. The student must pass the statewide, standardized Algebra 1 EOC assessment or earn a comparative score)
- 3 credits in Science (Two of the 3 credits must have a laboratory component. The student must earn one credit in Biology I and two credits in equally rigorous courses)
• 3 credits in Social Studies (The student must earn one credit in US History, one credit in World History, one-half credit in economics, which must include financial literacy, and one-half credit in US Government)
• 1 credit in fine or performing arts, speech and debate, or practical arts (eligible practical arts courses are identified in the Course Code Directory)
• 3 elective credits
• A cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale is required
• The HOPE credit is not required
• The Online Course is not required

High school students with disabilities who have an individual educational plan (IEP) are eligible for consideration of a statewide, standardized assessment results waiver under the 18-credit ACCEL diploma option.

A fifth-year high school student may elect to graduate under the 18 credit ACCEL diploma option.

A Certificate of Completion may be awarded to students who have completed the 18-credit ACCEL diploma option but failed to earn passing scores on the state approved graduation test or concordant and/or comparative score or to achieve a cumulative grade point average of 2.0 on a 4.0 scale.

**Award of a Standard High School Diploma under the Career and Technical Education Pathway Diploma Option**
Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard diploma through the Career and Technical Education (CTE) pathway option. The requirements of this program consists of completion of at least 18 credits, 2.0 GPA, and the following requirements:
• 4 credits in ELA
• 4 credits in mathematics
• 3 credits in science
• 3 credits in social studies
• 2 credits in Career Technical Education (CTE), which must result in program completion and an industry certification
• 2 credits in work-based learning programs (a student may substitute up to 2 credits of electives, including .5 credit in financial literacy, for work-based learning program courses to fulfill this requirement)

Students interested in this graduation pathway option are strongly encouraged to speak to a Certified School Counselor for additional guidance.

**Award of a Cambridge Advanced International Certificate of Education (AICE) Diploma Option**
Section 1003.4282, F.S., defines the options for earning a high school diploma stating that graduation requires successful completion of either a minimum of 24 academic credits in grades 9-12, an IB curriculum or an AICE curriculum. To be considered for an AICE Diploma, students must earn the equivalent of a minimum of seven credits by passing a combination of examinations at either double credit (A Level) or single credit (AS Level).

Students interested in pursuing an AICE Diploma are highly encouraged to speak to their Certified School Counselor. The ability for a high school to offer the AICE Diploma option is contingent upon course and instructor availability.
Pursuant to section 1003.436(1), F.S., the definition of high school credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3), F.S. The hourly requirements for a half credit are 67.5 hours.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment (Algebra I, Geometry, United States History, or Biology), an Advanced Placement Examination, or a College Level Examination Program (CLEP). The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. Students wishing to utilize CAP through an Advanced Placement examination are highly encouraged to speak to their Certified School Counselor as implications to the timeliness of awarding course credit upon the availability of certain Advanced Placement Examinations scores may have impact on graduation status, GPA calculation, diploma awards and designations, etc.

*A student cannot CAP a middle school course, i.e. Civics.

*Only credit (no grade) will be earned by meeting the passing score on the EOC.

*Students who earn the applicable comparative score on an alternative assessment (PERT, PSAT/NMSQT, SAT, or ACT), cannot use the comparative score to earn Algebra 1 credit via the Credit Acceleration Program (CAP).

Students may satisfy the online course requirement for earning a standard diploma by completing a course in which the student earns a nationally recognized industry certification in information technology identified on the CAPE Industry Certification Funding List pursuant to s. 1008.44 or passing the information technology certification exam without enrolling in or completing the corresponding course or courses, as applicable.

GRADE POINT AVERAGES (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to graduation, class ranking, athletic eligibility, scholarship opportunities, etc.

GPA for Graduation [F.S. 1003.4282]
The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in the unweighted GPA calculation unless the grade has been forgiven or replaced. Any course grade not replaced according to the district’s forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student’s transcript.

For more information regarding required GPAs for graduation, please refer to the 2020-2021 Student Progression Plan ~ High School
Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements. The district’s forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA.

Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records/transcripts cannot be altered at any time unless it has been determined that the information is inaccurate and in conjunction with written approval by the Superintendent and/or designee.

**GPA for Participation in interscholastic and intrascholastic extracurricular activities [1006.15(2)(3)(a)]**
Interscholastic extracurricular student activities are an important complement to the academic curriculum. Participation in a comprehensive extracurricular and academic program contributes to student development of the social and intellectual skills necessary to become a well-rounded adult. The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

To be eligible to participate in interscholastic extracurricular student activities at the Middle School level, a student must earn and maintain a 2.0 grade point average on a quarterly basis. Students whose grade point average falls below a 2.0 at the conclusion of the fourth quarter are ineligible to participate in middle school extracurricular activities during the first marking period of the following school year.

To be eligible to participate in interscholastic extracurricular student activities at the High School level, a student must maintain an unweighted, cumulative grade point average of 2.0 or above on a 4.0 scale at the conclusion of each semester in order to be eligible during the following semester.

In order for a student to be eligible to participate in athletic activities, an athlete must meet all of the requirements established by the Florida High School Athletics Association and maintain satisfactory conduct, as defined by the district Code of Student Conduct.

In order for a student to be eligible to participate in extra-curricular activities, the student must meet all of the requirements established by the governing regulations of the organization and maintain satisfactory conduct as defined by the district Code of Student Conduct.

**GPA for Participation in Dual Enrollment Programs [1007.271(3)]**

In response to the COVID-19 public health emergency, the Commissioner of Education granted various waivers and suspended statutes and rules in order to respond to and to mitigate the impacts of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system. This response altered enrollment policy and procedures for students wishing to register in Dual Enrollment courses in Fall 2020:

- On May 13, 2020, the Florida Department of Education released Emergency Order No. 2020-EO-02.

  - Impact on Common Placement Tests for Dual Enrollment Eligibility: Recognizing the impact on students and their eligibility to sit for placement testing, the emergency order suspends the testing requirement for student eligibility for initial enrollment in college credit dual enrollment courses through December 31, 2020. Students must still meet the minimum grade point average (GPA) requirements defined in s.1007.271, F.S. to establish and maintain eligibility participate in dual enrollment.
The emergency order suspends the statewide common placement testing requirement in s.1007.271(3), F.S. Under the suspension, institutions are permitted to place students in dual enrollment college credit coursework with a 3.0 unweighted high school GPA.

Because the availability of the common placement tests is not the same for all students, institutions that adopt a policy using alternative methods in addition to the 3.0 GPA must follow that policy for all students for the summer and fall term(s) specified in the Emergency Order regardless if testing becomes more widely available.

For continued enrollment in college-credit dual enrollment courses, students must statutorily maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution. Students who enrolled in dual enrollment without the common placement test score who maintain the minimum GPA requirements are not required to complete a common placement test for continued enrollment.

For a dual enrollment student that had previously completed a common placement test and did not meet student eligibility requirements based on those scores, a college should consider that student as eligible if the student has an unweighted 3.0 high school GPA.

Pursuant to s.1007.271(3), Florida College System (FCS) institutions may establish additional initial student eligibility requirements to ensure student readiness for postsecondary instruction; these requirements must be included in the dual enrollment articulation agreement. Additional requirements may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. Examples of alternative methods include, but are not limited to:

- PSAT, Florida Standards Assessments, or another type of test or assessment of college readiness, if previously taken test scores are readily available
- A minimum grade level can be determined to assess preparation for college-level work
- Grades earned by the student in relevant prior high school coursework
- Approval, such as a letter of recommendation, to indicate student possesses the level of communication and computation skills necessary for college-level coursework

There is no placement test required for career (clock-hour) dual enrollment. The eligibility requirements are as follows:

- 2.0 unweighted high school GPA
- Exceptions to the required GPA may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement.

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.
Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school grade point average and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average. Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement. Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction.

For more information regarding dual enrollment programs, please refer to the 2020-2021 Student Progression Plan ~ High School.

**DISTRICT PHYSICAL EDUCATION PROGRAM [F.S. 1003.455]**

In accordance with School Board policy, Charlotte County Public Schools has developed a physical education program that stresses physical fitness, encourages healthful, active lifestyles and encourages all students in prekindergarten through grade 12 to participate in physical education.

Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. Students are required to wear appropriate dress for class. Physical Education teachers will work cooperatively with parents, physicians, school counselors, and administrators to design and adapt physical activities to meet the needs of all students. Physical activity and physical education time shall not be withheld as a punishment or used as a punishment.

Physical education requirements consist of the following:

- Pre-Kindergarten: Opportunities for physical education that are consistent with the Florida Early Learning Services Birth to Five standards for physical development shall be available to all students in Pre-Kindergarten
- Grades K-5: Section 1003.455, F.S., requires 150 minutes of physical education each week for students in grades K-5 and 100 minutes per week of supervised, safe, and unstructured free-play recess. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided. In addition to the requirement for physical education, all K-5 students will be provided an additional 100 minutes of supervised, safe, and unstructured free-play recess each week so that there are at least twenty (20) consecutive minutes of free-play recess per day.
- Grades 6-8: Section 1003.455, F.S., requires one semester of physical education each year for students enrolled in grades 6-8. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal.
- The requirements of physical education for grades K-8 shall be waived for a student who meets one of the following criteria:
  - The student is enrolled in or required to enroll in a remedial course.
  - The student’s parent indicates in writing to the school that
1. the student enroll in another course from among those courses offered as options by the school district; or
2. the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

- Each school shall notify the student’s parent of the options available before scheduling the student to participate in physical education.
- Grades 9-12: Section 1003.4282(3)(f), F.S., requires a one credit physical education requirement with the integration of health for the issuance of a 24 credit, standard high school diploma. Beginning with the 2007-2008 school year, Charlotte County Public School students must take Health Opportunities through Physical Education (HOPE – PE Variation) which will replace physical education and personal fitness.
  - The requirement of HOPE shall be waived for a student who meets one of the following criteria:
    - Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9th grade year.
    - Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. *A student can combine one semester of band with Personal Fitness to meet the 1.0 credit requirement. A student cannot utilize the band waiver with the HOPE course. It is only able to be paired with the Personal Fitness course, not with 1/2 of HOPE. If Personal Fitness is not offered, then students will not be eligible for the band or dance waiver.
    - Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Participation in R.O.T.C counts as credit for physical education (1 semester R.O.T.C = 1 semester physical education) = .5 credit. This .5 credit may not be used to satisfy the personal fitness requirement.
  - NOTE: Completion of only one year of R.O.T.C and/or one year of junior varsity/varsity sports will not satisfy the .5 of the graduation credit. The student must completely fulfill the waiver.
  - Adaptive Physical Education will satisfy the requirement for those exceptional education students seeking a standard diploma who cannot be assigned to personal fitness pursuant to physical education guidelines in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

**INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN [F.S. 1000.36]**

The Governor is authorized and directed to execute the Interstate Compact on Educational Opportunity for Military Children on behalf of this state with any other state or states legally joining therein. 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. The compact seeks to make transition easier for the children of military families so they are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals. This applies to the children of active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders, members or 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 or veterans of the uniformed services now retired except as previously stated, and other US Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members.

The compact requires that upon receipt of education records by the school in the receiving state, the school shall enroll and appropriately place the student as quickly as possible based on the information provided, pending validation of the official education records. Pending receipt of official education records, the student’s receiving school must accept the unofficial education records. A special power of attorney (relative to the guardianship of a child of a military family) is sufficient for enrollment, as well as official or unofficial records will be accepted to expedite student enrollment, 30 days will be given for proper immunizations, students are allowed to continue their grade level enrollment if transfer is during the school year, students must be able to continue with special courses (ELL, ESE, gifted, honors, AP, etc.), students who meet criteria for special academic programs will be given first preference for admission, and students placed in the care of a non-custodial parent who lives in a school’s jurisdiction different from that of the custodial parent may continue to attend the school in which he or she enrolled.

Schools must facilitate the inclusion in extracurricular activities, regardless of application deadline to the extent the student is otherwise qualified; and schools must facilitate on time graduation by waiving courses required for graduation if similar coursework has been satisfactorily completed. In addition, if a transfer student’s transcript shows a final grade and credit in Algebra 1, Geometry, Biology I, or U.S. History, the transferring course final grade and credit is honored without the student taking the requisite statewide, standardized EOC assessment, and without the assessment results constituting 30 percent of the student’s final course grade. However, in order for the student to earn a scholar diploma designation, specific EOC assessments must be passed.

Graduation – In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving school after all alternatives have been considered, the sending and receiving school must ensure the receipt of the diploma from the sending school if the students meets the graduation requirements of the sending school. The student is allowed to participate in the receiving school’s graduation ceremony. If one of the states in question is not a member of the Military Compact, the district shall use its best efforts to facilitate the on-time graduation of the student in accordance of the following:

A. The school shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school or shall provide reasonable justification for denial to the Assistant Superintendent of Learning. If a waiver is not granted to a student who would qualify to graduate from the sending school, the receiving school must provide an alternative means of acquiring required coursework so that graduation may occur on time.
B. The district shall accept exit or end-of-course exams required for graduation from the sending state; national norm-referenced achievement tests; or alternative testing, in lieu of testing requirements for graduation.

Case Study #1:
Q: A 12th grade student (5th year Senior) who is registering in a CCPS high school from a school in Maryland is behind in credits and has a very low GPA (.7458). The parent is claiming that the Interstate Compact allows the student to earn a CCPS diploma with less than a 2.0 GPA as long as he/she earns the credits and passes all necessary end-of-course exams. Can the school issue a Florida standard diploma to this student?

A: No. If the student cannot meet the requirement of a 2.0 GPA to earn a Florida Standard Diploma, then the principal (working with the sending state) can ensure the receipt of the diploma, but that diploma is issued from the sending state’s graduation requirements have been met by the student. In other words, if the sending state (Maryland) allows the student to graduate with a GPA lower than 2.0, and the student meets that GPA requirement, then the student can graduate from high school, but will graduate with the sending state (Maryland) diploma, NOT a Florida Standard Diploma. The compact allows the student to receive a diploma from the sending state, not CCPS, as long as the student meets the sending state’s requirements for graduation. Once all possibilities are exhausted for receiving a Florida Diploma, the receiving state must work with the sending state to determine if the student meets the sending states requirements. If they do, then the student can receive a diploma from the sending state. The student may participate in the CCPS graduation ceremony.

Case Study #2:
Q: A 12th grade student, under the Interstate Compact, enrolls in a CCPS high school with SAT and ACT scores on file that meet the requirements of concordancy for Florida’s required passing of state assessments to earn a Florida standard diploma. Is the student required to sit for the grade 10 FSA ELA and Algebra 1 EOC assessment before the school applies the concordant/comparative scores earned and graduate the student with a standard diploma?

A: No. The expectation of the Interstate Compact is that the receiving school district/state (CCPS) does everything possible to help the student graduate on time. Upon confirmation that the SAT/ACT scores meet the concordant and/or comparative score for standard diploma (FSA ELA grade 10 and Algebra 1 EOC), the receiving school district/state (CCPS) may utilize the SAT/ACT scores as meeting the assessment requirements for standard diploma. In other words, the concordant/comparative SAT/ACT scores are applied without a first impulse FSA ELA grade 10 & Algebra 1 EOC score on file.

Case Study #3:
Q. A student withdraws from CCPS during his senior year to enroll in a high school on a military base in another state (Texas). The school in Texas reaches out to the CCPS high school and invokes the Interstate Compact. The student (who is finishing his 12th grade required coursework in Texas) wishes to graduate with a CCPS diploma at the CCPS school that he attended. Is the CCPS high school required to issue one of its diplomas to the student and allow the student to participate in its graduation ceremony?

A. Yes. In this case, the receiving state (Texas) must work with the CCPS high school to determine if the student will meet CCPS graduation requirements in time to participate in the CCPS graduation ceremony. The CCPS high school communicates to Texas the date final grades must be received in order to issue a Florida standard diploma. Once the CCPS high school receives the final grades/transcript from Texas, the data tech inputs the grades in FOCUS so that a CCPS transcript can be issued showing the award of a
standard diploma for graduation purposes. The Texas school will withdraw him, which will then allow the CCPS school to reenroll him in time for graduation.

Please access the full text of the Interstate Compact by clicking here:
http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1000.36&URL=1000-1099/1000/Sections/1000.36.html

TRANSFERRING STUDENTS

School officials have a responsibility to ensure that students are immediately placed into the appropriate grade, courses, and services. After initial school enrollment forms and documentation are completed, the student and parent/guardian meet with school personnel (e.g., certified school counselor) to determine the grade placement, course selection and services (if required). If official educational records are unavailable, a provisional placement is made with the understanding that further review may be necessary.

In order to be admitted to a Charlotte County School, a transferring student must provide the following data within 30 days of enrollment:

- Official documentation that a parent/guardian was a legal resident of the state in which the child was previously enrolled in school;
- An official letter or transcript from a proper school authority that shows the record of attendance, academic information, and grade placement of the student;
- Evidence of immunization against communicable diseases as required by Florida law
- Evidence of date of birth as required by Florida law
- Evidence of a medical examination completed within the last 12 months as required by Florida law;
- Evidence of legal guardianship/custody, when appropriate; and
- A complete disclosure form noting previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had as required by Florida law.

Uniform Transfer of High School Credits [F.S.1003.4282(7)]

Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student’s transcript shows a credit in Algebra I, the student must pass the statewide, standardized FSA Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a student’s transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 FSA ELA assessment, or earn a concordant score. If a transfer student’s transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade.

State Uniform Transfer of Students in Middle Grades and High School [SBE Rule 6A-1.09941]

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

(1) The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7,
and 8 from out of state or out of country shall be as follows:

(a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.

(b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (1)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

(a) Portfolio evaluation by the superintendent or designee;
(b) Demonstrated performance in courses taken at other public or private accredited schools;
(c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
(d) Demonstrated proficiencies on a statewide, standardized assessment; or
(e) Written review of the criteria utilized for a given subject provided by the former school.

(2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

(a) 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.

(b) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph (2)(c), of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
4. Satisfactory performance on nationally normed standardized subject area assessments,
5. Satisfactory performance on a statewide, standardized assessment, or
6. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5., of this rule if required.

Rulemaking Authority 1003.25, 1003.4156, 1003.4282 FS.
Transfer Students and the Civics requirement
Pursuant to s. 1003.4156, F.S., for all transfer or homeschool students that transfer after the first day of the second semester as a grade 8 student: A middle grades student who transfers into the state’s public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

Transfer or homeschooled students that enroll into Charlotte County Public Schools during the first semester of grade 8 must take and pass Civics, unless their transcript shows that they will have completed three (3) Social Studies courses on record during middle school, with at least a semester of Civics education that is documented.

Transfer Student Grade Placement
The grade placement of students transferring from other counties, countries, states, or private schools will be determined by the principal of the receiving school based on placement tests, course completion status, credits earned, age, and previous school records. All failing grades from classes taken in Charlotte County and all Florida public schools are subject to course completion recovery or credit recovery.

HOMELESS STUDENTS
Charlotte County Public Schools adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and School Board Policy 5111.01. Homeless students, as defined by the McKinney-Vento Act, have equal access to all PK-12 programs and services and are entitled to immediate enrollment in schools. In the case of homeless children and families, the Homeless Education Liaison is responsible for ensuring their rights under the law. The Liaison will coordinate efforts to assist these students with school nurses, social workers, school counselors, and registrars. Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. Homeless children and youth who meet relevant eligibility criteria to enroll in a summer school, magnet school, career and technical education, advanced placement, online learning, or charter school, but missed an application or enrollment deadline during a period of homelessness, are provided access to those programs. It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency. Homeless students will receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. The Homeless Liaison will identify eligible students and work to eliminate barriers to school success. For more information about eligibility criteria and services students are entitled to receive, please go to the Homeless Education Website.

FOREIGN EXCHANGE STUDENT PROGRAM REQUIREMENTS [1001.41; 1001.54; 1003.25; 1008.25]

The School Board recognizes the positive cultural benefits to the students, staff, and the community in meeting students from other countries and in having foreign students as members
of the student body of this District. The District does not provide I-20 Forms (certificates of eligibility) for immigration purposes. It does, however, serve all students residing in Charlotte County, regardless of immigration status.

Foreign exchange students may be enrolled on a space available, principal approval basis. A tuition fee is not required. Foreign exchange agencies must be pre-approved by the District and must follow all established procedures for admitting foreign exchange students.

The sponsoring organization must have an approved application on file with Charlotte County Public Schools before contacting the school.

All foreign exchange students must adhere to all of the following criteria:

(A) Attendance for a minimum of two semesters (one full school year). Students must be in attendance the first day of school.
(B) Must be a minimum of 16 but not more than 18 years of age on the date of enrollment.
(C) Not yet graduated from the sending home country school.
(D) Completed formal application which includes:
   1. An English translation of the student’s school transcript must be included in the application with a brief description of each class taken in grades 9-12 which includes the focus of the course content
   2. Pertinent information about the student, family, and host family
   3. The student’s health record including all immunizations in accordance with Florida Statutes
   4. Evidence of appropriate medical insurance coverage

(E) Placement with a host family who resides within Charlotte County
(F) The Foreign Exchange agency area representative must reside within Charlotte County
(G) Must have sufficient reading and speaking knowledge of the English language to be able to successfully participate in regular high school classes (Levels 3, 4 or Fluent English Speakers [FES]).
(H) Written approval of the principal or his/her designee. The principal may admit a maximum of five (5) foreign exchange students per year.

Student Admissions — The sponsoring organization must apply for and obtain written approval from the principal for admission of the student by May 1 of the upcoming school year. At the time of application, it shall be determined whether the student will attempt to earn a high school diploma. Students who are interested in earning a high school diploma will be referred to the Assistant Superintendent for Learning for review. Written approval or denial for admission shall be given to the sponsoring organization by the principal.

Notification to the Student and Host Family — A copy of this document detailing the regulations regarding foreign exchange students shall be provided to the sponsoring organizations. Sponsors are expected to share this information with prospective students and host families prior to the student being approved for admission.

Enrollment and Orientation — The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, shall meet with the principal and a counselor to enroll the student. Formal entrance to school shall be at the beginning of the first semester. An orientation designed to
acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall be expected to follow school rules and to participate fully in the education program provided. All foreign exchange students shall be tested for English language proficiency, and may be served in an English for Speakers of Other Languages (ESOL) program if eligible.

**Supervision** — It is the sponsor’s responsibility to resolve problems that arise between the student, the host family, and/or the school, including, if necessary, the changing of host families or the early return home of the exchange student because of personal difficulties. The principal shall notify the local representative of the sponsoring organization if the host family is reported to be neglecting the needs of the exchange student. Under no circumstances should the student or the school be expected to find a different host family.

**Financial Support** — School-related expenses shall be the responsibility of the sponsoring organization and the host family. The student or host family shall pay for lunches, admission to school activities, and commemorative items such as the yearbook, school ring, and cap and gown.

**Athletic Eligibility** — Students shall be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition.

**Transcripts/Graduation** — Upon completion of the stay in Charlotte County, the student shall be issued an official transcript of all work completed. To graduate and participate in the ceremony, students must have completed all graduation requirements of the Charlotte County Public Schools and the State of Florida. Transcripts from foreign countries shall be equated to Charlotte County Public Schools graduation requirements as closely as possible. The Assistant Superintendent for Learning will be responsible for determining that all graduation requirements are met.

**EXCEPTIONAL STUDENT EDUCATION (ESE)**

It is the goal of the Charlotte County Exceptional Student Education Department to guarantee the right to a complete educational opportunity to every child by providing the special learner with services designed to meet individual needs. These services are delivered in regular elementary and secondary schools, specialized center, and at home or in hospitals by certified teachers, school psychologists, program and staffing specialists, liaisons, administrators and support staff.

With the passage of Public Law 94-142 (EHA) in 1975, as amended by the Individuals with Disabilities Education Act in 1990 and I.D.E.A. Amendments of 1997 and 2004, the federal government charged educators with the responsibility to provide for the educational development of disabled students in what is referred to as the “least restrictive environment.” Charlotte County is demonstrating its commitment to implementation not only to the letter of the law, but also to the spirit of the law.

Disabled children have the right to be participating members of our society and to reach their potential. Schools provide settings in which the learning environments can enhance the opportunity for all children to learn. Interaction between disabled and nondisabled students fosters the probability of increased participation in society. To facilitate this, a continuum of services has been provided ranging from inclusive settings at all grade levels to a central, specialized school for exceptional students who need intensive supports in a therapeutic environment. Regular school settings provide the disabled student opportunities to interact with nondisabled peers, with very favorable results. Observable improvement in socialization and academic skills of disabled students through daily interaction with appropriate role models in the regular school population.
has been well documented. Also observed has been an increase in the level of sensitivity and understanding of others by nondisabled students who have participated in mainstreaming activities with disabled peers.

For more information on Exceptional Student Education (ESE), please access the 2020-2021 Elementary School, Middle School, and High School Student Progression Plans.

**HOSPITAL/HOMEBOUND [SBE Rule 6A-6.03020]**

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and that confines the student to home or hospital, and restricts activities for an extended period of time.

**Eligibility for Hospital/Homebound**

To be considered for hospital/homebound eligibility, a Florida licensed physician must certify to the following:

The student

- is expected to be absent from school for at least 15 school days, or the equivalent on a block schedule, due to physical, psychiatric, chronic, or repeated intermittent illness from the date of the physician’s referral;
- is under medical care and following a treatment plan for the illness which is acute, catastrophic, or chronic in nature;
- is confined to hospital or home and/or all activities are restricted;
- is able to participate and benefit from an instructional program; and
- can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

**Hospital/Homebound Services**

The Hospital/Homebound program is a temporary ESE service requiring an Individual Education Plan. The curriculum follows that of the regular school, accommodating the medical needs of the student. The instructional program is individualized for each student to complete core academic courses (ELA, math, science, and social studies) successfully. Student participation in course work assignments and regularly scheduled instructional sessions is imperative. Parent cooperation with scheduling instructional sessions is also required.

The student’s classroom teacher(s) will work cooperatively with the homebound teacher to determine appropriate assignments, assessments, and grading procedures. Secondary students receive instruction in and credit for successful completion of core academic subjects. Long-term participation in the hospital/homebound program will require a change to the student’s schedule and can impact credits and the graduation timeline. The hospital/homebound service will be discontinued upon recommendation of the IEP team. Updated information from the referring physician, parent, and student will be considered when determining if this program is no longer appropriate for the student’s need.

**ENGLISH LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS [F.S.1003.56 & F.S.1002.20]**

Instruction in the English language shall be provided to limited English proficient students. Such instruction shall be designed to develop the student’s mastery of the four language skills, including
listening, speaking, reading and writing, as rapidly as possible, and the students’ parents have the right of parental involvement in the ESOL program.

- “Limited English proficient” or “limited English proficiency,” when used with reference to an individual, means:
  - An individual who was not born in the United States and whose native language is a language other than English;
  - An individual who comes from a home environment where a language other than English has had a significant impact on his or her level of English language proficiency; and
  - An individual who has sufficient difficulty speaking, reading, writing or listening to the English language.

- “Home language” or “native language” when used with reference to an individual of limited English proficiency, means the language normally used by the student or the language normally used by the parents of the student.

- “ESOL” means English for Speakers of Other Languages.

**FLORIDA'S ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS**

The Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL’s) is the annual summative English language proficiency assessment that will be administered to all Kindergarten through 12th grade ELL students. The assessment is aligned with the World-class Instructional Design and Assessment (WIDA) English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. ACCESS for ELLs monitors students’ progress in acquiring academic English. The Kindergarten ACCESS for ELLs, ACCESS for ELLs (grades 1-12), and Alternate ACCESS for ELLs, an assessment for English language learners with significant cognitive disabilities (grades 1-12) will be administered per the 2020-2021 Uniform Statewide Assessment Calendar.

**HOME EDUCATION (“Home School Students”) [F.S.1002.41]**

Pursuant to Section 1002.01, F.S., a “home education program” means the sequentially progressive instruction of a student directed by his or her parent in order to satisfy compulsory attendance and education requirements.

Parents assuming responsibility for educating a child at home also assume the responsibility for providing curriculum, educational materials, and evaluations necessary to determine student progress. The school system does not supply textbooks, curriculum guides, or educational standards for the home-educated student (F.S. 1003.01(4) and 1003.21(1)).

To establish a Home Education Program under Florida Statute 1002.41, a parent must:

1. Notify the district school superintendent of the county in which the parent resides of his or her intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent’s office within 30 days of the establishment of the home education program. The parent shall file a written notice of termination upon completion of the Home Education program.
along with the annual evaluation with the district school superintendent’s office within 30 days of termination (CCPS provides an enrollment form and termination form).

2. Maintain a portfolio of educational records to include: A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used, and samples of any writings, worksheets, workbooks, or creative materials used or developed by the student. The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district school superintendent, or designee, upon 15 days’ written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.

3. Provide for an annual educational evaluation documenting the student’s demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the Charlotte County School District’s superintendent’s office.

4. The annual educational evaluation shall consist of one of the following:
   - A teacher selected by the parent shall evaluate the student’s educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
   - The student shall take any nationally normed student achievement test administered by a certified teacher;
   - The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
   - The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of Florida Statute 490.003(7) or (8); or
   - The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student’s parent resides.

5. The district school superintendent’s office/designee shall review and accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent’s office shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in Florida Statute 1002.41(1)(c). Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

6. Home education students may participate in the Bright Futures Scholarship Program in accordance with the provisions of F.S. 1009.53-1009.538.

7. Home education students may participate in dual enrollment programs in accordance with F.S.1007.27(4) and 1007.271(13). Home education students do not pay for dual enrollment tuition, nor are they responsible for their own instructional materials. A high school grade point average may not be required for home education students who meet the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework; however, home education student eligibility requirements for continued enrollment in dual enrollment courses must include the maintenance of the minimum postsecondary grade point average established by the postsecondary institution.
8. Home education students are eligible for admission to Florida College System institutions in accordance with the provisions of F.S. 1007.263.

9. Home education students are eligible for admission to state universities in accordance with the policies and guidelines of the Board of Governors.

Home Education Students and Extracurricular Activities [F.S. 1006.15]

Home education students may participate in interscholastic, extracurricular activities at their district assigned geographic school or a school they could choose to attend per the District’s controlled open enrollment process, as long as they meet the requirements of Florida Statute 1006.15. Home education students participating in interscholastic extracurricular activities must meet the same immunization requirements as students attending any non-home education program. In order to participate in extracurricular activities, the student must meet the following requirements:

- The student must register with the school his/her intent to participate in interscholastic extracurricular activities as a representative of the school before participation.
- The student must be able to participate in curricular activities if that is a requirement of the extracurricular activity; The student must meet the requirements of the home education program, the residency requirements and the behavior requirements as other students;
- A student who transfers from a home education program before or during the first grading period of the school is academically eligible to participate during the first grading period provided the student has a successful evaluation from the previous year; ineligible students need to successfully complete one grading period;
- During the period of participation, the home school student must demonstrate educational progress in all subjects taken in the home education program by a method agreed upon by the parent and the school principal which may include the following:
  - Review of the student’s work by a certified teacher chosen by the parent;
  - Grades earned through correspondence;
  - Grades earned in courses taken at a community college, university or trade school; and
  - Standardized test scores other methods according to law.

Home Education Transfer Student Grade Placement

The Grade placement of students transferring from home education programs will be determined by the principal of the receiving school with assistance from the District Office. Appropriate grade placement will be based on the following:

- Assessment of academic achievement;
- Portfolio of work completed in home education;
- Previous record in public and/or private school; and
- Age and maturity.

At the end of the first grading period after placement, if the student earns at least a “C” in each of the core academics, the placement shall be determined to be appropriate.

Home Education Student Access to Courses

Home school students in grades 6-12 may access courses through Charlotte Virtual School. Home school students wishing to take courses at the elementary, middle, or high school level beyond those which are connected to out of school activities, may do so in accordance with compliance of class size reduction requirements. Home school students must register for these courses during the 2-week period before school begins each year and prior to the beginning of the second semester.
Important Note: House Bill 7029 created F.S. 1003.3101, Additional educational choice options, requiring each school district to establish a process for a parent to request that his or her child be transferred to another classroom teacher. Additionally, F.S. 1012.42, Teacher teaching out of field, was amended to require school districts to establish a policy for a parent of a student assigned an out-of-field teacher to request that the child be transferred to an in-field teacher. Effective July 1, 2016:

“Each school district board shall establish a transfer process for a parent to request his or her child be transferred to another classroom teacher.” The following parameters are clear:

- The parent does not have the right to choose a specific classroom teacher
- The school must approve or deny the request within 2 weeks after receiving a request.
- If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.
- A parent whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled.
- The school district must approve or deny the parent’s request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size.

Parents wishing to make a transfer request for their child are to make the request in writing to the principal or designee by completing the Teacher Transfer Request Form. Teacher transfer requests are neither encouraged nor discouraged, but provide parents a means of expressing special circumstances that might need to be taken into consideration when transfer requests are processed. It is important to remember that completing this form is not a guarantee that the request will be granted. Each transfer request will be approved or denied no later than two weeks after the request is received. If the request is denied, parents will receive the specific reasons for the denial. Only written requests using the Teacher Transfer Request Form will be considered. The final decision on all student placement rests with the school’s administration. All final placement decisions will be based upon (but are not limited to) the following:

- Class Size
- Academic Consideration
- Social and Emotional Consideration
- Out-of-Field Teacher
ELEMENTARY SCHOOL
STUDENT PROGRESSION PLAN
(GRADES Pre-K ~ 5)

2020-2021

Steve Dionisio
Superintendent of Schools

One Voice. One Team. One Message.
The School Board of Charlotte County, Florida

Wendy Atkinson
Chairman
District Five

Bob Segur
Vice Chairman
District Three

Cara Reynolds
District One

Kim Amontree
District Two

Ian Vincent
District Four

The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

The School Board does not discriminate (including anti-Semitism [as defined in Bylaw 0100]) on the basis of race, ethnicity, color, national origin, sex (including sexual orientation, transgender status, or gender identity), recognized disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment opportunities.
# ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN

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District Vision

Student Success!

District Mission
To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

Core Values
Collaboration
Integrity
Leadership
Excellence
Safety

SCHOOL ATTENDANCE [F.S. 1003.21]
The School Board believes that daily school attendance is essential to the educational success of each student (School Board Policy 5200). Students are expected to be in school and in class on time in order to receive full benefit from the instructional programs of the Charlotte County Public Schools. Research has shown that 10% or more of instructional time missed by students is an early warning indicator for possible academic struggles; this measure is used to define chronic absenteeism nationwide.

All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school year.

All absences must be reported and explained by a parent or guardian within two (2) school days after the student’s return to school. For more information, see the CCPS Code of Student Conduct.

Prekindergarten [F.S. 1002.53(2)]
Each child who resides in the state who will have attained the age of 4 years on or before September 1 of the school year is eligible for the Voluntary Prekindergarten Education Program during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years by February 1 of any school year under s.1003.21(1)(a)1.

Kindergarten [F.S. 1003.21 (2)]
Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergartens during that school year under rules adopted by the district school board.

- Students must have received appropriate health examinations and immunization records as stated in Florida Law.
- The statewide kindergarten screening will take place the first 30 school days of each school year. s.1002.69
**First Grade [F.S. 1003.21 (b)]**
Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner to that applicable to other grades, shall progress according to the district’s student progression plan.

**Curriculum and Instruction [F.S. 1003.42 (1)]**
Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction. [F.S. 1003.42 (2)]

Charlotte County Public Schools provides all courses required and appropriate instruction designed to ensure that students meet State Board of Education adopted standards. There shall be instruction in every subject matter, field, topic or specific area required by law in accordance with the Florida Statutes and the Florida Department of Education.

**Curriculum**
Students in kindergarten through grade 5 will be provided instruction at their appropriate instructional level(s) and will follow curricula that includes the following:
- English Language Arts (ELA): The Florida Standards
- Mathematics: The Florida Standards
- Science/Health
- Social Studies
- Physical Education

Each district school board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. [F.S. 1003.455 (3)]

Each district board shall provide at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. [F.S. 1003.455(6)].

Other subjects in the curricula may include the following:
- Music
- Art
- Computer Technology (use of digital tools and applications)
- Personal/Social Development
• Science, Technology, Engineering and Mathematics (STEM)

Curricula shall be determined by the following:
• Laws of the State of Florida
• Next Generation Sunshine State Standards (NGSSS)
• The Florida Standards
• Topics of subject matter required by the State Board of Education:
  o African-American History Awareness of Handicaps
  o Career Awareness
  o Character Education
  o Civics
  o Critical Thinking/Problem Solving
  o Energy/Environmental Education
  o Health, Safety, Substance Abuse
  o Multi-cultural Awareness
  o Holocaust Awareness
  o Veteran Sacrifices
• Others as determined by state law
• Needs of students

Each school will offer instruction for English Language Learners that complies with the META Consent Decree and with the Charlotte District ELL/LEP Plan.
A variety of support services are available to students to help them meet the performance standards of each subject.

**Homework**

Homework is an extension of learning and is important for improved student achievement. Each school is expected to have homework guidelines tailored to its student population including a system for reviewing homework in an effort to promote learning. The following guiding principles regarding homework shall be considered:

• Homework is designed as an extension of school class work for the purpose of practice and reinforcement of classroom learning.
• Homework is purposeful and meaningful.
• Students should be able to successfully complete homework independently.
• There is a system for reviewing homework assignments that promotes learning.
• Parents shall be fully informed of the school’s homework policy.
• It is expected that parents will instill in their children the responsibility to see that homework is completed and returned.

The book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering and Pollick (2001) identifies (9) instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are significant:

• Identifying similarities and differences
• Summarizing and note taking
• Reinforcing efforts and providing recognition
• **Homework and practice**
• Non-linguistic representations
• Cooperative learning
• Setting objectives and providing feedback
• Generating and testing hypotheses
• Questions, cues and advanced organizers

As homework is a proven strategy in improving student achievement, it is important to look at the recommendations from the research. The research study identifies four areas to guide teachers in assigning homework:

1. The significance of homework on student achievement
2. The purposes for homework - Homework should have a specific purpose, be familiar and connected to the standards being studied, and be relevant. The purpose could be for students to (1) practice or rehearse, to begin (2) preparation for the introduction of new content, or to (3) deepen knowledge and understanding (Marzano, 2001).
3. The importance of providing feedback to students - According to the research, homework must be commented on to be of value. When the teacher provides specific feedback on student work in writing, it enhances their achievement by 30 percentile points (Marzano, 2001). When it is checked by the teacher, even if checked through whole group discussion and participation, there is a gain of 28 percentile points in learning. It is recommended that teachers check and discuss homework to gather data and reteach as necessary.
4. Parental involvement

**Reading Homework**

Students in elementary school should read or be read to at least 20 minutes each evening.

Strategies for Parents to Help Children Increase Reading Success

- Invite your child to read with you every day.
- When reading a book where the print is large, point word by word as you read. This will help your child learn that reading goes from left to right and understand that the word said is the word seen.
- Read your child’s favorite book over and over.
- Read many stories with rhyming words and repeated lines. Invite your child to join in on repeating parts. Point, word by word, as your child reads along with you.
- Discuss new words. For example, “This big house is called a palace. Who do you think lives in a palace?”
- Stop and ask about the pictures and about what is happening in the story.
- Read from a variety of children’s books, including fairy tales, song books, poems, and information books.

(from Reading Tips for Parents, U.S. Department of Education: [https://www2.ed.gov/parents/read/resources/readingtips/index.html](https://www2.ed.gov/parents/read/resources/readingtips/index.html) or call 1-800-USA-LEARN)
Assessments
The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives.

Participation in the statewide testing program, which consists of the Florida Standards Assessments (FSA), Next Generation Sunshine State Standards (NGSSS), State End-of-Course (EOC) assessments and Florida Standards Alternate Assessments (FSAA) is mandatory for all K-12 students attending public schools.

Each child must participate in statewide, standardized assessments and district-required local assessments unless exempt under criteria established by the Commissioner of Education. For Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any accommodations must be specified in their individual education plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test.

A school district may not schedule more that 5 percent of a student’s total school hours in a school year to administer these assessments. [F.S.1008.22 (7)(d)]. The 5 percent test administration limit may be exceeded as needed to provide test accommodations that are required by an Individual Education Plan, 504 Plan or English Language Learner Plan.

In order to meet the state mandated requirements for assessment and progress monitoring, the following state and district-required assessments are used at the elementary level to help determine student achievement. Other formative assessments may also be used to help determine student progress and achievement. Required state and district assessments will be administered in accordance with the district-required assessment calendar.

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards Alternate Assessment measures student academic performance on the Access Points (FS-AP) in English Language Arts, mathematics, science and social studies. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade with reduced levels of complexity. Access Points are academic expectations written specifically for students with significant cognitive disabilities. IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.)

*For specific District and State Assessments administration dates, please see the School Board Approved 2019-2020 2020-2021 Uniform Statewide Assessment Calendar located on the district web page.

ASSESSMENT/ INSTRUCTIONAL SUPPORT AND PROGRESS MONITORING [F.S. 1008.22, 1008.25]
### District Assessments

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<th>Second</th>
<th>Third</th>
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<td>iReady or STAR 360 &amp; DRA Oral Language Communication</td>
<td>iReady or STAR 360 &amp; DRA Oral Language Communication</td>
<td>iReady or STAR 360-BOY only</td>
<td>iReady or STAR 360-BOY only</td>
<td>iReady or STAR 360 BOY only</td>
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<td>MATH</td>
<td>iReady or STAR 360</td>
<td>iReady or STAR 360</td>
<td>iReady or STAR 360</td>
<td>ClearSight</td>
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<td>Science USA TestPrep</td>
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<td>Writing ClearSight</td>
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<td>Writing ClearSight</td>
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<tr>
<td>State Assessments</td>
<td>FLKERS*</td>
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<td></td>
<td>FSA or FSAA: ELA &amp; Mathematics</td>
<td>FSA or FSAA: ELA &amp; Mathematics</td>
<td>FSA or FSAA: ELA &amp; Mathematics</td>
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<td>ACCESS for ELLs Alternate ACCESS for ELLs</td>
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<td>NGSSS Science FSAA Science</td>
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*The statewide kindergarten screening shall provide objective data concerning each student’s readiness for kindergarten and progress in attaining the performance standards. Data from the screening, along with other available data, must be used to identify students in need of intervention and support.

### Instructional Support

Each student who does not meet specific levels of performance on required state and district assessments for ELA, mathematics, science, and social studies, shall be provided with scientifically researched-based interventions and support as indicated by additional diagnostic assessments used to determine the nature of the student’s difficulty and areas of academic need. Support and intervention shall continue until performance expectations are met as documented by demonstrating mastery of standards, and/or passing the state assessment(s).
All instructional support shall include effective, research-based, standards-driven instruction. Instructional support in English Language Arts shall be continued until a student’s reading and/or writing deficiency is remediated and shall include the following components:

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring

**Progress Monitoring [F.S. 1008.25]**

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts, and mathematics must be covered by one of the following plans: [F.S. 1008.25 (4)(b)]

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

Progress monitoring of students identified as having a deficiency in English Language Arts, mathematics or science shall be tailored to identify the individual assistance deemed necessary to remedy a student’s diagnosed deficiencies. The progress monitoring must clearly identify:

- the student’s specific diagnosed academic need(s) to be remediated,
- the desired level of performance,
- the instructional and support services that will be provided to meet the desired level of performance,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long instructional support is to be provided, and
- the monitoring and reevaluation activities to be used.

**Multi-Tiered System of Supports (MTSS)**

The multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision-making to improve educational outcomes and meet the academic and behavioral needs of all students. Multiple tiers of increasingly intense instruction intervention services are implemented and monitored.

Each intervention for identified students shall be tailored to identify the individual assistance deemed necessary to remedy a student’s diagnosed deficiencies. This support must clearly identify

- The specific diagnosed academic need(s),
- The success-based intervention strategies to be used,
- How, when, how often, by whom and how long intensive instruction is to be provided, and
- The monitoring and reevaluation activities to be employed.

The necessary components of MTSS, including data tracking, intervention development, progress monitoring, and documentation of the problem-solving process are completed within the Education Intelligence System (EDIS).
CCPS has developed an Elementary School Early Warning System (EWS) based on available research to identify at-risk students as early as possible and to allow for the application of more effective prevention and early intervention services. Following are the indicators for grades K-2 and 3-5.

**Elementary School (Primary Years – Grades K-3) Early Warning System Indicators**

<table>
<thead>
<tr>
<th>On-Track Indicators</th>
<th>Reading Deficiency</th>
<th>Attendance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On Track</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Per Quarter</strong></td>
<td></td>
<td>0 to 2 absences in a quarter</td>
<td>0 Office Discipline Referrals (ODRs) in a quarter</td>
</tr>
<tr>
<td><strong>Per Year</strong></td>
<td></td>
<td>0% or less absences in a year</td>
<td>2 or fewer ODRs in a year</td>
</tr>
<tr>
<td><strong>At-Risk for Off Track</strong></td>
<td></td>
<td>3 to 4 absences in a quarter</td>
<td>1 ODR in a quarter</td>
</tr>
<tr>
<td><strong>Per Quarter</strong></td>
<td></td>
<td>5% to 9% absences in a year</td>
<td>3 ODRs in a year</td>
</tr>
<tr>
<td><strong>Per Year</strong></td>
<td></td>
<td>0 ODRs in a year</td>
<td></td>
</tr>
<tr>
<td><strong>Off Track</strong></td>
<td></td>
<td>5 or more absences in a quarter</td>
<td>2 or more ODRs in a quarter</td>
</tr>
<tr>
<td><strong>Per Quarter</strong></td>
<td></td>
<td>10% or more absences in a year</td>
<td>4 ODRs per year or 2 ODR’s in a semester</td>
</tr>
<tr>
<td><strong>Per Year</strong></td>
<td></td>
<td>0 ODRs in a year</td>
<td></td>
</tr>
</tbody>
</table>
### Elementary School (Primary Years – Grades 4-5)
#### Early Warning System Indicators

<table>
<thead>
<tr>
<th>On-Track Indicators</th>
<th>Course Performance</th>
<th>FSA</th>
<th>Attendance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Quarter On Track</td>
<td>C or better in all classes</td>
<td>Math &amp; ELA Level 3 or higher</td>
<td>0 to 2 absences in a quarter</td>
<td>0 Office Discipline Referrals (ODRs) in a quarter</td>
</tr>
<tr>
<td>Per Year On Track</td>
<td></td>
<td></td>
<td>4% or less absences in a year</td>
<td>2 or fewer ODRs in a year</td>
</tr>
<tr>
<td>Per Quarter At-Risk for Off Track</td>
<td>1 or more D in any class</td>
<td>Level 2</td>
<td>3 to 4 absences in a quarter</td>
<td>1 ODR in a quarter</td>
</tr>
<tr>
<td>Per Year At-Risk for Off Track</td>
<td></td>
<td></td>
<td>5% to 9% absences in a year</td>
<td>3 ODRs in a year</td>
</tr>
<tr>
<td>Per Quarter Off Track</td>
<td>Failing 1 or more classes (F)</td>
<td>Level 1</td>
<td>5 or more absences in a quarter</td>
<td>2 or more ODRs in a quarter</td>
</tr>
<tr>
<td>Per Year Off Track</td>
<td></td>
<td></td>
<td>10% or more absences in a year</td>
<td>4 ODRs per year or 2 ODRs in a semester</td>
</tr>
</tbody>
</table>

A school-based team will be responsible for implementing and monitoring the data from the early warning system. The team may include a school social worker and/or school psychologist. The team, in consultation with the student’s parent, shall determine appropriate intervention strategies for the student, unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student’s early warning indicators must be used to inform any intervention strategies provided to the student.
Assessment of Reading Abilities of K-3 Students [F.S.1002.20]
Each elementary school shall regularly assess the reading ability of each K-3 student. Any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; state-wide assessments; teacher observations, must: [F.S.1008.25(4)(c)(5)(a)(b)(c)]

- Be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both if necessary.
- Be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions.
- Be monitored and given immediate intensive interventions that must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. If a student’s reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained unless he or she is exempt from mandatory retention for good cause.[F.S.1008.25(5)(b)]

Parent(s) of any K-3 student who exhibits a substantial deficiency in reading must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading including a description and explanation, in terms understandable to the parent, of the exact nature of the student’s difficulty in learning and lack of achievement in reading.
- A description of the current services that are provided to the child
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district’s specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida’s academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
- The district’s specific criteria for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
Student promotion and retention decisions consider the effectiveness of core instruction, mastery of the Florida Standards and the Next Generation Sunshine State Standards. Instruction will address the skills and competencies that a student must master in order to be promoted. Proficiency in English Language Arts, mathematics, science, and social studies is measured by statewide, standardized assessments, end of course exams, and the district assessments.


*Important Note: Due to the cancellation of Spring 2020 Assessments as a result of COVID-19, please note the following:

*Impact on Promotion & Retention: Due to the lack of 2020 state assessment data, decisions on student promotion and retention should be made in consultation with parents, teachers and school leaders based on students’ classroom performance and progress monitoring data. Potential considerations for placements include:

- teacher recommendations
- prior year FSA data;
- historical trends
- winter/spring diagnostic data
- district assessments (ClearSight, iReady, STAR)
- student and parent requests
- current course grades

- No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.
- Each student’s progression from one grade level to the next is based upon the student’s mastery of the standards in English Language Arts, mathematics, science and social studies as assessed by classroom work, portfolio, teacher observation, teacher assessments, and data from required district and state assessments.
- Promotion for K-5 students will not be based solely on the basis of a single test/method except in grade 3. Grade three students who do not score at level 2 or higher on the statewide standardized assessment for English Language Arts will be retained except for those students who are promoted for good cause.
- No promotion or retention decisions may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular districts’ formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through the action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting ELL/LEP students.
- The primary responsibility for determining and documenting each student’s level of performance and ability to function academically, socially, and emotionally at the next grade level is that of the student’s teacher(s), subject to review and approval of the school principal.
- The following are considered when retention of a student is a possibility:
  - FSA Scores (when available);
    - For any third, fourth or fifth grade student who does not receive a score on the FSA English Language Arts assessment, the following will apply;
      - A Student Support Team will convene to determine and document
the student’s level of performance ability by the end of the school year. The decision for student progression to the next grade level will consider the student’s mastery of the Florida Standards and the student’s response to evidence-based instruction and intervention.

- The Student Support Team will analyze various data points to include, but not be limited to the following: contents of the student’s cumulative record, progress monitoring plan that was developed for the student (and with the involvement of the parent) who was determined to have a substantial deficiency in reading, parent conferencing records, results of any formative, summative, or district required assessments, teacher observations, portfolio reviews, alternative standardized reading or English Language Arts assessments approved by the State Board of Education.

- The Student Support Team’s review and recommendation for promotion will be submitted and discussed with the school principal. The principal will review the recommendation and make a determination as to whether the student should be promoted or retained.

- The principal’s recommendation will be made in writing to the superintendent or designee who in turn shall accept or reject the principal’s recommendation in writing.

  - Alternative Assessment Scores for Grade 3 (when available);
  - Progress Monitoring provided through the MTSSS process and formative or district required assessments;
  - Report card;
  - Support services (before, during and/or after school programs);
  - Title 1 services;
  - Exceptional Student Education services (ESE);
  - English Language Learner services (ELL); and
  - Prior retentions.

- Any child being considered for retention should be referred to the Student Support Team who will analyze the contents of the cumulative record prior to the recommendation for retention. The team will also gather input from related classroom teachers and other appropriate school personnel.

- When a child is being considered for retention, parent(s) and/or guardians must be advised immediately through a parent conference at which time future program modifications will be discussed.

- A student who is retained must be provided with instructional experiences different from those in the previous year’s program, taking into consideration the student’s individual learning needs and learning style.

- The principal has the final authority to determine the placement of students except for good cause promotions at grade three, which must be reviewed by the superintendent or designee.
GRADE THREE READING AND RETENTION [F.S. 1008.25 (5)(b), (6)(b), SB Rule 6A-1.094221 F.A.C.]

A grade 3 student scoring at Level 1 on the reading portion of the FSA must be retained unless exempted from retention for good cause. Students qualifying for one of the following seven good cause exemptions may be promoted. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than two (2) years of instruction in an English for speakers of Other Languages program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with requirements of State Board of Education Rule.
3. Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.

Alternate Assessment and Guidelines for Use
The standardized assessment to be used for promotion, as well as the achievement level percentile for promotion, will be determined by the Department of Education. The earliest the alternate assessment may be administered for student promotion purposes is following administration of the grade 3 statewide English Language Arts Florida Standards Assessment (prior to the end of the school year) and at the end of Summer Reading Camp.

4. A student who demonstrated through a student portfolio that he or she is reading on grade level as evidenced thought mastery of the Language Arts Florida Standards in reading equal to at least Level 2 performance on the grade three statewide English Language Arts Florida Standards Assessment.

Portfolio Documentation and Guidelines for Use
To promote a student using a student portfolio as a good cause exemption, the student portfolio must meet the following criteria:

- Be selected by the student’s teacher,
- Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom,
- Include evidence that the standards assessed by the grade three statewide English Language Arts Florida Standards Assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.
- Be an organized collection of evidence of the student’s mastery of the Language Arts Florida Standards that are assessed by the grade three statewide English Language Arts Florida Standards Assessment. For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

5. Students with disabilities who participate in the statewide English Language Arts Florida
Standards Assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrate a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3.

6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties [1008.25 (6) (b)].

Requests for good cause exemptions from the retention requirement for grade 3 students must include: [F.S.1008.25 (6)(c)]

- Documentation submitted from the student’s teacher to the principal indicating that the promotion of the student is appropriate and is based upon the student’s academic record, progress monitoring data, the Individual Education Plan (IEP), if applicable, report card, and/or student portfolio, and
- Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained.

If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing the school principal’s recommendation.

**Parent or Guardian Notification of Student Retention in Grade 3** [F.S. 1008.25(5)(b)(c)]

Each school shall provide written notification to the parent or guardian of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring a minimum Level 2 on the Grade three statewide English Language Arts Florida Standards Assessment, that his/her child has not met the proficiency level required for promotion, and the reasons the child is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

**SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS** [F.S. 1008.25 (7)]

Any student retained in third grade due to a reading deficiency as required by [F.S. 1008.25 (5)(b)] must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include the following:

- Intensive instructional supports
- Provide the student(s) with a Highly Effective Teacher
- Participation in Summer Reading Camp
- A minimum of 90 minutes of daily, uninterrupted, reading instruction incorporating evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. This
instruction may include:

- Integration of content-rich texts in science and social studies within the 90-minute block
- Small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing 3rd and 4th grade students
- Extended school day, week, or year.

**MID-YEAR PROMOTION FOR RETAINED THIRD GRADE STUDENTS** [F.S. 1008.25 (7)(b)(3)]

Any student retained in third grade may be eligible for mid-year promotion under the following conditions:

- The student can demonstrate that he or she is a successful and independent reader and performs at or above grade level in reading; and has an assessment portfolio, which demonstrates mastery of the third grade standards.
- Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student’s progress is sufficient to master appropriate grade 4 level reading skills.

**INTENSIVE READING ACCELERATION COURSE FOR RETAINED THIRD GRADE STUDENTS** [F.S. 1008.25 (7)(b)4]

Each school shall establish, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

- Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
- Small group instruction.
- The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
- A Read-at-home plan.
- Reduced teacher-student ratio.

**GRADING AND REPORTING PROCEDURES** [F.S. 1003.33]

Charlotte County Public Schools offers a standards-based curriculum. The curriculum at all schools is based on the Florida Standards. These standards specify what students should know and be able to do. In a
standards-based system, grades should be an indicator of the level of mastery of benchmarks and standards during and at the conclusion of a learning sequence.

**Reporting Student Progress [F.S.1008.25]**
Parents can view grades by registering with the District FOCUS Parent Portal. Parents may also view student academic, behavior, assessments and interventions data over multiple school years on EDIS’ School and Family Portal using the same ID and password used for FOCUS. The software will automatically translate all communications to a family’s native language allowing greater collaboration between parents and teachers. Student data is displayed in a meaningful way as their child progresses towards college and career readiness.

Interim progress reports shall be issued to all students at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

Good communication concerning student progress is informative, purposeful, and ongoing. Student progress will be reported to parents in the following ways:

- Teacher/parent or student led conferences
- Periodic informal and written or oral communications
- Interim reporting at least once per marking period for all students and on a daily, weekly, or as-needed basis for students experiencing difficulty
- Student progress reporting which includes mastery of standards data in ELA, mathematics, science, and social studies as gathered through the following:
  - Classroom work
  - Observations
  - Portfolios
  - Classroom assessments
  - District assessments, when appropriate
  - State assessments, when appropriate
- Report Cards which clearly depict and evaluate the following:
  - The student’s mastery of Florida Standards
  - The student’s attendance, including absences and tardies
  - The student’s conduct and behavior
  - Indication to parents when a student is working at a level below that expected for his/her assigned grade placement
  - Grades which reflect
    - Mastery of performance standards as outlined in the state course descriptions
    - Mastery of standards’ levels in English Language Arts, mathematics, social studies and science as appropriate; and
- Annual report of student progress towards achieving state and district expectations for mastery of standards in English Language Arts, mathematics, social studies and science, based on results of district and state wide testing; and
- For ESE and ELL students, the report will include progress towards achievement of all goals and objectives.
REPORT CARDS [F.S. 1003.33]
It is the firm belief of Charlotte County Public Schools that excellence in education requires community commitment, and one of the cornerstones of this belief is communication between home and school. Report cards provide the student and the student’s parents with an objective evaluation of scholastic achievement with indicators of progress. All schools use the district approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards are issued for all elementary school, middle school, and high school students. Report cards must clearly depict and grade:
- The student’s academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student’s performance or nonperformance at his or her grade level.
- The student’s conduct and behavior.
- The student’s attendance, including absences and tardiness.

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

Elementary Report Cards are issued as follows:

*Important Note: As a result of COVID-19, all year-round schools will be following the regular school calendar for the 2020-2021 calendar year. Therefore, year-round schools will receive report cards four times annually for SY 2020-2021.

- Grades K-5 – four times annually; and
- Year Round School Grades K-5 – three times annually.
- All schools use report cards as the primary means of reporting student progress.
- Selected programs utilize a standardized reporting insert in combination with the report card.
- Report cards give an annual report of student progress toward achieving state and district expectations for mastery of standards in English Language Arts, mathematics, science, and social studies.
- For students with disabilities, the report card will include progress toward achievement of Individual Education Plan (IEP) goals and objectives.
- For ELL students, progress should be communicated in a language that the parents understand, whenever feasible.

GRADING SCALE K-5
Grading Scale K-2
- Student performance indicators are as follows:
  O - Outstanding
S – Satisfactory
I – Some progress made, but improvement is needed
U – Unsatisfactory

- Rated areas of Performance are Language and Literacy, mathematics, science, social studies and personal/social.
- Other basics such as are, music, STEM and physical education are rated as follows:
  - O – Outstanding
  - S – Satisfactory
  - I – Some progress made, but improvement is needed
  - U – Unsatisfactory

**Grading Scale 3-5**
- Letter grades for English Language Arts and mathematics, science, social studies are based on the following numerical scale:
  - A = 90-100
  - B = 80-89
  - C = 70-79
  - D = 60-69
  - F = 0-59

- Other basics such as are, music, STEM and physical education are rated as follows:
  - O – Outstanding
  - S – Satisfactory
  - I – Some progress made, but improvement is needed
  - U – Unsatisfactory

**GRADES K-2 STANDARDS BASED REPORT CARDS**
Standards based report cards are used to report student progress in kindergarten, first and second grade at all elementary schools. Mastery of standards in English Language Arts, Mathematics, Science and Social Studies is reported using a four-point rubric:
- 4 – Exceeds Standard
- 3 – Meets Standard
- 2 – Progressing Toward Standard
- 1 – Beginning Demonstration of Standard

- Other basics such as art, music, STEM and physical education are rated as follows:
  - E – Excellent
  - S – Satisfactory
  - N – Needs improvement

**HOSPITAL/HOMEBOUND [SBE Rule 6A-6.03020]**
All students on homebound services are afforded the opportunity to complete class assignments to advance to the next grade level. It is imperative that the student and parent work cooperatively with the homebound instructor in developing and participating in regularly scheduled instructional sessions. The student is expected to do independent assignments/homework between instructional sessions.
HOMELESS STUDENTS
For more information regarding the educational services provided to homeless students under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, please refer to the 2020-2021 Student Progression Plan ~ Introduction or the Homeless Students School Board Policy #5111.01 and the Homeless Education Website.

TEACHER TRANSFER REQUEST PROCESS [F.S. 1003.3101, 1012.42]
For more information, please refer to the 2020-2021 Student Progression Plan ~ Introduction.
The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

The School Board does not discriminate (including anti-Semitism [as defined in Bylaw 0100]) on the basis of race, ethnicity, color, national origin, sex (including sexual orientation, transgender status, or gender identity), recognized disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment opportunities.
# MIDDLE SCHOOL
## STUDENT PROGRESSION PLAN
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District Vision
Student Success!

District Mission
To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

Core Values
Collaboration
Integrity
Leadership
Excellence
Safety

ATTENDANCE [F.S. 1003.24, 1003.21]

The School Board believes that daily school attendance is essential to the educational success of each student (School Board Policy 5200). Students are expected to be in school and in class on time in order to receive full benefit from the instructional programs of the Charlotte County Public Schools. All absences must be reported and explained by a parent or guardian within two (2) school days after the student’s return to school. Research has shown that 10% or more of instructional time missed by students is an early warning indicator for possible academic struggles; this measure is used to define chronic absenteeism nationwide.

School attendance is required of all students who have attained the age of 6 years or who will have attained the age of 6 years by February 1st of any school year, but who have not attained the age of 16, unless otherwise exempt by law.

For specific information about attendance including the types of absences as well as guidelines and responsibilities for make-up work, please refer to the Charlotte County Public Schools Code of Student Conduct.

CURRICULUM AND INSTRUCTION [F.S. 1003.4156]

Charlotte County Public Schools provides all courses required for middle grades promotion and provides appropriate instruction designed to ensure that students meet State Board of Education adopted standards. There shall be instruction in every subject matter, field, topic or specific area required by law in accordance with the Florida Statutes and the Florida Department of Education. High school courses may be offered to middle school students who meet the appropriate entrance requirements. Students in grades 6 - 8 will be provided instruction at their appropriate instructional level(s).

Course of Study Requirements
Pursuant to F.S. 1003.4156, to be promoted to grade 9, students are required to successfully complete the following courses in grades 6-8:

- Three middle grades or higher courses in English Language Arts (ELA).
• Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student’s performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, a student’s performance on the Algebra I EOC assessment constitutes 30 percent of the student’s final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course.
• Three middle grades or higher courses in social studies, one-semester of which must include a civics education course that includes the roles and responsibilities of federal, state, and local governments. Each student’s performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student’s final course grade. A middle grades student who transfers into the state’s public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
• Three middle grades or higher courses in science.
• One (1) semester in physical education each year unless a district waiver is secured.
• Opportunity to enroll in computer science courses as identified in the Florida Department of Education’s Course Code Directory. If a school does not offer an identified course, the district will provide students access to a computer science course through Charlotte Virtual School, Florida Virtual School or through other means.
• One (1) Career and Education Planning course to be completed in grades 6, 7, or 8. At a minimum, the course must be Internet-based, customizable to each student and include researched-based assessments to assist students in determining educational and career options and goals. The Florida career and education planning program will satisfy the above requirement as it is Internet-based, it is customizable to each student and contains research-based assessments to assist with education and career goals.
  o The Career and Education Planning course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report under s. 445.07, F.S. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements to earn a high school diploma designation (s. 1003.4285, F.S.); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school, including Advanced Placement courses, the International Baccalaureate Program, the Advanced International Certificate of Education Program, dual enrollment (including career dual enrollment), and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification (pursuant to s. 1003.492, F.S., or s. 1008.44, F.S.).
  o Schools must use one of the approved courses to meet this requirement. Some of the approved courses are designated as year-long. In those cases, the classroom teacher can determine which semester to implement the career and education planning standards. For additional
information on the Career and Education Planning courses, go to http://www.fldoe.org/academics/college-careerplanning/educators-toolkit/index.shtml. For the list of approved courses, click APPROVED MIDDLE SCHOOL COURSES FOR CAREER & EDUCATION PLANNING

- The course may be implemented as a stand-alone course or integrated into another course or courses.

- A variety of performing & fine arts, career & technical and other elective courses may be offered by schools to provide students opportunities to fulfill their interests and/or earn valuable industry certifications.

**Career and Technical Education**

Charlotte County Public Schools offers many career and technical education programs for students in the middle schools that will afford students the opportunities to earn valuable CAPE and Digital Tools industry certifications. Secondary schools offering career-themed courses, as defined in F.S. 1003.493(1)(b), and career and professional academies shall be coordinated with the relevant and appropriate industry to prepare a student for further education or for employment in that industry. Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- Within an industry that addresses a critical local or statewide economic need,
- Linked to an occupation that is included in the workforce system’s targeted occupation list, or
- Linked to an occupation that is identified as emerging.

The industry certifications offered at the middle schools will prepare students with the digital skills needed to be successful in high school. For additional information regarding specific middle school career academies and industry certification sequence, please review the course offerings for each middle school by contacting the school directly.

**Grade-Level Classification Requirements**

Student grade-level classification at the end of the first semester will determine which grade level Florida Standards Assessment (FSA) or Florida Standards Alternate Assessment (FSAA) is administered.

- Classification for 6th grade – promotion from 5th grade
- Classification for 7th grade – successful completion of 6th grade language arts, mathematics, science, and social studies
- Classification for 8th grade – successful completion of 7th grade language arts, mathematics, science, and social studies

Additional requirements include the following:

- The equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6-8, unless a student is eligible for a state-approved waiver.

**Placement from Accredited Schools in Grades 6-8**

Students enrolling in grades 6-8 from an accredited out-of-state or out-of-country public, private, or charter school shall be placed in a grade consistent with the recommendations of the sending school and the support information provided that documents student progress and mastery of standards.
CASE STUDY: A student (8th grade) from out-of-state is attempting to register at a middle school. The student does not show a transcript of all required successful course completions of the core subject areas from 6th, 7th, and 8th grade achieved, but the sending school/district continued to promote the student. Must CCPS force the student into credit retrieval of all the courses that the sending out-of-state school failed to remediate?
  
  Answer: No. The governing SBE Rule 6A-1.09941, State Uniform Transfer of Students in Middle Grades and High School is applicable. The fact that the sending school showed promotion to grade 8 and the student is transferring with 8th grade courses would be reviewed in accordance with the SBE Rule. CCPS will recognize and accept the 8th grade status at face value. However, the student is required to participate in Civics and take the corresponding statewide, standardized EOC if enrolling prior to semester 2 of the 8th grade year. If enrolling in semester 2 of the 8th grade year, the Civics requirement is waived 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.

Placement from Home Education or Unaccredited Schools in Grades 6-8
Students seeking initial placement in grades 6-8 from a home education program or an unaccredited charter, public or private school shall be evaluated by the local school to determine the most appropriate grade level placement. Criteria to be considered shall include age and maturity, standardized achievement test results, state assessment results, progress as it relates to the Florida Standards and benchmarks, previous records from public or private schools and evidence from the student's portfolio of work and achievement while in home education.

In no instance shall the placement be automatic, based solely on the recommendation of the unaccredited public or private school, home educator, or age. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student’s work. Should there be reasonable suspicion of a student’s grades, initial assessments may be required to determine grade placement.

For additional information on the State Uniform Transfer of Students in Middle Grades and High School defined by SBE Rule 6A-1.09941, please refer to the Student Progression Plan ~ Introduction.

Homework
Homework is an extension of learning and is important for improved student achievement. Each school is expected to have homework guidelines tailored to its student population including a system for reviewing homework in an effort to promote learning. The following guiding principles regarding homework shall be considered:

- Homework is designed as an extension of school class work for the purpose of practice and reinforcement of classroom learning.
- Homework is purposeful and meaningful.
- Students should be able to successfully complete homework independently.
- There is a system for reviewing homework assignments that promotes learning.
- Parents shall be fully informed of the school’s homework policy.
- It is expected that parents will instill in their children the responsibility to see that homework is completed and returned.

The book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollick (2001) identifies nine (9) instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are significant:
1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing efforts and providing recognition
4. **Homework and practice**
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers

As homework is a proven strategy in improving student achievement, it is important to look at the recommendations from the research. The research study identifies four areas to guide teachers in assigning homework:

1. The significance of homework on student achievement
2. The purposes for homework - *Homework should have a specific purpose, be familiar and connected to the standards being studied, and be relevant. The purpose could be for students to (1) practice or rehearse, to begin (2) preparation for the introduction of new content, or to (3) deepen knowledge and understanding* (Marzano, 2001).
3. The importance of providing feedback to students - *According to the research, homework must be commented on to be of value. When the teacher provides specific feedback on student work in writing, it enhances their achievement by 30 percentile points* (Marzano, 2001). *When it is checked by the teacher, even if checked through whole group discussion and participation, there is a gain of 28 percentile points in learning. It is recommended that teachers check and discuss homework to gather data and reteach as necessary.*
4. Parental involvement

**ASSESSMENTS, INSTRUCTIONAL SUPPORT, AND PROGRESS MONITORING [F.S. 1008.22, 1008.25]**

**Assessments**
The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives.

Participation in the statewide testing program, which consists of the Florida Standards Assessments (FSA), Next Generation Sunshine State Standards (NGSSS), State End-of-Course (EOC) assessments and Florida Standards Alternate Assessments (FSAA) is mandatory for all K-12 students attending public schools.

In order to meet the state mandated requirements for assessment, the following required state and research-based district assessments are used at the middle school level to help determine student achievement. Each student must participate in statewide assessments unless exempt under certain criteria established by the Commissioner of Education. For Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any accommodations must be specified in their individual education plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test.

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards
Alternate Assessment measures student academic performance on the Access Points (FS-AP) in English Language Arts, mathematics, science and social studies. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade with reduced levels of complexity. Access Points are academic expectations written specifically for students with significant cognitive disabilities. IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.)

➢ **Required Assessments in Middle School**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>STATE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>English Language Arts</td>
<td>FSA or FSAA</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>FSA or FSAA</td>
<td>ClearSight</td>
</tr>
<tr>
<td>7th</td>
<td>English Language Arts</td>
<td>FSA or FSAA</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>FSA or FSAA</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Algebra 1/Alg.1 honors</td>
<td>EOC (30%)</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>Civics EOC (30%) or Access</td>
<td>USA Testprep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civics EOC (30%)</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>English Language Arts</td>
<td>FSA or FSAA</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>FSA or FSAA</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Algebra 1/Alg.1 honors</td>
<td>EOC (30%)</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Geometry/Geometry honors</td>
<td>EOC (30%)</td>
<td>ClearSight</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Statewide Science Assessment</td>
<td>USA Testprep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or FSAA</td>
<td></td>
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In all middle school courses, students will take a district or teacher-made midterm and it will count as 20% of the first semester grade and a district or teacher-made final exam that will be 20% of the second semester grade. Middle school students take the statewide, standardized End-of Course (EOC) assessment in Civics and it will count as 30% of the final grade in the course. As such, teachers will not administer a district or teacher-made midterm and final exam to students enrolled in Civics. The EOC results will be applied, at 30%, to both the Semester 1 and Semester 2 final grades.

Middle school students taking Algebra I, Geometry, Biology or U.S. History must take the statewide, standardized EOC assessment, and it will count as 30% of the final grade in the course. As such, teachers will not administer a district or teacher-made midterm and final exam to students enrolled in Algebra I, Geometry, Biology or US History. The EOC results will be applied, at 30%, to both the Semester 1 and Semester 2 final grades.

Students participating in a statewide, standardized EOC assessment are not required to take the corresponding standard subject and grade-level Florida Standard Assessment (FSA).

Passing the Algebra I statewide, standardized EOC assessment is a graduation requirement. Middle school students enrolled in a course aligned with the Algebra 1 EOC Assessment may use one of the following to meet the graduation requirement:

- Passing the Algebra 1 EOC (offered four times each year)
- Earning a comparative score, or
- Passing the Geometry EOC during a future administration
• Middle school students who were scheduled to take the Spring 2020 Algebra 1 EOC Assessment may use a concordant or comparative score as soon as it is earned (these students do not have to sit for the state assessment prior to using the concordant/comparative score)

Students with disabilities may qualify for an EOC waiver.

Algebra 1, Geometry, Biology, & US History EOC Assessment & High School Credit Scenarios:  
Because passing the Algebra 1 EOC is a graduation requirement, it is important to understand the possible scenarios for a middle school Algebra 1 student. Each student and parent/guardian should be aware of the following possible scenarios upon enrollment in an Algebra 1 course.

*The following scenarios are also applicable to students enrolled in a Geometry, Biology, and/or a US History course that elicits high school credit. Exceptions are noted in the chart that follows:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>EOC</th>
<th>The EOC is always 30% of the final course grade &amp; the grade earned in the course will be reflected on the high school transcript and will be included in the high school GPA.</th>
</tr>
</thead>
</table>
| Passes | Fails | • The final course grade is included in the high school GPA  
• Credit in the course is awarded  
• In order to fulfill the mathematics assessment graduation requirements (Algebra 1 only), the student must meet any one of the following criteria:  
  - Pass the Algebra 1 EOC during a future administration  
  - Earn a comparative score, or  
  - Pass the Geometry EOC during a future administration |
| Fails  | Passes | • The final course grade is included in the high school GPA  
• Credit in the course is awarded  
• If the student retakes the course in high school through grade forgiveness (C, D, or F in the course), the existing EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade.  
  *If the course is serving as the required “3rd completion” for promotion to high school, the passing of the EOC will serve as a “CAP.” Therefore, the high school credit is achieved and serves as the “completion” of middle school requirements to promote to 9th grade. |
| Fails  | Fails | • The final course grade is included in the high school GPA  
• In order to fulfill the mathematics assessment graduation requirements (Algebra 1 only), the student must meet any one of the following criteria:  
  - Pass the Algebra 1 EOC during a future administration  
  - Earn a comparative score, or  
  - Pass the Geometry EOC during a future administration  
  *If the course is serving as the required “3rd completion” for promotion to high school, the student will not be promoted to 9th grade unless the credit is successfully retrieved via credit retrieval prior to the start of the next school year. |

State Assessments for Transfer Students  
Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement. If a student transfers into a Florida middle school from out-of-country, out-of-
state, a private school, or a home school, and the student’s transcript shows credit received in Algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score or passed a statewide assessment in Algebra I administered by the transferring entity. If a transfer student’s transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade.

- **Instructional Support**
  Each student who does not meet specific levels of performance in English Language Arts or Mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student’s difficulty and areas of academic need. Support and intervention shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

  All instructional support shall include effective, research-based, standards-driven instruction. Instructional support in English Language Arts shall be continued until a student’s reading and/or writing deficiency is remediated and shall include the following components:
  - diagnosis/prescription targeted to specific skill development,
  - variety of opportunities for repetitions (repeated exposures),
  - smaller chunks of text or content,
  - guided and independent reading practice,
  - skill development and practice integrated into all activities,
  - frequent monitoring

- **Targeted Instructional Support – Reading Deficiencies [F.S.1008.25, F.S.1011.62]**
  Annually, the District shall submit and receive approval of its K-12 Comprehensive Evidence-Based Reading Plan from the Just Read, Florida! Office pursuant to section 1011.62, F.S. The Plan will depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the English Language Arts Florida Standards (LAFS). As such, the District will ensure that:
  a. leadership at the district and school level is guiding and supporting the K-12 Comprehensive Evidence-Based Reading Plan;
  b. the analysis of data drives all decision-making;
  c. beginning with the 2020-2021 school year, all intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading;
  d. measurable student achievement goals are established and clearly described;
  e. evidence-based instructional materials comply with Section 1011.67, F.S.; and
  f. supplemental instructional materials comply with Section 1001.215(8), F.S.

  Middle schools will monitor the implementation of the District’s K-12 Comprehensive Evidence-Based Reading Plan via the following practices:
  a. weekly reading walk-throughs conducted by administrators;
  b. the collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students;
  c. data chats;
  d. the development and maintenance of a Reading Leadership Team;
e. professional development which includes training necessary to implement multisensory reading interventions;

f. the identification of mentor teachers and established model classrooms within the school; and

g. the offer of time to teachers on a weekly basis for lesson study and professional learning communities

Middle schools will utilize the Assessment/Curriculum Decision Trees of the District’s K-12 Comprehensive Evidence-Based Reading Plan to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students.

Middle schools will provide and modify instruction for students who have not responded to a specific level of reading intervention with the initial intensity (time and group size) provided.

Middle schools will provide targeted instructional support for students identified as having a reading deficiency or are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

Middle schools will utilize a core curriculum and intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Middle schools will develop methods to provide reading instruction and intervention to students who may continue to receive instruction through distance or blended learning.

For each year in which a student scores at Level 1 or 2 on the Florida Standards Assessment (FSA) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading course the following year or a content-area course in which reading strategies are delivered based on a diagnosis of the student’s specific reading needs. Any student in any grade identified as having a deficiency in reading must participate in school-wide progress monitoring. Progress monitoring must occur 3 times per year. Middle school courses designed and offered to provide targeted instructional support for students with reading deficiencies are pursuant to the District’s K-12 Comprehensive Evidence-Based Reading Plan.

*Note: Remedial instruction is not in lieu of ELA course completion requirements for promotion.

For more information regarding Charlotte County Public Schools’ K-12 Comprehensive Evidence-Based Reading Plan, please contact the Assistant Superintendent for Learning.

Targeted Instructional Support - Mathematics [F.S.1008.25]
Middle Schools will provide targeted instructional support for students with identified deficiencies in Mathematics.

For each year in which a student scores at Level 1 or Level 2 on FSA for mathematics, the student may receive support the following year. Support may be provided within the student’s regularly scheduled math class or through an Intensive Math course. The school-wide plan must contain the following elements:

- Additional diagnostic assessment;
- Identification of the specific diagnosed academic needs to be remediated;
- Identification of the success-based and/or research-based strategies to be used;
- Identification of how, when, how often, by whom and how long intensive remedial instruction is to be provided; and
- Identification of monitoring and re-evaluation activities to be employed.

Students will be reassessed at the end of the remediation period to determine if the district and/or state
mastery of standards level in designated area(s) has been attained. Remediation must take into account a student’s learning style.

**Assessments and Grade Level Performance (reading and math support)**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>STATE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>6TH</td>
<td>English Language Arts</td>
<td>FSA Scoring at Levels 1 or 2 in grade 5 (required)</td>
<td>District required progress monitoring assessments, Teacher formative &amp; summative assessments</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7TH</td>
<td>English Language Arts</td>
<td>FSA Scoring at Levels 1 or 2 in grade 6 (required)</td>
<td>District required progress monitoring assessments, Teacher formative &amp; summative assessments</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8TH</td>
<td>English Language Arts</td>
<td>FSA Scoring at Levels 1 or 2 in grade 7 (required)</td>
<td>District required progress monitoring assessments, Teacher formative &amp; summative assessments</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please refer to the individual school’s School Improvement Plan for more specific information.

**Multi-Tiered System of Supports (MTSS)**

Each student who does not meet specific levels of performance in English Language Arts, Science, Social studies and/or Mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student’s difficulty and areas of academic need. Supportive instruction shall continue until performance expectations are met as documented by demonstrating mastery or passing the state assessment(s). Progress monitoring plans (PMP) shall be developed in consultation with the parent or guardian for any student not meeting district or state achievement levels in English Language Arts, Science, Social Studies, or Math. The plan can be an IEP or a school-wide system of progress monitoring for all students through the Multi-tiered System of Supports (MTSS). The multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision-making to improve educational outcomes and meet the academic and behavioral needs of all students. Multiple tiers of increasingly intense instruction or intervention services are implemented and monitored.

The school-wide Progress Monitoring Plan must include intensive remedial instruction in the areas of weakness. Intensive remediation means instruction designed to specifically concentrate time and effort on the diagnosed deficiencies of the individual student. If a student is being served in ESE, ELL, or Intensive Literacy programs, the plan developed for these programs can serve as the Progress Monitoring Plan if the Plan addresses the specific area(s) of need identified for English Language Arts, Science, Social studies and/or Mathematics.

**Middle School Early Warning System Indicators**

A school that serves any students in kindergarten through grade 8 shall implement an Early Warning System to identify students in such grades who need additional support to improve academic performance and stay engaged in school. Charlotte County Public Schools has developed an Early Warning System (EWS) at all grade levels in accordance with the requirements of Florida statute and after review of the research on the benefits of employing an EWS. Utilizing data systematically to identify at-risk students as early as possible
will allow for the application of effective prevention and early intervention services. A school-based team shall monitor the data from the early warning system. This team may include a school social worker and/or school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student’s parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team.

Effective July 1, 2017, schools serving students in any of these grades must include the following indicators in the EWS, although additional indicators may also be included:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension;
- One or more suspensions, whether in school or out of school;
- Course failure in English language arts or mathematics during any grading period; and
- A Level 1 score on the statewide, standardized assessments in English language arts or mathematics or, for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25(5)(a), F.S.

### Middle School Early Warning System Indicators

<table>
<thead>
<tr>
<th>On-Track Indicators</th>
<th>Course Performance</th>
<th>FSA</th>
<th>GPA</th>
<th>Attendance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Track</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per Quarter</td>
<td>C or better in all classes</td>
<td>Math &amp; ELA Level 3 or higher</td>
<td>2.5 or higher</td>
<td>0 to 2 absences in a quarter</td>
<td>0 Office Discipline Referrals (ODRs) in a quarter</td>
</tr>
<tr>
<td>Per Year</td>
<td></td>
<td></td>
<td></td>
<td>4% or less absences in a year</td>
<td>2 or fewer ODRs in a year</td>
</tr>
<tr>
<td><strong>At-Risk for Off-Track</strong></td>
<td>One (1) or more D in any class</td>
<td>Level 2</td>
<td>2.0 to 2.49</td>
<td>3 to 4 absences in a quarter</td>
<td>1 ODR in a quarter</td>
</tr>
<tr>
<td>Per Quarter</td>
<td></td>
<td></td>
<td></td>
<td>5% - 9% absences in a year</td>
<td>3 ODRs in a year</td>
</tr>
<tr>
<td>Per Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Off-Track</strong></td>
<td>Failing one (1) or more core classes (F)</td>
<td>Level 1</td>
<td>Less than 2.0</td>
<td>5 or more absences in a quarter</td>
<td>1 or more suspensions (ISS or OSS)</td>
</tr>
<tr>
<td>Per Quarter</td>
<td></td>
<td></td>
<td></td>
<td>10% or more absences in a year</td>
<td></td>
</tr>
<tr>
<td>Per Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Progress Monitoring [F.S.1008.25]

One of three types of progress monitoring shall be developed for any student not meeting district or state proficiency levels in reading, writing, science, social studies or math. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring from which to choose are as follows:

- a federally required student plan such as an individual education plan (IEP),
- a school-wide system of progress monitoring for all students, or
- individualized progress monitoring.
All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the specific diagnosed academic need(s) to be remediated,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- the monitoring and reevaluation activities to be employed.

**GRADING AND REPORTING PROCEDURES**

Charlotte County Public Schools offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Charlotte County is based on the Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indicator of the level of mastery of benchmarks and standards during and at the conclusion of a learning sequence.

**Grading Criteria**

Middle school students shall be expected to demonstrate achievement of the essential concepts (Florida Standards) in the core subject areas. Student progress reporting will include mastery of standards data in English Language Arts, mathematics, science, and social studies. Key points regarding grading criteria include the following:

- Grading criteria must be based on a variety of learning activities and assessments which may include the following:
  - Classroom work
  - Projects/presentations
  - Summative assessments – *assessments that are administered at the end of a learning sequence after ample practice or rehearsal of essential knowledge. These assessments indicate mastery of benchmarks and standards.* Examples of summative assessments include:
    - Chapter tests
    - Quizzes
    - Performance assessments evaluated by a rubric shared with students
  - Formative assessments – *assessments which are frequent, in-progress checks for understanding, on a regular basis used to inform instruction, to provide ongoing and helpful feedback, to alert teachers to what challenges students are still facing, and to inform students about where they are in relation to mastery of the standard.* Examples of formative assessments include:
    - Guided and independent practice activities – classwork and homework
    - Workbook exercises as a direct follow-up to instruction
    - Quizzes to spot-check for understanding
    - Observing students at work and noting progress or need for re-teaching
    - Students and teachers communicating about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction)
  - Observations
  - Portfolios
  - Other relevant information.

Teachers will provide opportunities for all students to demonstrate mastery of course-specific benchmarks and standards as outlined in the state course descriptions.
Teachers will ensure that progress monitoring reporting include mastery of standards data in ELA, mathematics, social studies, and science.

Teachers are not to use the results of district-wide progress monitoring diagnostics as a grade.

Teachers will not include conduct, effort, or attendance in the academic grade of a course. Conduct and effort reflect student work habits, not academic achievement of course-specific benchmarks and standards, and therefore should not be included in the academic grade.

Teachers will advise students of the grading criteria used in the school and in class at the beginning of the course of study. Grading criteria is to be addressed in all course syllabi.

Teachers will adhere to the Charlotte County Public Schools’ “40-40-20” Grade Distribution Matrix when calculating and posting final semester grades for all courses except those which elicit a statewide, standardized End-of-Course (EOC) assessment or high school credit such as Spanish I, Physical Science Honors, Hope, etc. When calculating final semester grades for statewide, standardized EOC bearing courses and other courses which elicit high school credit, the Charlotte County Public Schools’ “35-35-30” Grade Distribution Matrix is to be applied.

Teachers will ensure that all syllabi distributed and/or communicated to students and parents, for the purposes of setting guidelines and responsibilities within the domain of make-up work policies and procedures, will comply with the Code of Student Conduct.

**State Grading Scale [F.S.1003.437]**
Charlotte County Public Schools adheres to the following grading scale which is used in all middle and high schools:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Point Value</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**Grade Point Average**

- To determine the grade point average (GPA), the total number of quality points for a marking period is divided by the total number of letter grades in the marking period.
- To determine the cumulative GPA, the total number of quality points for all courses are added, and the sum is divided by the total number of letter grades represented.

**Grade Point Average and Interscholastic Activities**
In order for a middle school student to be eligible to participate in athletic activities, the athlete must earn and maintain a 2.0 grade point average on a quarterly basis. Students must follow all expected behaviors outlined in the Code of Student Conduct and their individual team rules. Failure to comply with the minimum grade point average requirement or expected behaviors will result in removal from the team.
In order for a student to be eligible to participate in extra-curricular activities, the student must meet all of the requirements established by the governing regulations of the organization and maintain satisfactory conduct as defined by the district Code of Student Conduct.

**Semester Exams**
Middle school students will be administered a teacher-made, midterm assessment at the end of semester one and a teacher-made, final exam at the end of semester two in courses that do not have a state End-of-Course (EOC) Assessment. Semester exams are based on subject performance standards.

Semester grades and credit of courses having a state standardized EOC assessment are not determined until the results of the state standardized EOC assessment are received by the district. Statewide, standardized EOC assessments constitute 30% of the final course grade. As such, teachers will not administer “teacher-made” semester exams to students enrolled in a course resulting in a statewide, standardized EOC assessment. Instead, thirty (30) percent of the semester 1 and semester 2 averages will be based upon the EOC assessment results. Charlotte County Public Schools reports grades on a semester reporting system only (terms one and two), therefore, the EOC assessment results will constitute 30% of the semester one and semester two averages. For semester one and semester two report cards, an asterisk (*) will be placed with a special note: *Semester Exams & Semester Final Grades are pending end-of-year EOC assessment results. Please be advised: Due to various arrival dates of End-of-Course Assessment (EOC) results, CCPS will publish report cards in the FOCUS Parent Portal each time EOC assessment scores are received. At that time, the cumulative GPA will be updated and final. This will affect students that have taken EOC assessments for Algebra 1, Geometry, Biology, Civics and U.S. History.

**Semester Grades**
Semester grades are determined as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First nine weeks</td>
<td>40%</td>
</tr>
<tr>
<td>Second nine weeks</td>
<td>40%</td>
</tr>
<tr>
<td>Semester exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

The process is repeated for the second semester.

Grades for courses having a state standardized EOC assessment and high school courses taken in middle school have the same percentages as high schools as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First nine weeks</td>
<td>35%</td>
</tr>
<tr>
<td>Second nine weeks</td>
<td>35%</td>
</tr>
<tr>
<td>Semester exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Course Recovery/Credit Retrieval Grading**
Middle school students have an opportunity to achieve successful course completions after failing a course through participation in virtual courses, the summer credit retrieval program (when offered) or through the before, during, or after school credit retrieval program(s) throughout the school year (when offered).

Students earning credit via credit retrieval shall earn one of two grades if they successfully complete their coursework:
A grade of “D,” if the level of work results in a percentage of 60-69 percent.
A grade of “C,” if the level of work results in a percentage of 70 percent or higher.
Grade Forgiveness of High School Credit by Middle School Students [F.S.1003.4282]

Grade forgiveness exists for students in the middle schools who take any high school course for high school credit and earns a grade of “C,” “D,” or “F.” In such case, the district must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course.

- In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average.
- The original course and grade will still be reported on the transcript.
- Any course grade not replaced according to the forgiveness policy shall be included in the calculation of the cumulative grade point average.
- For a grade of A or B, the course and grade cannot be forgiven; it will appear on the student’s high school transcript and will be used in the calculation of the high school grade point average and for Bright Futures.

Second Chance Option

For courses provided on a full-year basis, if a student fails the first semester, a full-year credit can be earned under the following conditions;

- The student earns a “C” or higher for each of the third and fourth quarters; and
- The student earns a “C” or higher on the second semester exam

Reporting Student Progress [F.S.1008.25]

Parents can view grades by registering with the District FOCUS Parent Portal. Parents may also view student academic, behavior, assessments and interventions data over multiple school years on School Portal using the same ID and password as for FOCUS. The software will automatically translate all communications to a family’s native language allowing greater collaboration with teachers. Student data is displayed in a meaningful way as the student progresses towards college and career readiness.

Interim progress reports shall be issued to all students at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

Report Cards [F.S.1003.33]

It is the firm belief of Charlotte County Public Schools that excellence in education requires community commitment, and one of the cornerstones of this belief is communication between home and school. Report cards provide the student and the student’s parents with an objective evaluation of scholastic achievement with indicators of progress. All schools use the district approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Good communication is informative, purposeful and ongoing. It should include the following:

- Interim reports at the 4 ½ week period for all students;
- Interim reporting - daily, weekly, or on an “as needed basis” for students performing below grade level;
- Report cards which clearly depict and evaluate the following:
  - The student’s mastery of Florida Standards
  - The student’s attendance, including absences and tardies
  - The student’s conduct and behavior
  - Indication to parents when a student is working at a level below that expected for his/her
assigned grade placement
  o Grades which reflect
    ▪ mastery of performance standards as outlined in the state course
descriptions
    ▪ mastery of standards’ levels in reading, writing, mathematics, social
studies and science as appropriate; and
  • Annual report of student progress towards achieving state and district expectations for
master of standards in reading, writing, mathematics, social studies and science, based
on results of district and state wide testing; and
  • For ESE and ELL students, the report will include progress towards achievement of all
goals and objectives.

PROMOTION AND RETENTION [F.S. 1003.4156, 1008.25(2)(b)]

Promotion Requirements ~ Q&A

1) What are the requirements for a student to be promoted from grade eight to grade nine?

In order for a student to be promoted from grade eight to grade nine, a student must successfully
complete courses in the following areas:

  • Three middle school or higher courses in
    o English Language Arts (ELA)
    o Mathematics
    o Science
    o Social studies, one semester of which must include Civics education, the study of state
and federal government, the structure and functions of the legislative, executive, and
judicial branches of government, and the meaning and significance of historic documents,
such as the Articles of the Confederation, the Declaration of Independence and the U.S.
Constitution.
      ▪ Each student’s performance on the statewide, standardized assessment in Civics
education required under F.S. 1008.22 constitutes 30 percent of the final course
grade
      ▪ A middle school student who transfers into the state’s public school system from
out-of-country, out-of-state, a private school or a home education program after the
beginning of the second term of grade eight is not required to meet the civics
education requirement for promotion from the middle grades if the student’s
transcript documents passage of three courses in social studies or two year-long
courses in social studies that include coverage of civics education. If this is not the
case, the student must be immediately enrolled in Civics, participate in the Civics
EOC assessment, and the results of the EOC assessment must constitute 30% of the
course grade.

  • One (1) Career and Education Planning course to be completed in grades 6, 7, or 8. At a
minimum, the course must be Internet-based, customizable to each student and include researched-based
assessments to assist students in determining educational and career options and goals. The
Florida career and education planning program will satisfy the above requirement as it is Internet-based, it is customizable to each student and contains research-based assessments to assist with
education and career goals. The Career and Education Planning course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle and high school.
- One (1) semester in physical education each year unless a district waiver is secured.

2) What are the physical education requirements for a middle grades student?

One semester of physical education is required each year for middle grades students as required by F.S. 1003.455. The following waiver options are available.

- The student is enrolled or required to enroll in a remedial course.
- The student’s parent indicates in writing to the school that
  - the parent requests that the student enroll in another course from among those courses offered as options by the school district, or
  - the student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.

3) How do middle grades students earn high school Algebra I credit?

Middle grades students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. A middle grades student is not required to earn a passing score on the Algebra I EOC assessment in order to earn high school credit or be promoted to high school. Beginning with the 2013-2014 school year and thereafter, a middle grades student’s performance on the Algebra I EOC assessment constitutes 30 percent of the student’s final course grade.

4) If a middle grades student takes Algebra I, is the student required to pass the Algebra I EOC Assessment in order to earn a standard diploma?

Passing the Algebra 1 EOC Assessment is one method of meeting the mathematics assessment requirement for a standard diploma. The student may also earn a comparative score, or pass the Geometry EOC during a future administration

5) What are the requirements of middle grades students enrolled in high school Geometry or Biology I to earn high school credit?

Middle grades students enrolled in high school Geometry or Biology I must take the EOC assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course.

6) Must middle grades students enrolled in high school Biology I and/or Geometry pass the EOC assessment to qualify for a standard high school diploma scholar designation?

Yes. Middle grades students must pass the EOC assessment to qualify for a standard high school diploma scholar designation.

7) Do middle grades students need to pass the Civics EOC assessment in order to be promoted to grade nine?

No. A student’s results on the Civics EOC assessment constitutes 30 percent of the student’s final course grade. However, the middle grades student must pass the civics course in order to be
promoted to grade nine. If a student passes the course, but does not pass the EOC assessment, the student may still be promoted to 9th grade.


In response to the COVID-19 public health emergency, the Commissioner of Education granted various waivers and suspended statutes and rules in order to respond to and to mitigate the impacts of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system. This response altered significant promotion & retention policy and procedures:

- On March 17, 2020, Governor Ron DeSantis announced the initial closure of Florida public school campuses and that statewide assessments would be suspended for the spring 2020 assessment administration.

*Impact on Promotion & Retention: Can 8th graders who had been scheduled to take the Civics EOC in 2019-2020 be promoted to 9th grade in SY 2020-2021 without the EOC? This would also apply to students new to the state or those who missed the EOC in 2018-2019.*

Yes. s. 1003.4516, Florida Statute [General requirements for middle grades promotion](#) states that the student must successfully complete “at least a one-semester civics education course.” The middle grades promotion statute does not explicitly require a student to take the EOC to be promoted, it merely states that each student’s performance on the statewide, standardized EOC assessment in civics education required under s. [1008.22](#) constitutes 30 percent of the student’s final course grade. Under normal circumstances, not taking the EOC might cause a student not to successfully complete the course. Section 1008.22 states that the EOC assessment for Civics shall be administered to students enrolled in such courses as specified in the course code directory, but the state waived that requirement for Spring 2020 EOC assessments.

8) **Are middle grades students who are enrolled in Algebra I, Geometry or Biology I required to be double tested with both the EOC assessment and the corresponding subject and grade level statewide, standardized assessment?**

No. Middle grades students must take the statewide, standardized EOC assessment for those courses and shall not be required to take the corresponding subject and grade level statewide, standardized assessment.

9) **Can a middle grades student earn high school course credit through the Credit Acceleration Program (CAP) specified in F.S. 1003.4295(3)?**

Yes. A middle grades student who is enrolled in a high school level Algebra I, Geometry, Biology I, or U.S. History course may take the corresponding EOC assessment and earn high school credit by earning a passing score. *The Civics course required for middle school promotion to high school cannot utilize CAP.*

**Promotion and Retention Between Grade Levels**

Successful course completion is defined as passing a core course with a grade of “D” or better. For promotion from 6th to 7th grade, students must successfully complete two full core academic courses (English Language Arts, Mathematics, Social Studies, Science). Students who fail more than two of the four core academic courses will be retained.
For promotion from 7th to 8th grade, students must successfully complete three core academic courses and have no 6th grade missing core courses.

Students in grade 6 or 7 who fail two of the four core academic courses must attend the summer credit retrieval program to recover one or more of the courses or be retained.

The Principal has the authority to conditionally promote students in grade 6 or 7 to the next grade upon successful completion of one failed course during the summer credit retrieval program. These students are expected to be enrolled in course recovery for the second failed course during the next school year. Again, grade 7 students must successfully complete all grade 6 core academic courses to be promoted to grade 8.

Grade 8 students may not be promoted to grade 9 until they have successfully passed all twelve middle grades core courses (which includes Civics) or higher. Students in grade 8 who do not successfully complete course work required to enter high school must receive individual counseling regarding their academic options before the close of the school year. This academic counseling must include information regarding summer credit retrieval and/or remediation programs (if available), virtual school options, etc. Academic counseling must include contact with the parent(s) or guardian(s) of the student.

Grade 8 students missing only one course or several courses to qualify for high school, who do not successfully retrieve the credit(s) during the summer, will maintain their status as an 8th grade student at their middle school of enrollment and will repeat the missing middle school courses at the middle school.

The Principal has the authority to determine final placement of students grades 6 through 8.

- Promotion to the next grade shall be based upon a student making adequate progress and demonstrating an appropriate level of achievement of the essential concepts in the academic core.
- Student performance must be judged on the basis of a number of measures taken over time (refer to the section on Grading Criteria).
- Pursuant to F.S. 1008.25(6)(a), no student can be assigned a grade level based solely on age or other factors that constitute social promotion.
- A student who scores below a Level 2 on the FSA ELA assessment and whose academic progress is inadequate, as determined by the principal, must attend the summer reading program (if offered) in order to be considered for promotion. This includes promotion to high school.

Note: Credit retrieval of failed core courses must take place as soon as possible. If a student fails any semester of a core class, the student may be promoted to the next grade level if the student enrolls and is successful in the summer credit retrieval program, (when offered) and as well as the before, during, or after school credit retrieval program.

**Mid-Year Promotion**

In Middle School, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four core grade academic requirements of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level Florida Standards Assessment (FSA) is administered.

Decisions to promote a grade 8 retained student to 9th grade, prior to the end of the first semester, must be made between the school’s Principal and the Assistant Superintendent for Learning.
Performance Based Course Completion/Project PASS
Successful course completion can be awarded for performance-based learning as well as for courses with approved modifications as a strategy for dropout prevention at The Academy, a grade 9-12 alternative high school. Project PASS (Pathways to Achieve Student Success) is an educational alternative program for middle school students at The Academy.

Students in Project PASS are 1-3 years behind in grade, may have many skill deficiencies, and may have failed multiple middle school courses.

The goal of the Project PASS program is to assist students to complete middle school courses, to acquire the necessary skills for high school success, and to assist students in “catching up” whenever possible to their peer group. In many cases, students enter high school with some completed high school credits. Some students attend The Academy’s high school classes or enroll in virtual coursework for high school credit. It is essential that students master the middle grades concepts in order to be successful in high school. For this reason, the length of time a student spends in the Project PASS program will depend on his or her needs and not on a pre-determined calendar. Students may spend as little as one semester or up to 2 years in the program as they master the material and prepare themselves for what lies ahead. Students who are not able to complete middle school requirements after 2 years in Project PASS will be referred to other more appropriate programs.

Students and parents are invited to interview for admission to Project PASS with The Academy’s Principal. Once students are selected, The Academy staff conduct thorough reviews of students’ transcripts, cum folders, 504 plans, and IEPs plans. All Project PASS students will take the TABE test in the first 2 weeks of school to determine their grade level ability in all of the core subject areas with approved accommodations as determined by 504 and IEP plans.

Students are tentatively assigned to one of three cohorts based on the length of time it is anticipated they will need to be enrolled in the Project PASS program.

Cohort A
Students in this group have taken all 6th and 7th grade required core courses at least once and have demonstrated their ability through TABE testing results to work on an 8th grade level in most or all classes. It is anticipated that they will be able to earn or demonstrate mastery of missing credits within one semester and move on to high school in The Academy in January either full time or part time while finishing up 8th grade requirements.

Cohort B
Students in this group have not demonstrated 8th grade level ability in most courses based on TABE test results. It is anticipated that they will remain in the Project PASS program for 2 to 3 semesters as they earn and/ or demonstrate mastery of missing credits. No student can be assigned a grade level based solely on age or other factors that constitute social promotion.

Cohort C
Students in this group begin their Project PASS experience at the start of the 2nd semester in January. These students will also take the TABE test upon entering the program and TABE testing results will determine if students work on 8th grade curriculum to possibly finish middle school by the end of the year and begin 9th
grade in August of the following year. Others who need to complete courses they have not mastered may continue in the Project PASS program the next year, staying for either the 1st or both semesters during the next school year.

NOTE: Project PASS students who are pregnant and/or parenting may choose to participate in the HOPE Teenage Parent Program at any time.

Support:

Students who score at a level 1 or 2 on the FSA English Language Arts assessment must take a 90-minute block of classes for remediation. This will be satisfied by taking Intensive ELA for 45 minutes and Intensive Reading for 45 minutes. These students will be required to stay in these courses for the full year and will not have the opportunity to take English I during the 2nd semester, regardless of the cohort in which they are placed.

Students who score at a level 1 on the FSA Math assessment must take a class which includes remediation strategies. This class can be a separate Intensive Math class, or the remediation can be incorporated into the regular math class. Students who score a level 2 on the FSA Math assessment may take the remedial math (either as a separate class or incorporated) depending on need.

Students enrolled in Project PASS may also make up failed courses by attending summer school and after school credit retrieval opportunities upon availability.

Middle school completion requires the student to demonstrate mastery of the four core courses for each grade level (6-8th) for a total of 12 course completions. The courses required are Language Arts, Math, Science, and Social Studies. Mastery of these courses may be demonstrated as follows:

1. Student takes the course and earns a passing grade of “D” or better.*
2. A student who has already taken a course, but did not receive a passing grade, earns a passing grade of “D” or better on the cumulative exam.
3. A student takes the TABE test and demonstrates mastery of grade level courses (failed courses will be given a grade of “D”).
4. A student who fails the first semester of a full year course but earns a “C” or better in the second semester, and successfully passes the end of course exam, will earn a passing grade of “D” for the first semester.

*Students who have not taken a course previously MUST do option 1 and take the course, even if they are able to demonstrate mastery.

Most courses are 90 – minute blocks of instruction which allow students to complete a full year’s worth of credit within one semester. Students who successfully complete a course during the 1st semester can move on to the next course in the progression during the 2nd semester. Students who do not successfully complete a course during the 1st semester have the additional time during the 2nd semester to show mastery of those skills. In addition, while completing their middle school credits, students may also have the opportunity to earn high school credits (both core and electives) giving them a “head start” when they enter high school.

Students are provided a course tracking sheet when they enter the Project PASS program to keep track of
completed and missing credits. The required middle school courses are as follows:

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>GRADE 7</th>
<th>GRADE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• M/J Math 1</td>
<td>• M/J Math 2</td>
<td>• M/J Math 3*</td>
</tr>
<tr>
<td>• M/J Language Arts 1</td>
<td>• M/J Language Arts 2</td>
<td>• M/J Language Arts 3</td>
</tr>
<tr>
<td>• M/J Earth/Space</td>
<td>• M/J Life Science</td>
<td>• M/J Physical Science</td>
</tr>
<tr>
<td>• M/J World History</td>
<td>• Civics</td>
<td>• M/J U.S. History</td>
</tr>
</tbody>
</table>

*A student may substitute Algebra 1A/1B for high school credit instead of M/J Math 3 if he or she has demonstrated advanced math ability and has received a recommendation by a teacher or certified school counselor.

Students who have not completed their PE requirements for middle school will be given a waiver upon entry into Project PASS.

In addition to core academic course credit, students may earn high school credits while enrolled in the Project PASS program to include the following:

- HOPE (Graduation Requirement) – 1 full credit
- CTC Career Courses (9 weeks each) – ½ credit
- Drama or other performing arts course (Graduation Requirement) – ½ credit
- Weightlifting – ½ credit
- Leadership – ½ credit
- Journalism – ½ credit

State Assessments:
Project PASS students will take all required state assessments based on their current grade level work. Project PASS students who are enrolled in 9th grade English will take the 9th grade ELA assessment.

Progress Monitoring:
Every 9 weeks, middle school course completion progress is reviewed using an academic portfolio, which includes grades, attendance, behavior, and work habits. In addition, progress will be determined based on the district required progress monitoring assessment. Every semester, student goals are reviewed and updated, and adjustments are made to class schedules. If a student demonstrates readiness for more high school classwork, he or she may transition to The Academy at the semester. Transitions to the other high schools only occur at the start of a new school year.

Progression to High School:
All Project PASS program students participate in meetings with staff and parent/guardians to review progress made. These student-led conferences may occur at the semester to transfer to The Academy, or they may occur at the end of the year for entry into their high school of choice. Future goals and school placement decisions are made at the time of the conference and may result in one of the following outcomes:

- Student enrolls at The Academy, possibly also taking classes at the CTC and/or special interest electives
- Student enrolls at home high school
- Student enrolls in summer school (if available) and may transition to high school of choice in the fall
• Student enrolls in summer school (if available) and continues in the Project PASS program for the 1st semester of the following year
• Student enrolls in SNAP (if 16+ and not engaged in school) or has been in Project PASS for 2 years
• Student is placed in the SEA disciplinary program by the SERT committee for completion of behavioral levels

While most students will be encouraged to attend their home high schools after completing the Project PASS program, students may apply at The Academy and will be considered on a case-by-case basis upon completion of the interview process.

Project PASS students who enter their home high school in the fall must have a “freshman” year in order to be associated with a specific year’s graduation requirements. Therefore, students who have already earned high school credits from The Academy will enter as freshmen in the fall. At the end of the 1st semester of high school, credits will be re-evaluated by the Certified School Counselor to determine if a student should remain in 9th grade or advance to 10th grade.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) - MIDDLE SCHOOL OPTIONS [F.S. 1002.3105]

Each middle school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects including dual enrollment for students who are eligible, and the Credit Acceleration Program. ACCEL options do not supersede promotion requirements. Program specifics are available through each school’s guidance department. Such placement shall be made after review by guidance personnel and administration. Students who are enrolled in an accelerated above grade level course must take the state and district assessments associated with that course.

Earning High School Credit for Graduation [F.S. 1003.4156, 1008.25(2)(b)]

Middle school students may earn credit toward high school graduation under the following conditions:

• Students are considered ninth graders during the periods in which they are enrolled in the high school credit courses offered at the middle school site;
• The courses are listed in the Florida Course Code Directory and meet high school requirements;
• Courses are offered for the same number of hours of instruction as currently offered at the high school;
• Students demonstrate mastery of district and state course performance standards; and
• Placement of grades to the high school transcript is as follows:
  o All grades earned must be placed on the high school transcript;
  o Students who earn a grade of “C,” “D,” or “F” will have the opportunity for grade forgiveness by retaking the same course or a comparable course in high school; and
  o If the student retakes the course, only the higher grade and credit will be included in the grade point average calculation. The original course and grade will still be reported on the transcript.
Credit Acceleration Program (CAP) [F.S. 1003.4295]
The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a passing score on the EOC. These courses include Algebra I, Geometry, Biology and U.S. History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding EOC. Middle school students interested in this option must confer with their counselor. The requirements and eligibility process are as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.

EXCEPTIONAL STUDENT EDUCATION (GRADES 6-8)

Assessment Waivers for Students with Disabilities [F.S. 1008.22(3)(c)2]
All students, including Exceptional Student Education (ESE) students, must participate in the state’s assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida Standards Assessment (FSA) and End of Course (EOC) exams. If ESE students receive testing accommodations, the accommodations must be listed in the student’s Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Transition Plans for Students with Disabilities [F.S. 1003.5716]
Secondary transition refers to the process a student with a disability goes through as they move from high school to whatever comes next, including postsecondary education, employment and independent living. To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability attains the age of 14 years in order for his or her postsecondary goals and career goals to be identified and in place when he or she attains the age of 16 years.

Hospital/Homebound [SBE Rule 6A-6.03020]
All students on homebound services will be afforded the opportunity to complete the course work and earn the necessary credits to advance to the next grade level. It is imperative that the student and parent work cooperatively with the homebound instructor in developing and participating in regularly scheduled instructional sessions. The student will be expected to do independent course work/homework between instructional sessions.

HOMELESS STUDENTS

For more information regarding the educational services provided to homeless students under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, please refer to the 2020-2021 Student Progression Plan ~ Introduction or the Homeless Students School Board Policy #5111.01 and the Homeless Education Website.

TEACHER TRANSFER REQUEST PROCESS [F.S. 1003.3101, 1012.42]
For more information, please refer to the 2020-2021 Student Progression Plan ~ Introduction.
HIGH SCHOOL
STUDENT PROGRESSION PLAN
(GRADES 9 ~12)

2020-2021

Steve Dionisio
Superintendent of Schools

One Voice. One Team. One Message.
The School Board of Charlotte County, Florida

Wendy Atkinson
Chairman
District Five

Bob Segur
Vice Chairman
District Three

Cara Reynolds
District One

Kim Amontree
District Two

Ian Vincent
District Four

The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

The School Board does not discriminate (including anti-Semitism [as defined in Bylaw 0100]) on the basis of race, ethnicity, color, national origin, sex (including sexual orientation, transgender status, or gender identity), recognized disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment opportunities.
# HIGH SCHOOL

## STUDENT PROGRESSION PLAN

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DISTRICT VISION

STUDENT SUCCESS!

DISTRICT MISSION

To promote character and competence in a positive learning culture that ensures success and inspires purpose for ALL.

CORE VALUES

Collaboration
Integrity
Leadership
Excellence
Safety

INTRODUCTION

To ensure that Charlotte County Public Schools is meeting the needs of all students and is compliant to legislation, the Charlotte County School Board has established a comprehensive program for high school student progression which includes, but is not limited to, the following:

- standards for evaluating each student’s performance, including how well he or she masters the performance standards approved by the State Board of Education,
- specific levels of performance in English Language Arts, Science, Mathematics, and Social Studies for each grade level, including the levels of performance on statewide assessments,
- options for Academically Challenging Curriculum to Enhance Learning (ACCEL),
- clear definitions of earning high school credit aligned with sound grading and reporting procedures,
- pathways to graduation and diploma options.

The Charlotte County Public Schools’ High School Student Progression Plan is a document delineating what a student must know and be able to do to graduate and what the district will do to help the student meet the requirements for graduation. The plan and the procedures for its implementation reflect clearly that promotion is based on student mastery of grade level/course standards. School attendance procedures as described in the district’s Code of Student Conduct are considered as part of the Student Progression Plan.

All incoming ninth grade students and their parents or guardians shall be active participants in choosing an end-of-high school destination and putting in place preliminary four year plans to achieve those goals. It is our belief that students perform better when they are interested in what they are taught; therefore, all students will enter high school identifying career pathways based on self-identified personal interests and abilities that may lead to future careers. These pathways are flexible and open to change during registration. These destinations will also accommodate the needs of Exceptional Student Education (ESE) students as defined in the Individual Education Plans (IEP) and students with active 504 Plans. Destinations include the following:
• Four-year university, community college plus university, or military academy;
• Two-year postsecondary degree;
• Postsecondary vocational-technical certificate; and
• Immediate employment or entry-level military.

Credits will be earned based on student achievement of the performance standards outlined for each course. The grades on report cards will reflect the level of achievement of these standards. Students who do not achieve these standards will be provided extended learning opportunities and the necessary support to be successful.

All procedures listed in the High School Student Progression Plan are subject to change due to School Board or legislative action and are updated yearly and posted on the district website.

ADMISSIONS

For information about admission and registration, please visit the District website at https://www.yourcharlotteschools.net/domain/4030 and contact the school of enrollment for additional assistance.

ATTENDANCE [F.S. 1003.24, 1003.21]

The School Board believes that daily school attendance is essential to the educational success of each student (School Board Policy 5200). Students are expected to be in school and in class on time in order to receive full benefit from the instructional programs of the Charlotte County Public Schools. All absences must be reported and explained by a parent or guardian within two (2) school days after the student’s return to school. Research has shown that 10% or more of instructional time missed by students is an early warning indicator for possible academic struggles; this measure is used to define chronic absenteeism nationwide.

School attendance is required of all students who have attained the age of 6 years or who will have attained the age of 6 years by February 1st of any school year, but who have not attained the age of 16, unless otherwise exempt by law. Students 16 and 17 years of age are required to attend unless an exit interview process has been completed by both parents and students.

At the high school level, students with excused absences will be permitted and encouraged to make up work, tests, and quizzes and will not receive an academic penalty unless the work is not made-up within the allowable time frame.

1. If a pattern of non-attendance develops, the principal or designee may require documentation to excuse an absence.
2. In the case of unexcused absences, a teacher may deduct up to 30% from the earned grade for work made up.

For specific information about attendance including the types of absences as well as guidelines and responsibilities for make-up work, please refer to the Code of Student Conduct on the district website.
CURRICULUM AND INSTRUCTION [F.S. 1003.4156]

Charlotte County Public Schools provides all courses required for high school graduation and provides appropriate instruction designed to ensure that students meet State Board of Education adopted standards. There shall be instruction in every subject matter, field, topic or specific area required by law in accordance with the Florida Statutes and the Florida Department of Education. High school courses may be offered to middle school students who meet the appropriate entrance requirements.

Mastery of Student Performance Standards
The curriculum of all high school courses is based upon the appropriate State Board approved State Board of Education standards. Course performance standards will be clearly communicated to all students at the beginning of a course or unit of instruction. A variety of instructional strategies and instructional/technological media will be used to ensure equal opportunity to learn and meet the needs of individuals or student groups. Assessment of student achievement of the performance standards will be done on a regular, continuous basis using a variety of assessment methods, teacher observations, classroom assignments, performance tasks, portfolios, and other relevant documentation. Mastery of performance standards is required for course credit.

Considerations When Creating a Four-Year Plan
Creating a learning path within a four-year plan is unique to each student and is based on his/her academic needs and college or career interests. Students and their parents/guardians are encouraged to meet with their Certified School Counselor on a regular basis to explore options, confirm a pathway, and make decisions based upon academic needs throughout their high school career. The following considerations should be kept in mind:

- Computer literacy is an expectation in all high school courses.
- Students going to selective universities are advised to take Advanced Placement course(s) and explore AICE coursework, whenever available, during their high school careers.
- Student should consider taking as many dual enrollment courses as possible to maximize college courses without having the burden of payment. Please note that some colleges outside the state of Florida do not recognize dual credit courses.
- Students who take dual enrollment courses are creating an official college transcript.
- Students should take electives which are academic in nature or which follow the intended career pathway.
- Highly selective colleges prefer four years of the same foreign language.

Students are encouraged to participate in leadership roles, community service and in-depth extracurricular activities.

Course Placement
Students will be placed into high school courses based on mastery of the appropriate standards. Consistent with school board rules and in accordance with F.S. 1012.28 (5), the principal of the school is the final authority in the placement of students in programs or classes.
**Course Prerequisites**
Many courses listed in the Charlotte County Public Schools’ High School Course Catalogs have prerequisites. These prerequisites must be honored unless student petition and the ensuing conversation with a Certified School Counselor indicate that an exception needs to be made based on data and the student’s learning path.

*For more information regarding course prerequisites, please refer to the individual high school’s Course Catalog and/or Curriculum Guide.*

**Enrollment in Sequential Courses**
Subject-area courses that depend on sequential information are expected to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been remediated successfully or by retaking the course in a traditional or virtual/online capacity. If a situation exists which prevents a student from taking a course in sequence, the principal, or designee, may grant an exception.

**Enrollment in Off-Campus Courses**
Students are expected to take courses offered on their school campus. However, many opportunities for dual enrollment via articulation agreements with colleges, universities, the Charlotte Technical College, virtual schools, etc. exist and may be considered. If a student indicates the need to take a course at another location, the student must request permission from the Certified School Counselor citing the need for the course to be taken in an alternate setting. The Certified School Counselor shall grant or deny permission for the student to leave campus.

**Required Instruction [F.S. 1003.42]**
Members of the instructional staff at all schools, subject to the rules of the State Board of Education and the district school board, shall teach, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- The history and content of the Declaration of Independence.
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- Flag education, including proper flag display and flag salute.
- The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present.
- The history of the Holocaust.
- The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- The elementary principles of agriculture.
• The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
• Kindness to animals.
• The history of the state.
• The conservation of natural resources.
• Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
• The study of Hispanic contributions to the United States.
• The study of women’s contributions to the United States.
• The nature and importance of free enterprise to the United States economy.
• A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. A character-development curriculum for grades 9 through 12 that shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.
• The sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans’ Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. A character development program that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other school-wide character building and veteran awareness initiative meets this requirement.
• Instruction related to our nation’s founding fathers with “American Founder’s Month”
• Financial literacy

**Computer Science and Technology Education [F.S.1007.2616]**
Schools shall provide high school students the opportunity for learning computer science to include the option of enrolling in computer science courses as identified in the Florida Department of Education’s Course Code Directory. If a school does not offer an identified course, the district will provide students access to a computer science course through Charlotte Virtual School, Florida Virtual School or through other means.
Grade Level Classification and Placement

A student’s learning path is unique to that student’s academic needs and college or career interests. Students will be considered freshmen, sophomores, juniors, seniors and fifth-year seniors based on the credits they have achieved.

- **Grade Level Classification and Promotion within High School**
  
  Under normal circumstances, students are classified at the end of each school year.
  
  - In order to be classified as a sophomore (grade 10 student), the student must have completed one year of high school with a minimum of five credits to include one credit in mathematics and one credit in English.
  
  - In order to be classified as a junior (grade 11 student), the student must have completed two years of high school and been awarded eleven credits to include two (of four) in mathematics and two (of four) in English.
  
  - In order to be classified as a senior (grade 12 student), the student must have completed three years of high school and been awarded a minimum of 16 credits, or at the beginning of the third year of high school, the student must have declared the intent to graduate under the 18 – Credit ACCEL Option.
  
  - Students in regular education programs not reaching graduation status in four years (“fifth-year senior”) shall be provided the opportunity of a fifth year to meet the district’s graduation requirements. Remediation shall be provided to assist the student passing the state-required assessments necessary to earn a standard diploma.
  
  - High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credit(s).
  
  - A junior who is enrolled in a 24 credit diploma program may be moved to senior status at the end of the first semester if enrolled in the necessary coursework to graduate in the spring.

Note: Programs at The Academy have a different grade level classification which is dependent upon the needs of its student population.

When students do not meet classification requirements, they may only proceed to the next grade level on the recommendation of the Student Assistance Team and the approval of the Principal. A Certified School Counselor’s recommendation to modify grade level classification procedures of any particular student must have the prior permission of the school’s Principal or designee.

For courses which result in a state standardized end of course assessment (EOC), any teacher-made assessment administered during midterm exams or final exams week will not be cumulative in nature and will be factored as a quarter 2 or a quarter 4 grade. The state standardized EOC will calculate at 30% of the student’s final course grade, pursuant to [F.S. 1003.4282: Requirements for a standard high school diploma](#).

- **Placement for Students with Disabilities**
  
  Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP).
Placement from Accredited Schools in Grades 9-12
Students enrolling in grades 9-12 from an accredited out-of-state or out-of-country public, private, or charter school shall be placed in a grade consistent with the recommendations of the sending school and the support information provided that documents student progress and mastery of standards. SBE Rule 6A-1.09941 State Uniform Transfer of Students in Middle Grades and High School shall be the governing rule and guiding policy when making decisions on enrollment and placement in grades 9-12.

Placement from Home Education or Unaccredited Schools in Grades 9-12 [F.S.1002.41, F.A.C. 6A-1.09941]
Florida Statute 1002.41 defines home education programs. Students entering Charlotte County Public Schools and requesting credit for a home education program must follow the Alternative Validation Procedure specified by 6A-1.09941, F.A.C., State Uniform Transfer of Students in Middle Grades and High School. Students seeking initial placement in grades 9-12 from a home education program or an unaccredited charter, public or private school shall be evaluated by the local school to determine the most appropriate grade level placement. Criteria to be considered shall include age and maturity, standardized achievement test results, state assessment results, progress as it relates to the Florida Standards and benchmarks, previous records from public or private schools and evidence from the student's portfolio of work and achievement while in home education.

In no instance shall the placement be automatic, based solely on the recommendation of the unaccredited public or private school, home educator, or age. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. Should there be reasonable suspicion of a student’s grades, initial assessments may be required to determine grade placement.

For additional information on the State Uniform Transfer of Students in Middle Grades and High School defined by SBE Rule 6A-1.09941, please refer to the 2020-2021 Student Progression Plan ~ Introduction

Home Education Student Participation in Public Schools & Access to Courses [F.S. 1006.15, 1002.41]
Home school students are eligible to have access to courses. In addition to having the opportunity to enroll in multiple courses through Charlotte Virtual School, home school students wishing to take courses at the high school beyond those which are connected to out of school activities, may do so in accordance with compliance of class size reduction requirements. Home school students must register for these courses during the 2-week period before school begins each year.

Students in home education programs may participate in public school interscholastic extracurricular activities.

For more information, please refer to the 2020-2021 Student Progression Plan ~ Introduction.

Placement of Out-of-State or Out-of-Country Transfer Students [F.S. 1003.433(1)]
Transfer students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all the requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English shall receive immediate and intensive instruction in English language
acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FSA in English language arts or earn the applicable concordant scores on an alternative assessment and pass the Algebra I EOC assessment or earn the applicable comparative score on an alternative assessment.

For more information, please refer to the 2020-2021 Student Progression Plan ~ Introduction.

- **Course Weighting for Transfer Students** [F.A.C. 6A-1.09941]
  Students transferring credits into Charlotte County Public Schools will be subject to the current course credit weighting approved by the School Board of Charlotte County and in alignment with the Florida DOE Course Code Directory. If a letter grade is assigned, that grade is entered in our system, even if the grading scale from which the student transferred is not equivalent to Charlotte County Public School’s grading scale. If only a numerical grade is provided and no grading scale is provided, the Charlotte County Public School’s grading scale is applied to the student record.

- **Promotion of Late-in-the-Year Transfer Students**
  The promotion of students transferring into Charlotte County Public Schools during the last grading period shall be determined primarily by the grades and records received from the sending school.

- **Transfer Credit** [6A-1.09941, F.A.C.]
  Work or academic credit may be transferred into Charlotte County Public Schools if the credit was earned in another public school, private school or home school.

  - If validation of the official transcript is deemed necessary for accreditation purposes, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level. To receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period for each course.

  - The number of high school credits transferred shall not exceed the number that may be earned under School Board Policies in comparable periods of time.

  - No transfer student shall receive a high school diploma without having passed all required Florida state assessments or earned the applicable concordant or comparative scores unless the student demonstrated mastery on a reciprocal exam from the state of origin.

  - Transfer students shall be required to complete graduation requirements based upon their grade placement. Such requirements for graduation shall not be retroactive for transfer students, provided the student has met the requirements of the school district or state from which he or she is transferring. However, students may be required to complete the maximum number of credits a student may earn during regular full terms each year if their overall high school credit total will be less than the credits normally required of Charlotte County Public Schools students to graduate.

  Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from an out of country, out of state, a private school, or a home education program and the student’s transcript shows a mathematics credit in a course that requires passage of a statewide, standardized
assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score, passes a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirement. If a student’s transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass the grade 10 FSA ELA or earn a concordant score on the SAT or ACT as specified by state board rule.

**Class Enrollment Requirements**

Every student in grades 9-12 must be scheduled for a full day of classes in each semester. Exceptions might include home school, hospital/homebound, early admission under dual enrollment, and alternative school programs. Other exceptions must be referred to the Assistant Superintendent for Learning.

In addition to the credits available during the school day, in the course of the school year students may earn the following credits:

- Two credits per year may be earned outside the regular school day for courses where the student has received a grade of “D” or “F.” This is subject to principal and district office approval of the course.

Any special hardship cases involving credit recovery of more than two credits per year must be referred to the Assistant Superintendent for Learning.

- Students who have the opportunity to accelerate their learning through special courses must have principal approval BEFORE enrolling in such courses if they wish to receive high school credit.

**Virtual School Education [F.S. 1002.455, 1003.4282]**

At least one eligible course of the required 24 graduation credits must be completed through online learning beginning with the 2011-2012 ninth grade cohort group. Charlotte County Public Schools has put into place several options to assist and ensure that students are able to meet this requirement. In all these options, students are strongly encouraged to meet with their Certified School Counselor to determine their best route in meeting the online course requirement. Charlotte County Public Schools strongly recommends that this requirement be met prior to the end of the junior year (grade 11). The online course graduation requirement does not apply to a student who has an individual education plan under s. 1003.57 which indicates that an online or blended-learning course would be inappropriate, or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school.

- Online driver’s education courses can meet the online course requirement for graduation purposes.
- Charlotte Virtual School (CVS) is the provider of first choice for virtual instruction; however, in situations in which CVS cannot fulfill the need, students may qualify to access the services of Florida Virtual School (FLVS).
- Students involved in credit retrieval programs may also be eligible to complete the online learning requirements through the district’s approved online credit retrieval program.
- Students may complete this requirement through an online dual enrollment course.

*Important Note:* House Bill 7029 amended F.S. 1003.4282 to add that a district school board may offer students two additional options to satisfy the online course graduation requirement. A student may satisfy this requirement with completion of a course in which a student earns a nationally recognized
industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to s. 1008.44 or passage of the information technology certification examination without enrollment in or completion of the corresponding course or courses. In addition, passage of an online content assessment, without enrollment in or completion of the corresponding course or courses, as applicable, by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes. A CAPE Digital Tool certificate does not satisfy this requirement.

- An online course taken in grade 6, grade 7, or grade 8 fulfills this requirement.
- Computer labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at CVS/FLVS.
- Due to National Collegiate Athletic Association (NCAA) eligibility requirements, Division I and II prospective student athletes should consult NCAA eligibility requirements regarding virtual courses and courses taken online through credit retrieval programs. Several of these courses may not be recommended for prospective NCAA Division I and II athletes. Students are highly encouraged to consult with their Certified School Counselor in conjunction with the Athletic Director of the high school prior to enrolling in virtual coursework.

A school district may not require a student to take the online or blended-learning course outside the school day or in addition to a student’s courses for a given semester.

For more information regarding virtual school opportunities, eligibility, and procedures, please refer to the 2020-2021 Student Progression Plan ~ Introduction.

**Academically Challenging Curriculum to Enhance Learning (ACCEL) [F.S. 1002.3105]**

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. At a minimum, each school must offer the following ACCEL options:

- whole-grade and midyear promotion;
- subject-matter acceleration;
- virtual instruction in higher grade level subjects;
- and the Credit Acceleration Program under s. 1003.4295.

Florida Statute 1003.4295, *Acceleration options*, defines the “Credit Acceleration Program (CAP).” CAP is created for the purpose of allowing a student to earn high school credit required for high school graduation through passage of an end-of-course assessment (Algebra I, Geometry, United States History, or Biology), an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. Students

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wishing to utilize CAP through an Advanced Placement examination or CLEP are highly encouraged to speak to their Certified School Counselor as implications to the timeliness of awarding course credit upon the availability of certain Advanced Placement Examinations scores may have impact on graduation status, GPA calculation, diploma awards and designations, etc.

For more information regarding ACCEL options as they apply to CAP and the awarding of the 18 –Credit ACCEL Standard Diploma Option, please refer to the 2020-2021 Student Progression Plan ~ Introduction.

Honors or Advanced Coursework
The following types of courses are deemed honors or advanced level and are subject to the placement criteria cited in each individual high school’s course catalog/curriculum guide, when applicable:

- Advanced International Certificate of Education (AICE) courses
- Dual Enrollment (DE) courses
- Advanced Placement (AP) courses
- Honors level courses designated in each High School Course Catalog
- Honors level and AP courses offered by Charlotte Virtual School and Florida Virtual School
- Career Certificate Programs offered by Charlotte Technical College

- **Honors or Advanced Course Placement**
  Please refer to each individual high school’s course catalog/curriculum guide for information on placement criteria and eligibility in honors and advanced coursework.

- **Advanced Placement [F.S. 1007.27(6)]**
  Advanced Placement (AP) is the enrollment of an eligible secondary student (virtual or brick and mortar) in an Advanced Placement course administered by the College Board. Students are expected to take an AP exam at the end of each AP course. Schools may impose a fee of the cost of the AP exam when students are registered for the exam but do not participate. Postsecondary credit for an advanced placement course shall be limited to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. The specific courses for which students receive such credit shall be identified in the statewide articulation agreement required by s.1007.23(1).

  The Advanced Placement (AP) program is a unique learning experience which is taught as part of the high school curriculum and follow the curricular guidelines established by the high school in conjunction with the district office and the College Board.

  Students may find colleges and universities that offer credit or placement for AP scores by accessing the AP Credit Policy Search website at [https://apstudent.collegeboard.org/creditandplacement/search-credit-policies](https://apstudent.collegeboard.org/creditandplacement/search-credit-policies). For the most up-to-date AP credit policy information, students are encouraged to check the institution’s website.

- **Advanced International Certificate of Education (AICE)**
  The University of Cambridge, England, sponsors the AICE program which is offered at select Charlotte County Public Schools’ high schools, when available. Cambridge AICE is an international curriculum and examination system. Its strengths lie in the flexibility and structure of the curriculum and encouraging in-depth, working knowledge of each subject and essay-based examinations of knowledge and skill mastery. Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment.
These essential skills include the ability to: think critically, carry out independent research, evaluate arguments, communicate clear and well-reasoned arguments and understand global issues from multiple perspectives. Starting in 2017, attainment of the Cambridge AICE Diploma will require students to pass AS Level Global Perspectives and Research which helps develop these essential skills. This evolution will help higher education institutions identify students with the type of cohesive academic experience and higher-order thinking and communication skills that are associated with distinguished achievement at university.

Within AICE, there are more than 40 subjects from four subject group areas:
1. Mathematics and Sciences
2. Languages
3. Arts and Humanities
4. Interdisciplinary and Skills-Based

Most subjects are studied either at the Advanced (A) Level or at the Advanced Subsidiary (AS) Level. Both Cambridge International AS and A Levels are considered college-level courses of study and students passing these examinations with a Cambridge grade of E or higher may receive up to 45 hours of college credit or advanced standing based on their scores in these examinations from universities throughout the United States and all public universities and colleges in Florida. Credit is typically awarded based on each subject and examination grade earned.

Section 1003.4282, F.S., defines the options for earning a high school diploma stating that graduation requires successful completion of either a minimum of 24 academic credits in grades 9-12, an IB curriculum or an AICE curriculum. To be considered for an AICE Diploma, students must earn the equivalent of a minimum of seven credits by passing a combination of examinations at either double credit (A Level) or single credit (AS Level).

Students interested in pursuing AICE coursework are highly encouraged to speak to their Certified School Counselor.

Industry Certification
Career Technical Education (CTE) programs provide students with the opportunity to earn credentials and certifications, which are recognized and valued by business and industry. Eligible students are assessed by an independent, certifying entity using predetermined standards for knowledge, skills and competencies, resulting in a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system’s targeted occupation list.

Dual Enrollment Programs & Articulation Agreements [F.S. 1007.271(1)(2), 1007.27(4)]
The Dual Enrollment program is the enrollment of an eligible secondary student (grades 6-12) or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.


A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a Dual Enrollment student.

If the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through Dual Enrollment.

Students dually enrolled in the regular school year are exempt from payment of all application, registration, tuition, textbook costs, and laboratory fees.

Home education students and charter school students may participate in the dual enrollment program. Students enrolled in home education will not be liable for the cost of instructional materials. Non-public and charter school students are responsible for the cost of their instructional materials. Transportation is the responsibility of all students.

Students are not to enroll in a college course during the summer months nor are they to enroll after regular school hours with a full schedule of courses during the school day. If a student enrolls as such, all cost associated with the course may be at the obligation of the student and course work will be at the risk of not counting towards fulfilling graduation requirements.

Dual Enrollment shall be offered on the high school campus whenever possible. Students should take DE courses on their zoned high school campus if they are offered there. Dual enrolled courses receive the same weighting for GPA calculation as Advanced International Certificate of Education (AICE) and Advanced Placement (AP).

The Dual Enrollment program is designed to expand the learning opportunities for qualified students. Qualified students who wish to enroll in college level or technical courses and who need credits to meet high school graduation requirements may enroll in approved post-secondary courses. These courses are taught as part of the high school curriculum and follow the curricular guidelines established by the high school under Articulation Agreements with Charlotte Technical College, Florida SouthWestern State College, State College of Florida - Manatee-Sarasota, and Florida Gulf Coast University. Students must meet enrollment criteria specific to each dual enrollment course, and upon successful completion of each course will receive both high school and post-secondary credit. The number of college credits a student may earn is determined by the college or university.

Students interested in Dual Enrollment opportunities are encouraged to speak to their school’s Certified School Counselor and refer to the various articulated acceleration plans between Charlotte County Public Schools and the appropriate state college or university to carefully determine the criteria that is required for Dual Enrollment.

A Dual Enrollment status is assigned to an eligible secondary school student who has certified that s/he is seeking an associated degree or vocational certification and who is enrolled in a college post-secondary course that is creditable toward the high school diploma. A Dual Enrollment student must be concurrently enrolled in a high school program.
Dual Enrollment courses will be graded using the college standards for grading. The Dual Enrollment grade will be reported the same for the high school report card/transcript and the college transcript. Dual Enrollment courses are part of a student’s permanent college transcript and are calculated into the student’s permanent postsecondary GPA. Poor performance as a Dual Enrollment student can ultimately impact one’s postsecondary career, including academic standing and financial aid eligibility.

All instructional materials are the property of the Charlotte County Public Schools. The student is responsible for returning the materials to the home school principal or designee. Materials should be returned in the same condition as when initially issued to the student.

- **Florida SouthWestern State College Inter-Institutional Articulation Agreement**

Charlotte County Public Schools partners with Florida SouthWestern State College via a “Multi-year, Inter-institutional Articulation Agreement.” The terms of this agreement shall be subject to review and revision on a two-year basis. This agreement includes articulation for Dual Enrollment college credit in A.A., A.S. and Certificate programs; the Early Admissions Program; and Collegiate Institutes. School officials are required to review and abide by the Inter-Institutional Articulation Agreement between Florida SouthWestern State College and the School Boards of Charlotte, Collier, Glades, Hendry, and Lee County.

The school district shall work collaboratively with the college to inform students and their parents and guardians in writing of opportunities under this agreement and the requirements for participation including eligibility criteria and the process by which students and parents exercise their options to participate in dual enrollment. This information shall be provided to students and parents via the Student Progression Plan and each high school’s program of studies as presented in the school’s Course Progression Plan document. All credits earned by high school students under the Florida SouthWestern State College Inter-Institutional Articulation Agreement shall be defined as Accelerated Credit(s). Following validation of high school graduation, such credits may be applied to an associate degree or vocational certificate at the College or transferred to another accredited college.

The Dual Enrollment Course -High School Subject Area Equivalency List is a minimum list of dual enrollment courses that must be accepted for high school credits by all school districts. The list provides a guarantee that certain dual enrollment courses will meet high school graduation requirements in specific subject areas; all other dual enrollment courses on the list are guaranteed high school elective credit. This list does not prohibit the offerings of other dual enrollment courses, if agreed upon by the School District and the College.

The College and the School District shall collaborate in offering a variety of articulated acceleration mechanisms for secondary students. The following programs are authorized by this Agreement and are defined below:

1. **Dual Enrollment** – A status assigned to an eligible secondary school student who has certified that he/she is seeking an Associate Degree or Career Certificate and who is enrolled in a College post-secondary course that is creditable toward the high school diploma. A Dual Enrolled student must be concurrently enrolled in a high school program. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as Dual Enrollment. College
preparatory instruction, as defined in State Board of Education Rules and physical education courses, shall not be included in the Dual Enrollment program pursuant to s. 1007.271(2), Florida Statutes.

2. **Career and Technical Dual Enrollment** – A status assigned to an eligible secondary school student who has identified in their application that he/she is seeking an Associate Degree or Career Certificate, such as a College Credit Certificate, or Post-Secondary career certificate programs, from a complete job preparatory program and is not enrolled in isolated technical courses; and who is enrolled in a College post-secondary course that is creditable toward the high school diploma.

Technical Dual Enrollment students must be assessed and advised in appropriate A.S. or technical certificate career pathways at the College. A Technical Dual Enrollment student must be concurrently enrolled in a high school program with a minimum 2.0 unweighted high school GPA. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as Career and Technical Dual Enrollment. College preparatory instruction, as defined in State Board of Education Rules and physical education courses, shall not be included in the Dual Enrollment program pursuant to s. 1007.271(2), Florida Statutes.

3. **Collegiate Institute** – A Collegiate Institute is a form of Early Admissions for high school juniors and seniors located on a student’s high school campus that is geographically isolated area from the College’s main District campus. The Collegiate Institute follows a school-within-a-school model that allows students to complete an Associate of Arts degree. District, College, and an approved SACS Prospectus is required before implementation. Charlotte County Public Schools will not establish a Collegiate Institute under the current articulated and acceleration plan with FSW.

4. **Early Admissions** – Early Admissions is a status assigned to an eligible secondary school student who has completed the tenth (10th) grade in high school and who has enrolled on a full-time basis at the College Campus through on-campus or online courses that are creditable toward the high school diploma and the Associate Degree or Certificate. Students are self-identified as Early Admissions. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the Early Admissions program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. The student may not take courses at their assigned high school. A student must have college level scores in all areas: Reading, Writing and Mathematics.

Currently, this type of enrollment is open to students attending either Florida SouthWestern State College, State College of Florida, or Florida Gulf Coast University. Students who are interested and wish to participate in early admission under dual enrollment must meet the criteria set forth in the applicable articulation agreement. These students maintain their enrollment at their home high schools and are still considered to be part of the graduating class.

Students and their parents are encouraged to develop the student’s educational plan through the use of the Florida Virtual Campus (FLVC), A Complete Florida Plus program. FLVC is made up of several units which provide statewide innovative educational services for Florida's K-adult students. Working collaboratively with Florida’s 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides free services to help students go to college, succeed in school, prepare for career success, and in life after graduation: [FLVC.org](http://www.FLVC.org).
Student Eligibility for Participation in Dual Enrollment: The School District is responsible for initial certification of student eligibility in dual enrollment.


In response to the COVID-19 public health emergency, the Commissioner of Education granted various waivers and suspended statutes and rules in order to respond to and to mitigate the impacts of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system. This response altered enrollment policy and procedures for students wishing to register in Dual Enrollment courses in Fall 2020.

For the Fall 2020, based on the Florida Department of Education Emergency Order No. 2020-E0-02, test requirements for initial eligibility in the dual enrollment program have been suspended. According to F.S. 1007.271(3), Florida College System Institution Boards of Trustees may establish additional initial student eligibility requirements to ensure student readiness for postsecondary instruction. Florida SouthWestern State College’s Addendum to the 2020-2022 Inter-Institutional Articulation Agreement (dated May 27, 2020) provides the additional student initial eligibility requirements for participation in the dual enrollment program for Fall 2020 only. Students were notified of this addendum through multiple communication channels from their high school and the college through emails and webinar sessions.

1. For Initial Eligibility, student must at a minimum
   a. Have an unweighted high school GPA of 3.00
   b. Complete the Dual Enrollment Orientation Canvas Course
   c. Have the recommendation of the school.
   OR meets the requirements laid out in the 2020-22 IAA

2. Students whose initial eligibility is based only on 1.(a), 1.(b), and 1.(c):
   a. Are limited to 9 credits for Fall 2020.
   b. Must sign, along with their parents or guardians, the “Letter of Acknowledgement”
   c. May only take courses in these specific areas unless eligible through alternative assessment as outlined in 3. below:
      i. SLS 1515
      ii. Social Science (non-writing intensive, no required prerequisites)
      iii. Humanities (non-writing intensive, no required prerequisites)
      iv. Electives (non-writing intensive, no prerequisites)

3. Students may show college-readiness for courses not identified in 2.(c) through additional assessment means.
   a. For courses with prerequisites of writing, reading and/or mathematic scores, PSAT scores may be used. Eligibility scores are:
      i. Reading
      ii. Writing (ENC 1101 & Writing Intensive Courses)
      iii. Math (MAT 1033/ MAC 1105)
   b. For Mathematics:
      i. MAT1033 Intermediate Algebra: A student must have completed three credits of high school math (including Algebra 1, Geometry, and 1 additional credit after Geometry) with a “C” or higher in last course.
ii. MAC 1105 College Algebra: a grade in High School Algebra 2 (or higher-level mathematic coursework) of “B” or better can be used.

c. For ENC1101 Composition I students must have completed either:
   i. College-level coursework from any Advanced Placement, Cambridge AICE, International Baccalaureate or prior dual enrollment course with a “B” or higher. Students may also use the CLEP with a college credit qualifying score in any subject.
   ii. English 2 with a “B” or better and FSW’s “Are You Ready for ENC 1101?” module

d. For Natural Science coursework students must meet either:
   i. 3.(a) scores in reading, writing and math
   ii. Both 3.(b) and 3.(c) above.

4. Students who meet initial eligibility and the alternative assessments for MAT 1033 and ENC 110 may take an additional 12 credits, not totaling more than 18 credits, as an Early Admission student.

5. Students who have met initial eligibility prior to Fall 2020 and are still deficient in an area of writing or mathematics may use the additional means as outlined in 3.to meet continued eligibility requirements or may continue as defined by 2.

6. If students are successful in their college coursework in Fall 2020, they can continue in the course progression without having to retroactively meet the Initial Eligibility requirements of the IAA. However, they will still need to meet the 3.0 unweighted high school GPA and the specific course requirements outlined in the IAA (Appendix H) and College Catalog for classes offered in Spring 2021 onward.

7. If a student is not in good academic standing with a minimum College grade point average of 2.0 at the end of the Fall 2020 semester, the student will be required to retroactively meet the IAA Initial Eligibility Requirements in order to continue with the Dual Enrollment program.

For additional information, visit www.fsw.edu/dualenrollment.

**Student Participation in the Dual Enrollment Program**

**Application** – The high school student should submit an online application for admission to the College Admissions Office by the application deadline listed in the College Catalog. Students must initiate their application for Dual Enrollment Program courses through the College’s online Accelerated Program Application found at https://www.fsw.edu/admissions/dual.

As part of the application, the student must certify an intent to seek an Associate Degree or Technical Certificate. Home-schooled students must provide current proof of enrollment in home-school education program pursuant to s. 1002.41, Florida Statutes.

**Registration** - Eligible students will work directly with the School Designee to complete an Accelerated Pathways Registration Approval Form. The signature of the School Designee on the form verifies student is eligible for grade point average and gives approval for enrollment in college courses.

Any student who has completed eligibility requirements and who seeks admission to any Dual Enrollment course shall require permission of the high school principal or designee.
All Accelerated Learning students, regardless of the location of the course, must submit a student and school designee signed Accelerated Learning High School Registration Approval Form. All completed applications, test scores, and registrations for Accelerated Learning courses must be received by the Registrar, or designee, at the College Campus no later than the scheduled add/drop date defined in the College’s calendar.

1. For concurrent courses held on the high school campus, the Director of Accelerated Learning will provide the concurrent course numbers (CRNs) and registration forms needed to enroll based on credentialed concurrent faculty and the high school’s needs. These completed forms will need to be provided to the College before the designated add/drop date. The principal or school designee shall ensure the College’s roster and high school’s roster are congruent and no students are missing through the College’s Attendance Verification process. Any additions or subtractions of the original posted College roster will need approval from the College.

2. The Admissions and Registration Office on Campus will be responsible for registration of students taking Accelerated Learning courses. The high school is responsible for ensuring the student’s high school grade point average eligible for Accelerated Learning programs. Admissions materials, verification of unweighted GPA, test scores, and the approved Accelerated Learning High School Registration Approval Form will be required of each student for adding and dropping courses. These materials must have the approval and signature of the high school principal or designee. Students may submit a completed form with a photo identification at the Registration Office. School designees may only submit completed forms through a designated college process.

Course selection – Since accelerated high school students are meeting high school graduation requirements while taking college courses, it is imperative that these students work with high school counselors to ensure that their requirements are met. The college will accept the signature of the high school principal or designee as decisive regarding suitability of courses and/or their applicability towards high school graduation.

Withdrawal- A student who wishes to withdrawal from a course for academic or personal reasons, after the add/drop date and within the stated College deadlines, will receive a “W” on their College transcript. The GPA is not affected. Fees are not waived. A student with permission from his/her assigned school may drop Accelerated Learning courses before the college “add/drop” period with a completed form. 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 Accelerated Learning Withdrawal process by utilizing the Accelerated Learning Withdrawal Form that includes a College form, student letter, and school designee statement of verification. Students requesting a late drop or late withdrawal may submit for a late drop/late withdrawal appeal and would follow the College’s process.

Late Drop - Removes a course or courses from a term due to major extenuating circumstances beyond a student’s control, which prevent course completion and occur after the drop deadline but prior to the midpoint of the course. Course fees and academic history for the term are removed.

Late Withdrawal – Withdraws a student from a course or courses due to major extenuating circumstances beyond a student’s control, which prevent course completion and occur after the published withdrawal deadline. Students will receive grades of ’W’ (withdrawal), and the course will be counted as an attempt. The GPA is not affected. Fees are not waived.

Dual Enrollment Program students and their parents will be offered the College’s Accelerated Pathways Student/Parent Information Sessions, through on-campus events or live/on-demand webinars to thoroughly explain college-level course expectations.

Eligible students may access the College’s academic, advising, and counseling services.
Students are required to provide their own transportation to and from the College for on-campus courses.

Students are required to secure their own Internet and computer access for online and hybrid courses.

Pursuant to Florida Statutes 1007.271 an eligible secondary student is a student who is enrolled in any grades 6-12 in a Florida public school or in a Florida private school that is in compliance with Florida Statutes 1002.42(2). Procedural requirements that apply to public high school and charter high school students apply to non-public high school and home school students as well.

Students may take up to the following credits through concurrent, on-campus, or online courses:

a. 6th-9th grade students are limited to 9 credit hours per term, must have at least 2 high school credits with a minimum 3.5 high school unweighted grade point average, and have approval of school district designee, along with two letters of recommendations.

b. 10th grade students are limited to 9 credit hours per term, must have a 3.5 high school unweighted grade point average, and have approval of School Designee.

c. Juniors and seniors may take up to 12-credit hours per term, and must have a 3.0 unweighted grade point average. *If a student is projected to graduate from high school before the completion of the postsecondary course, the student may not take that course as a Dual Enrollment or Early Admissions student.

Due to grade eligibility requirements, dual enrollment students must state their current grade level at time of admissions. No changes or exceptions will be made to extend grade levels or graduation dates.

Eligible students may take full term Fall and Spring Terms. Permission to enroll in Summer A or B Term is not granted on an individual student basis. The School District and College may offer access to the Dual Enrollment Program during the summer semester for a specific program, school, or on a district-wide basis. A separate memorandum must be drafted and executed by both parties stipulating the program, school, or grade-levels to be served and summer term eligibility.

All courses must be at least three (3) credits and be taken for a letter grade, not including required corequisite courses.

School Districts will apply all credits earned through the Dual Enrollment Program as subject area or elective credits toward high school graduation requirements. All credits not earned but attempted must be entered on the high school transcript.

Dual Enrollment Program courses must apply directly toward the student’s general requirements for high school graduation as outlined in 1003.4282, F.S., pursuant to 1007.271, F.S.

Participating in any Dual Enrollment Program course creates a college transcript for the student. All grades, including withdrawals, will be posted to the student’s permanent academic record. Low grades in college courses may adversely affect subsequent admission to public or private colleges and universities, as well as financial aid eligibility and/or availability.

College credits earned through an articulated accelerated mechanism, as defined in this IAA from 1007.27 F.S., are not calculated towards the excess hours requirement in 1009.286, F.S. which states students are
required to pay an excess hour surcharge for each credit hour in excess of the number of credit hours required to complete the baccalaureate degree program in which a student is enrolled.

Students earning credit under various acceleration programs are guaranteed transferability of credit under provisions of the State Articulation Agreement in cases where the student completes “general education requirements” and/or the Associate of Arts degree and is transferring to a state university in Florida.

Students earning college credit through the Dual Enrollment Program in courses outside of the general education categories or outside of the AA degree requirements are not guaranteed transferability of credit and will be evaluated by the individual college or university policy involved.

In accordance with 1007.271 (18) F.S., all courses taken through the Dual Enrollment Program must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when weighted grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against courses offered in the Dual Enrollment program are prohibited.

High school graduates are not eligible to participate in the Dual Enrollment Program. Recent high school graduates with at least 24 earned college credit hours may enter Summer Term courses post-graduation completing a Request to Enter Full or Summer A Term Form. If admitted, they are responsible for all tuition and associated fees and materials.

Testing –

<table>
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<tbody>
<tr>
<td>Because the availability of the common placement tests is not the same for all students, institutions that adopt a policy using alternative methods in addition to the 3.0 high school GPA must follow that policy for all students for the summer and fall terms specified in the Emergency Order regardless if testing becomes more widely available. This will continue to address the issue of students being arbitrarily prohibited from participation. Unless the provision of the Emergency Order is extended, the common placement testing requirement in Florida Statutes will be required for initial dual enrollment eligibility for Spring 2021 courses.</td>
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<td>For a dual enrollment student that had previously completed a common placement test and did not meet student eligibility requirements based on those scores, a college should consider that student as eligible if the student has an unweighted 3.0 high school GPA and the student meets locally established requirements.</td>
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Eligible students are responsible to submit test scores in all college-level areas before being admitted by the College. Students who apply to enter degree or certificate programs shall present to the College Testing Center current test scores (no more than 2 years old) from any of the following tests: ACT, SAT, Post-Secondary Education Readiness Test (hereafter referred to as P.E.R.T.). The P.E.R.T. is scheduled and taken through Florida SouthWestern State College, either on the College campus or at the high school, and is administered by the Testing Specialist or designee. The School Designee or the student will provide the College with valid test scores and transcripts for each student applying per the College’s process for each submission.

Students must take and present test scores from one of the approved state college placement exams, Post-Secondary Educational Readiness Test (P.E.R.T), Accuplacer, SAT or ACT and place at the college level in the skill areas that are required for the courses the student wishes to take. The placement test scores must be
valid as of the first day of the term in which the student enrolls in the course. Scores are valid for two years from date of testing.

### COLLEGE-LEVEL PLACEMENT SCORES

- Student must meet or exceed placement test scores of the following:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>P.E.R.T.</th>
<th>ACT</th>
<th>SAT</th>
<th>ACCUPLACER – Next Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>106-Reading &amp; 103-Writing</td>
<td>19-Reading &amp; 17-English/Writing</td>
<td>24-Reading &amp; 25-Writing Language</td>
<td>245-Reading &amp; 245 English/Writing</td>
</tr>
<tr>
<td>MAT 1033</td>
<td>114-Math</td>
<td>19-Math</td>
<td>24-Math</td>
<td>242</td>
</tr>
<tr>
<td>Other courses with no prerequisites</td>
<td>106-Reading</td>
<td>19-Reading</td>
<td>24-Reading</td>
<td>242</td>
</tr>
</tbody>
</table>

MGF 1106, MGF 1107 & STA 2023  
A minimum grade of “C” in MAT 1033 or MAT1100 or minimum scores on placement testing either 123 (P.E.R.T.) or 23 (ACT) or 28.5 (SAT).

MAC 1105  
A minimum grade of “C” in MAT 1033 or minimum scores on placement testing either 123 (P.E.R.T.) or 23 (ACT) or 28.5 (SAT).

MAC 1140  
A minimum grade of “C” in MAC 1105 or appropriate CLM score

MAC 1114  
A minimum grade of “C” in MAC 1105 or MAC 1106 or appropriate CLM score

MAC 1147  
A minimum grade of “B” in MAC 1105 or appropriate CLM score and high school trigonometry.

MAC 2311  
Successful completion of MAC 1140 and MAC 1114 or MAC 1147 and with a minimum grade of a “C” or appropriate CLM score and Trigonometry bypass score.

Prospective Accelerated Learning students have a maximum of three (3) attempts on the P.E.R.T. through the College’s campuses

A dual enrollment student may retest once per academic term, for a maximum of three (3) attempts in each subtest. Exceptions may be granted if mutually agreed upon by both the College and the district’s Assistant Superintendent for Learning.

Prior to sitting for the P.E.R.T., each DE/EA student is required to present the Dual Enrollment Placement Test Referral Form completed by a school counselor/authorized designee indicating which subtest area(s) are to be administered.

An Accelerated Learning student may complete a free "AA/AS, Readmit" application in order to continue FSW as a high school graduate. Upon completion of the AA/AS, Readmit Application, three (3) additional attempts at the P.E.R.T. are permitted.

Pursuant to Rule 6A-10.0315, prior to administering a retest, the test administrator must require documentation from the student that verifies alternative remediation has occurred since the prior test attempt.

All high school students are eligible to take the P.E.R.T. again or present more recent ACT or SAT scores after high school graduation if it is in their best interest to do so. Testing required pursuant to § 1008.30(3), F.S., shall be exempted from the maximum number of attempts under this subsection.

Students must satisfy the college preparatory testing requirements of Section 1008.30(3)(a), F.S. and Rule 6A-10.0315, F.A.C.
Accommodations - Students enrolled in the Dual Enrollment Program that require an academic accommodation based upon a disability will be provided with an academic accommodation consistent with Section 504 of the Rehabilitation Act of 1971, as amended, 29 U.S.C. Section 794, and its implementing regulation at 34 CFR Part 104; and Title II of the Americans with Disabilities Act of 1990 (Title II), as amended, 42 U.S.C. §§12131 et seq., and its implementing regulation at 28 C.F.R. Part 35. All academic accommodation shall be in conformity with 34 CFR 104.44. The accommodation provided shall not be dependent on whether instruction occurs on a College campus or at a high school site.

a. In order for a student to benefit from accommodations at the College level, students are required to self-identify. For information regarding the self-identification process and the services available, refer to the Office of Adaptive Services at [http://www.fsw.edu/ adapativeservices](http://www.fsw.edu/adapativeservices) or 239-432-7354.
b. It is the obligation of the individual with a disability to request a reasonable accommodation. Enrolled students must submit any request for accommodations to the Office for Adaptive Services on the appropriate campus for consideration. Individuals with a disability must provide recent documentation from a qualified, licensed professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs. Once a student has been established with the office, it is the student’s responsibility to request accommodations each semester that the student is enrolled.
c. Individual Education Plans (IEPs) are not acceptable forms of primary documentation. IEPs are plans which were structured and agreed to with that particular school at the time they were written. They are not binding agreements with Florida SouthWestern State College. A valid IEP with the school district does not make the student eligible for college accommodations. Students with an IEP must request an accommodation. Approved district accommodations may be helpful in determining the level of support and types of accommodations which were provided to a student in the past.
d. Students who take courses concurrently, and have approved high school accommodations, may not be supported by the College if issues arise and the student has not self-identified through the College’s process.

Students continuing in the program must meet the following:


For continued enrollment in college credit dual enrollment courses, students must statutorily maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution. Students who enrolled in dual enrollment without the common placement test score who maintain the minimum GPA requirements are not required to complete a common placement test for continued enrollment.

1. Florida SouthWestern State College students must maintain the required minimum high school GPA for continued participation in Accelerated Learning. The School District shall be responsible for monitoring continued high school GPA eligibility, confirmed each semester at the point of student registration. Exceptions to the required GPA may be granted if both the College Dean and the School District Assistant Superintendent for Learning mutually agree to the specific exception.
2. Students must maintain at least a cumulative 2.0 College grade point average to continue Dual Enrollment. The standard Florida SouthWestern State College Academic Warning procedures will apply to Dual Enrollment students who fall below the required 2.0 College GPA. Students placed on Academic Warning/Probation are given one semester to raise their cumulative, college GPA to a 2.0. Students who do not meet the minimum GPA after the semester of Academic Warning/Probation will no longer be eligible to continue in the Dual Enrollment program.

3. Per FS 1007.271 (3) regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the process of other students or the efficient administration of the course is hindered.

4. Students who meet the eligibility requirements of Dual Enrollment/Early Admissions are able to enroll in full-term courses during the Fall and Spring semesters only. Charlotte County students are not granted permission to enroll in Summer courses.

5. Apply all credits earned through Dual Enrollment as subject area or elective credits toward high school graduation requirements. Beginning Fall 2016, ECO 2013 will include the financial literacy component required for high school graduation.

6. All courses must be at least three (3) credits and be taken for a letter grade, not pass/fail unless required by the college, not including required laboratory experiences which may be less than three credits.

7. Students are ineligible to repeat a college course until after high school graduation.

8. Student performance in the Dual Enrollment courses shall be monitored by the faculty member on a regular basis via written testing and performance on assignments. Schools shall be advised by the College of final grades via the official grade report at the conclusion of the semester.

9. A student with permission from his/her assigned school who drops out of an Accelerated Learning course must return to the assigned high school for class assignment by the Principal or designee. Students are not permitted to drop courses after the end of the college “drop/add” period without District approval. Students with extenuating circumstances wanting to withdraw after the end of the drop/add period must follow the Accelerated Learning Withdraw process. Students meeting the extenuating circumstance criteria may seek a late drop/late withdrawal petition process as outlined in the College Catalog.

10. An Early Admissions student with permission from his/her assigned school, who drops or withdraws from a Accelerated Learning course and falls below 12 credit hours, must return to the assigned high school for class assignment by the Principal or designee and will lose his/her Early Admissions full-time status.

11. A student who enrolls in a Dual Enrollment must present minimum passing scores on all sections of placement testing to continue enrollment beyond 12 credit hours. For example, if a student passes the Reading and Writing portions of the placement test, but does not pass the Math portion, he or she may take non-math courses for up to 12 credit hours. Before beginning the 13th hour, the student must have passed the math portion of the exam. All students must be on College Level Reading to enroll in any course as a dual enrollment student.
12. All pre-requisites for courses must be met prior to student registration. Neither the high school principal nor the professor of record shall override a pre-requisite or allow a student who lacks a pre-requisite to “sit in” on a college class taught at the high school. The College shall not be held responsible in cases in which students are allowed to participate in a Dual Enrollment class when they lack the admission requirement or have not been properly registered.

13. For concurrent courses offered on the high school campus, the concurrent faculty teaching the course is responsible for verifying the College student roster against the School District roster for accuracy. Students who are not properly registered for the dual enrollment course prior to the end of the drop/add period will not be awarded college credit and shall be re-assigned by the high school to a non-dual enrollment high school credit course.

For additional information, please refer to the *Inter-Institutional Articulation Agreement between Florida SouthWestern State College and the School Boards of Charlotte, Collier, Glades, Hendry, and Lee County.*

- **College On-Line Classes**
  Students who wish to accelerate their learning and who wish to earn dual enrollment college credit are encouraged to take college courses on-line. Students must have the required GPA and college-level placement scores to enroll in on-line dual enrollment courses. A computer lab will be available on campus for a period each instructional day for the students to access the on-line dual enrollment courses.

- **Early Admission Not Included Under Dual Enrollment**
  The Early Admission Program is designed as an alternative plan for graduation for those seniors who have demonstrated through academic achievement and maturity the required ability and motivation to succeed in such an accelerated program. A senior who meets the established requirements for the Early Admission Program may be admitted to the early admission program of any college or university in lieu of completing his/her senior year at high school. In order to be recommended for this program, a student must meet the following requirements:
  - Have completed the credit and course requirement to be classified as a senior as outlined in the *Student Progression Plan*;
  - Be a senior with a 3.0 or higher cumulative un-weighted grade point average;
  - Apply all credits to high school graduation requirements;
  - Have passed the FSA ELA Assessment for Grade 10 and the FSA Algebra 1 EOC assessment;
  - Have an entry level test score appropriate for college level instruction prior to enrollment: ACT, FCELPT, or SAT-I;
  - Acceptance from a postsecondary institution; and
  - Be recommended by the principal.

The student will receive a high school diploma at the end of the senior/first college year if the student has done the following:
  - Completed and received such credits as required and approved by the principal to meet equivalent course requirements for high school graduation; and
  - Maintained at least a “C” average.

The following rules apply to the relationship between the home high school and a student who is in a College:
Early Admissions Program Not Under Dual Enrollment:
• Will no longer be considered a high school student;
• May participate in graduation, but will not be eligible to be honored as a National Honor Society member;
• Will not receive recognition as a summa, magna, or cum laude graduate; and
• May contact his/her home high school certified school counselor to obtain scholarship information and assistance.

➢ Career Dual Enrollment
Career dual enrollment shall be provided as a curricular option of secondary students to pursue in order to earn industry certifications which count as credit towards the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center shall enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the Department of Education by August 1. The agreement must:
• Identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program.
• Delineate the high school credit earned for the completion of each career dual enrollment course.
• Identify any college credit articulation agreements associated with each clock hour Program.
• Describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his or her high school, and the postsecondary career education expectations for participating students.
• Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.
• Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

➢ Prerequisites for Charlotte Technical College (CTC) Career Certificate Dual Enrollment
• It is suggested that students visit the college website at www.charlottetechcollege.net to review the career certificate dual enrolled programs offered. All programs have a cost sheet which illustrate additional fees associated with the program which could include uniforms, Skills USA, parking, additional equipment and/or clinical component requirements;
• Students will receive the opportunity to “shadow” the College program of interest. The College will work with the district high schools to facilitate the application, and scheduling of shadowing experiences;
• For a Career Certificate, students must have at time of enrollment a 2.0 cumulative unweighted GPA and must maintain this GPA throughout enrollment in the program. Per F.S. 1007.271(3) the following exceptions to the required GPA exist for these programs: Emergency Medical Technician (2.5 GPA and interview), Practical Nursing (3.0 and interview), HVAC (2.5 and interview);
• Prospective students must complete an on-line career certificate dual enrollment
application (available on the college website). All students enrolled in career dual enrollment will meet the Basic Skills Requirements as specified in 6A-10.040, F.A.C as detailed within the program curriculum frameworks. If college readiness scores are not available, students will be given a schedule to register for the PERT test to be taken at the College. The home high school and College will collaborate to determine final acceptance and monitor individual student performance to assure on-time graduation;

- Students will be responsible to meet the College rules for clock hour attendance and behavior as specified in the Charlotte County Public Schools Code of Conduct and referenced in the CTC College Student Handbook. Students enrolled in career certificate dual enrollment will be required to maintain a 75% average in each Occupational Completion Point (OCP) to be considered a program certificate completer;
- Students who are selected will be required to attend an orientation with their parent/guardian;
- The students remain concurrently enrolled at their “home” high school and are allowed to participate in high school activities;
- Diplomas are awarded by the home high school; and
- Students earn their academic credits at the home school and elective credits from CTC through the post-secondary technical training programs

Career and Technical Dual Enrollment is a status assigned to an eligible secondary school student who has identified in his/her application that he/she is seeking a Career Certificate from a complete job preparatory program and is not enrolled in an isolated technical courses, and who is enrolled in a college post-secondary program that is creditable toward the high school diploma.

**Career and Technical Education**

Charlotte County Public Schools offers many career and technical education programs for students in high school that will afford students the opportunities to earn valuable industry certifications. Secondary schools offering career-themed courses, as defined in F.S. 1003.493(1)(b), and career and professional academies shall be coordinated with the relevant and appropriate industry to prepare a student for further education or for employment in that industry. Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

- Within an industry that addresses a critical local or statewide economic need
- Linked to an occupation that is included in the workforce system’s targeted occupation list
- Linked to an occupation that is identified as emerging

*Career and Professional Academies [F.S. 1003.493]*

A “Career and Professional Academy” is a research-based program that integrates academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Career and Professional Academies provide academic curriculum integrated with a career curriculum, consider multiple styles of student learning, promote learning by doing through application and adaptations, maximize relevance of the subject matter, enhance each student’s capacity to excel, and include an
emphasize on work habits and work ethics. Students completing career and professional academy programs must receive a standard high school diploma (merit designation may apply), the highest available industry certification, and opportunities to earn post-secondary credit if the academy partners with a postsecondary institution approved to operate in the state.

- **Career Themed Course(s) [F.S. 1003.493]**
  A “career themed course” is a course, or a course in a series of courses, that leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specified curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course that can be articulated to a postsecondary institution approved to operate in the state.

The goals of a career and professional academy and career-themed courses are to:

- Increase student academic achievement and graduation rates through integrated academic and career curricula.
- Prepare graduating high school students to make appropriate choices relative to employment and future education experiences.
- Focus on career preparation through rigorous academics and industry certification.
- Raise student aspiration and commitment to academic achievement and work ethics through relevant coursework.
- Promote acceleration mechanisms, such as dual enrollment or articulated credit, so that students may earn postsecondary credit while in high school.
- Support the state’s economy by meeting industry needs for skilled employees in high-skilled, high-wage, and high-demand occupations.

The Florida Career and Professional Education Act, per F.S. 1003.491, declares that schools shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal (or his or her designee) during any semester the students are at risk of dropping out or have a cumulative grade point average below a 2.0.

- **Articulated Credit:** The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. This supports the Department’s Next Generation Areas of Focus effort “to expand opportunities for postsecondary degrees and certificates.” These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements. Please reference the Gold Standard Career Pathways Articulation Agreements at: [http://fldoe.org/core/fileparse.php/7525/urlt/goldstandard-articulationagreements-industrycertaas.pdf](http://fldoe.org/core/fileparse.php/7525/urlt/goldstandard-articulationagreements-industrycertaas.pdf)

- **Apprenticeship and Pre-apprenticeship Program:** A student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Department of Education may use such credit to satisfy the high school graduation credit requirements in fine or performing arts,
speech and debate, or practical arts or the high school graduation credit requirement of elective. The state board shall approve and identify in the Course Code Directory the apprenticeship and pre-apprenticeship programs from which earned credit may be used.

**Hospital/Homebound**
The Hospital/Homebound program is a temporary ESE service requiring an Individual Education Plan. The curriculum follows that of the regular school, accommodating the medical needs of the student. The instructional program is individualized for each student to complete core academic courses (ELA, math, science, and social studies) successfully. *For more information regarding eligibility and services under Hospital/Homebound, please refer to the 2020-2021 Student Progression Plan ~ Introduction.*

**Homeless Students**
For more information regarding the educational services provided to homeless students under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, please refer to the 2020-2021 Student Progression Plan ~ Introduction or the Homeless Students School Board Policy #5111.01 and the Homeless Education Website.

**Home Education (“Home School Students”)**
For more information regarding home education and the home school student’s access to courses, transfer grade placement, and participation in extracurricular activities, please refer to the 2020-2021 Student Progression Plan ~ Introduction.

**Foreign Exchange Students**
For more information regarding foreign exchange student program requirements and admissions, please refer to the 2020-2021 Student Progression Plan ~ Introduction.

**English Language Instruction for Limited English Proficient Students**
For more information regarding English language instruction for Limited English Proficient students and Florida’s assessment for English Language Learners, please refer to the 2020-2021 Student Progression Plan ~ Introduction.

**Alternative Programs at The Academy**
Educational Alternative Programs are voluntary and available to eligible students who have fallen behind in credits. Students benefit from a smaller school setting with academic and social/emotional supports to address their needs in order to graduate.

Disciplinary programs are available for students who are placed by the Suspension Expulsion Review Team to address ongoing and serious behavioral issues. The programs offer the academic and behavioral supports to address their needs in order to graduate.

A Teenage Parent program is available for pregnant and parenting students with onsite child care and a parenting curriculum in addition to all academic programs to meet their needs for graduation. The chart below summarizes the available alternative programs:
Educational Alternatives

<table>
<thead>
<tr>
<th>Eligibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential or retrieved dropouts and students who are overage for grade and failing. Grades: 6-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teen Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility:</td>
</tr>
<tr>
<td>Pregnant &amp; parenting teens Grades: Variable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility:</td>
</tr>
<tr>
<td>Infractions of the Code of Student Conduct including recommendations for expulsion or multiple suspensions.</td>
</tr>
</tbody>
</table>

The Academy at CTC
An alternative high school, providing a unique learning atmosphere for student success. The Academy also offers the Career Quest Program, which combines flexible schedules, internships, on-the-job training and a computer-based curriculum at the Town Center Mall.

Project Pass
(Pathways to Achieve Student Success)
A one to two year intensive academic program to assist middle school students to get caught up and transition to high school.

HOPE
(Healthy Outcomes in Pregnancy and Education)
This program offers comprehensive academic curriculum alternatives, childcare, parenting education, health & social services and enabling techniques through counseling to ensure a secure future for student and child. Located at the Academy.

S.E.A. / S.E.A. PLUS
(Suspension/Expulsion Alternative) Grades 6 – 12
Provides a highly structured environment that assists students with chronic and severe behavioral problems, students recommended for expulsion, transitioning back from expulsion or from a long term Dept. of Juvenile Justice Program. Offers an academic program, behavior modification and social skills training. Located at the Academy.

AAP Program
(Afternoon Alternative Program) Grades 6 – 12
Offers a highly structured temporary educational placement for students who are charged with felony offenses. This program operates from 2:30 – 5:30 PM. Services include core academic coursework and behavioral modification.

Homework
Homework is an extension of learning and is important for improved student achievement. Each school is expected to have homework guidelines tailored to its student population including a system for reviewing homework in an effort to promote learning. The following guiding principles regarding homework shall be considered:

- Homework is designed as an extension of school class work for the purpose of practice and reinforcement of classroom learning.
- Homework is purposeful and meaningful.
- Students should be able to successfully complete homework independently.
- There is a system for reviewing homework assignments that promotes learning.
- Parents shall be fully informed of the school’s homework policy.
- It is expected that parents will instill in their children the responsibility to see that homework is completed and returned.

The book Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollick (2001) identifies nine (9) instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are significant:
1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing efforts and providing recognition
4. **Homework and practice**
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers

As homework is a proven strategy in improving student achievement, it is important to look at the recommendations from the research. The research study identifies four areas to guide teachers in assigning homework:

1. **The significance of homework on student achievement**
2. **The purposes for homework** - **Homework should have a specific purpose, be familiar and connected to the standards being studied, and be relevant.** The purpose could be for students to (1) practice or rehearse, to begin (2) preparation for the introduction of new content, or to (3) deepen knowledge and understanding (Marzano, 2001).
3. **The importance of providing feedback to students** - According to the research, homework must be commented on to be of value. When the teacher provides specific feedback on student work in writing, it enhances their achievement by 30 percentile points (Marzano, 2001). When it is checked by the teacher, even if checked through whole group discussion and participation, there is a gain of 28 percentile points in learning. It is recommended that teachers check and discuss homework to gather data and reteach as necessary.
4. **Parental involvement**

**Academic Honesty**

As students progress through school, they are reminded that academic honesty is an expectation for all students. Instances of cheating in any form will be considered a critical breach of character and integrity as well as a serious violation of the Code of Student Conduct. Cheating is defined as “The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person, used as your own, in the completion of an academic exam, test or assignment.” Cheating violations may result in the loss of eligibility for local scholarships, loss of honors, awards, and membership in extra-curricular activities. In addition, a student whose actions enable others to cheat (e.g., stealing or selling a test) will be considered to have committed a particularly serious violation of the Code of Student Conduct which will result in the strongest of consequences related to the nature of the incident including, if applicable, referral to law enforcement. Parents and students are encouraged to consult the Code of Student Conduct for further clarification. Please refer to the [Code of Student Conduct](#) on the district website.

**GRADING AND REPORTING PROCEDURES**

Charlotte County Public Schools offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Charlotte County is based on the Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indicator of the level of mastery of benchmarks and standards during and at the conclusion of a learning sequence.

**Grading Criteria**

High school students shall be expected to demonstrate achievement of the essential concepts (Florida Standards) in the core subject areas. Student progress reporting will include mastery of standards data in English Language Arts, mathematics, science, and social studies. Key points regarding grading criteria
include the following:

- Grading criteria must be based on a variety of learning activities and assessments which may include the following:
  - Classroom work
  - Projects/presentations
  - Summative assessments – assessments that are administered at the end of a learning sequence after ample practice or rehearsal of essential knowledge. These assessments indicate mastery of benchmarks and standards. Examples of summative assessments include:
    - Chapter tests
    - Quizzes
    - Performance assessments evaluated by a rubric shared with students
  - Formative assessments – assessments which are frequent, in-progress checks for understanding, on a regular basis used to inform instruction, to provide ongoing and helpful feedback, to alert teachers to what challenges students are still facing, and to inform students about where they are in relation to mastery of the standard. Examples of formative assessments include:
    - Guided and independent practice activities – classwork and homework
    - Workbook exercises as a direct follow-up to instruction
    - Quizzes to spot-check for understanding
    - Observing students at work and noting progress or need for re-teaching
    - Students and teachers communicating about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction)
  - Observations
  - Portfolios
  - Other relevant information.

Teachers will provide opportunities for all students to demonstrate mastery of course-specific benchmarks and standards as outlined in the state course descriptions.

Teachers will ensure that progress monitoring reporting include mastery of standards data in ELA, mathematics, social studies, and science.

Teachers are not to use the results of district-wide progress monitoring diagnostics as a grade.

Teachers will not include conduct, effort, or attendance in the academic grade of a course. Conduct and effort reflect student work habits, not academic achievement of course-specific benchmarks and standards, and therefore should not be included in the academic grade.

Teachers will advise students of the grading criteria used in the school and in class at the beginning of the course of study. Grading criteria is to be addressed in all course syllabi.

Teachers will adhere to the Charlotte County Public Schools’ “35-35-30” Grade Distribution Matrix when calculating and posting final semester grades for all courses.

Teachers will ensure that all syllabi distributed and/or communicated to students and parents, for the purposes of setting guidelines and responsibilities within the domain of make-up work policies and procedures, will comply with the Code of Student Conduct.
Teachers shall be responsible for assuring student achievement of the student performance standards which are incorporated into their course standards.

**State Grading Scale [F.S.1003.437]**
Charlotte County Public Schools adheres to the following grading scale which is used in all middle and high schools:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Point Value</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**Grade Point Average**
Grade point averages (GPA) shall be computed by grade weight averages. A numerical grade weight shall be determined by assigning a numerical weight to the alphabetical equivalent of the student’s final grade in each course and multiplying it by its credit value.

A student’s overall (cumulative) grade point average shall be computed by adding together the grade point average for each course and dividing it by the total number of credits attempted. GPA must be computed to four decimal places (e.g., 1.9555 cannot be rounded up to 2.0). When the grade forgiveness policy is used, only the higher grade will be averaged into the GPA.

All semester grades are averaged to determine a student’s cumulative grade point average (GPA) and class rank. Class rank will be calculated on both an un-weighted and weighted basis.

Any course grade not replaced according to the grade forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses, however, must be shown on the student transcript.

**Grades in the Extended Period**
The extended period will follow all guidelines and policies outlined in the CCPS Student Progression Plan for regular class periods. Letter grades are averaged to determine semester final grades as follows:

First 4½ weeks (equivalent to 9 weeks) 35%
Second 4½ weeks (equivalent to 9 weeks) 35%
End of the first nine weeks exam (equivalent to the semester exam) 30%

The same procedure will be followed for the second nine-week period to complete second semester. Progress reports are likewise issued at appropriate times. In addition, the semester exam waiver policy is applicable in the same manner as for regular classes.
**Required Grade Point Average [F.S. 1003.4282(6)(a)]**

To receive a standard high school diploma, a cumulative minimal GPA of 2.0 or above on a 4.0 scale is required. Any course grade not replaced according to the grade forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Any student whose cumulative GPA drops below a 2.5 on a 4.0 scale will be considered an at-risk student and parents will be notified in writing as to the student’s risk of not meeting graduation requirements.

Any student who has a cumulative GPA below 2.0 will be provided special academic assistance to aid in meeting the GPA requirement. In such cases, a Progress Monitoring Plan providing the needed assistance will be developed and implemented. This may be accomplished through one or more of the following: grade forgiveness policies, second chance option, and/or modified curriculum.

**Courses Earning Weighted Grade Point Average**

All courses designated as “level 3” in the Florida Department of Education’s Course Code Directory are to be assigned an honors’ weight (.50), unless that course is AP, DE, AICE, or IB. These courses are to receive a full 1.0 weight.

Discussion and decision regarding the weighting of courses resides with the Assistant Superintendent for Learning and is guided by the Florida Department of Education’s Course Code Directory with feedback and input from the Director of ICS and/or the school principal.

**1.0 Additional Point Value for**

- All courses at the Advanced Placement, AICE, IB, Dual Credit, or CTC Career-Dual level.

**.50 Additional Point Value for**

- Core courses (Math, English, Science, Social Studies) at the honors level as designated in the Course Code Directory (this includes courses identified as Pre-AICE);
- Foreign language courses at Level III and above
- CTE courses at Level III and above

**Grade Forgiveness Policy [F.S. 1003.4282(5)]**

The district’s Grade Forgiveness Policy is designed to assist students in meeting graduation requirements, including a minimum grade point average and successful completion of academic credit. An evaluation of a student’s transcript to identify and correct issues that could potentially keep the student from graduating on time must be performed by the Principal or designee throughout the student’s high school enrollment. Transcript reviews occurring only in the student’s senior year is unacceptable practice since this will significantly shorten the time and opportunity for the student to correct any deficiencies required to earn a standard diploma. Any questions regarding the district’s Grade Forgiveness Policy are to be directed to the Assistant Superintendent for Learning. Schools do not have the authority to modify a student’s transcript without written permission from the Assistant Superintendent for Learning.

All courses and grades, whether forgiven or not, must appear on the student’s transcript. The Grade Forgiveness Policy does not provide the school the authority to alter a student’s record or to delete the forgiven course and grade.

Each school is responsible for keeping a record of courses taken and a record of achievement. Student records, including the student’s transcript, cannot be altered at any time unless it has been determined that the information is inaccurate. Transcript maintenance procedures are to be followed by the school as directed, in writing, by the Assistant Superintendent for Learning.
For example:

- Question:
  - A student takes English 4 for credit retrieval and fails it. Must this “attempt” at grade forgiveness go on the transcript?

- Answer:
  - Yes. All courses and grades, whether forgiven or not, must appear on the student’s transcript. The Grade Forgiveness Policy does not provide the school the authority to alter a student’s record or to delete the forgiven course and grade.
  - Each school is responsible for keeping a record of courses taken and a record of achievement.
  - The “F” of this attempt at credit retrieval will count in the GPA unless the same or comparable course is taken subsequently from it, and a “C” or higher is earned to apply grade forgiveness.

In order to improve GPA and assist with graduation requirements, a student may retake a course in which a “D” or “F” was attained. In cases where a course is no longer offered or where scheduling does not permit, the closest equivalent may be substituted upon written approval by the Assistant Superintendent for Learning.

Courses must be taken in the proper sequence as much as possible.

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course.

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

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

The district’s Grade Forgiveness Policy will adhere to the FDOE’s stance that an “elective is an elective” regardless of content area. Electives are considered comparable.

For example: A student takes French I in 9th grade and earns an “F” or a “D” in Semester 1 and Semester 2. The student then takes TV Production in the 11th grade and earns a grade of “C” or higher in each semester. The school can “exclude” the “F” and “D” in French I and “include” the TV Production grades. The “F” and “D” will no longer be calculated in the student’s GPA. This is acceptable under the Grade Forgiveness Policy, per Florida Statute, noting that, for elective courses, the school is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. Since French I and TV Productions are different courses, the grade forgiveness policy applies. And, since Florida Statute states “subsequently” and not “consecutively,” it is acceptable to apply grade forgiveness even in situations when the student did
not earn the higher grade in a course immediately following the school year of the course the school wishes to forgive.

When applying the district’s Grade Forgiveness Policy, it is acceptable to forgive a grade at a semester level only since the district issues credit on a semester basis. In other words, if one semester (Sem. 1) of a course is a “D” or a “F,” and the other semester (Sem. 2) of that same course is a “C” or higher, the school may apply grade forgiveness if another comparable course is taken subsequently in a later school year, and forgive the “D” or “F” of that one semester (Sem. 1) from the GPA with a grade of “C” or higher.

✔ For example: A student successfully completes Liberal Arts Math 1, Sem 1 & 2, with a grade of “C” or higher. The student has 3 grades of “F” in one or the other semester in Financial Algebra, Math for College Readiness, and Liberal Arts 2.

• Question:
  Can the corresponding semester credit be used to replace credit in the failed course?

• Answer:
  First, it needs to be confirmed that the Liberal Arts 1 course was taken subsequently from the failed math course. Never apply grade forgiveness using a grade of a course that was taken prior to the course earning the D or F.

When applying the district grade forgiveness policy, it is acceptable to forgive a grade at a semester level only since the district issues credit on a semester basis. In other words, if one semester (Sem. 1) of a course is a “D” or a “F,” and the other semester (Sem. 2) of that same course is a “C” or higher, grade forgiveness can be applied if another comparable course is taken subsequently in a later school year, and forgive the “D” or “F” of that one semester (Sem. 1) from the GPA with a grade of “C” or higher.

In this situation, the school may apply the Semester 1 grade of C or higher of the Liberal Arts Math 1 course to Semester 1 of any of the three math failed courses since they are, according to the Florida Department of Education’s Course Code Directory, all level 2 courses with a MA (math) graduation subject. The school may do the same with Semester 2 of the Liberal Arts Math 1 course to Semester 2 of the other failed math course.

The district’s Grade Forgiveness Policy will allow a general level (non-weighted) class to replace a failed honors’ (.5 weighted) course. The general course and the grade obtained will replace the honors’ course. The original honors’ grade will not be used to compute the student’s GPA.

The district’s Grade Forgiveness Policy does not apply to college-level dual enrollment courses (contained within the Statewide Course Numbering System) as these courses are not comparable to a course in the K-12 Course Code Directory. For example, the high school transcript must not reflect grade forgiveness applied to a “D” or “F” grade earned in an Advanced Placement course with a dual enrollment Course, and vice versa. In addition, the high school transcript must not reflect grade forgiveness of one dual enrollment course for another. However, F.S. 1009.285 and rule 6A-14.0301, F.A.C. authorizes a Florida College System Institution to allow the forgiveness of “D” or “F” grades. It
is at the discretion of the college to allow a student to retake a course for the purposes of grade forgiveness. Grade forgiveness policies for dual enrollment courses are included in the Dual Enrollment Articulation Agreements between the college and the district. If the articulation agreement allows for grade forgiveness, all grades, including those forgiven, will remain on the postsecondary transcript.

For more information and guidance regarding the District’s Grade Forgiveness Policy, please refer to the CCPS’ Technical Assistance Paper, “Transcript Maintenance.”

**Reporting Student Progress** [F.S.1008.25]
Parents can view grades by registering with the District FOCUS Parent Portal. Parents may also view student academic, behavior, assessments and interventions data over multiple school years on School Portal using the same ID and password as for FOCUS. The software will automatically translate all communications to a family’s native language allowing greater collaboration with teachers. Student data is displayed in a meaningful way as the student progresses towards college and career readiness.

Interim progress reports shall be issued to all students at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

It is the firm belief of Charlotte County Public Schools that excellence in education requires communication between home and school. Good communication is informative, purposeful, and ongoing, and it should include the following:

- Interim reports at the midterm for all students (i.e., at the 4 ½ week interval for regular schedule and at the 2-week interval for extended period)
- Interim reports—daily, weekly, or an “as needed basis” for students performing below grade level
- A standard report card issued to all students four (4) times a year, after each nine-week grading session, and on uniform dates as adopted annually
- An annual report of student progress towards achieving state and district expectations for mastery of standards in English Language Arts, Mathematics, Social studies and Science based on results of district and statewide testing. Even if a student is 18 years of age or older, the parent will be notified when it is apparent that the student may fail or is doing unsatisfactory work in any course. The opportunity for a conference with the teacher, certified school counselor, and/or principal (or designee) will be provided

**Report Cards** [F.S. 1003.33]
Report cards provide the student and the student’s parents or guardians with an objective evaluation of scholastic achievement with indicators of progress. All schools use the district approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards will clearly depict and evaluate the following:

- The student’s mastery of Florida Standards
- The student’s attendance, including absences and tardies
- The student’s conduct and behavior
Indication to parents when a student is working at a level below that expected for his/her assigned grade placement

Grades which reflect

- mastery of performance standards as outlined in the state course descriptions
- mastery of standards’ levels in English Language Arts, Mathematics, Social Studies and Science as appropriate; and

- Annual report of student progress towards achieving state and district expectations for master of standards in English Language Arts, Mathematics, Social Studies and Science, based on results of district and state wide testing; and

- For ESE and ELL students, the report will include progress towards achievement of all goals and objectives.

**Semester Grades**

Semester grades are determined as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First nine weeks</td>
<td>35%</td>
</tr>
<tr>
<td>Second nine weeks</td>
<td>35%</td>
</tr>
<tr>
<td>Semester exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

The process is repeated for the second semester.

**Semester Exams**

High school students will be administered a teacher-made, midterm assessment at the end of semester one and a teacher-made, final exam at the end of semester two in courses that do not have a state End-of-Course (EOC) Assessment. Semester exams are based on subject performance standards.

Semester grades and credit of courses having a state standardized EOC assessment are not determined until the results of the state standardized EOC assessment are received by the district. Statewide, standardized EOC assessments constitute 30% of the final course grade. As such, teachers will not administer “teacher-made” semester exams to students enrolled in a course resulting in a statewide, standardized EOC assessment. Instead, the semester 1 and semester 2 averages will include 30% of the EOC assessment results. Charlotte County Public Schools reports grades on a semester reporting system only (terms one and two), therefore, the semester one and two averages must include 30% of the EOC assessment results. For semester one and semester two report cards, an asterisk (*) will be placed with a special note:

*Semester Exams & Semester Final Grades are pending end-of-year EOC assessment results. Please be advised: Due to various arrival dates of End-of-Course Assessment (EOC) results, CCPS will publish report cards in the FOCUS Parent Portal each time EOC assessment scores are received. At that time, the cumulative GPA will be updated and final. This will affect students that have taken EOC assessments for Algebra 1, Geometry, Biology, and U.S. History.

**Senior End-of-Course Exam Waiver**

NOTE: Official State of Florida End of Course (EOC) assessments cannot be waived. Only seniors can waive exams; however, no one can waive statewide, standardized EOC assessments.

Exam waivers do not pertain to College Board Advanced Placement (AP) exams, AICE exams, and Dual Credit exams required by colleges and taken while enrolled in dual enrollment courses, nor do they pertain to official State of Florida EOC assessments.
The semester exam in a year-long course such as English or math, etc. can only be waived at the end of the entire course. A semester exam for a semester course can be waived at the end of first or second semester. Students must have

- an overall “A” or “B” average in the course
- no more than 5 absences for the semester (3 in a block class)
- no more than five tardies for the semester
- no external suspensions for the entire semester

The waiver must be signed by the student’s parent/guardian and submitted for administrative approval three (3) days prior to the semester exam date. When an exam is waived, the two nine-week grades for that semester will be averaged to obtain a semester average for the course.

**Grade Point Average and Interscholastic Activities [1006.15(2)(3)(a)]**

In order for a student to be eligible to participate in athletic activities, an athlete must meet all of the requirements established by the Florida High School Athletics Association and maintain satisfactory conduct, as defined by the district [Code of Student Conduct](#).

In order for a student to be eligible to participate in extra-curricular activities, the student must meet all of the requirements established by the governing regulations of the organization and maintain satisfactory conduct as defined by the district [Code of Student Conduct](#). For more information, please refer to the Student Progression Plan ~ Introduction.

**HIGH SCHOOL CREDIT**

The Board recognizes that circumstances may permit students in grades 9-12 to meet course requirements in less time than the state requirement of 135 clock hours (120 in an extended period or block class) of instruction for the purpose of determining graduation credit.

The Board hereby delegates the responsibility to determine whether or not such circumstances exist to the Superintendent, whose decision in such matters shall be final. The Superintendent will inform the Board of any such circumstances.

If, in the judgment of the Superintendent, circumstances exist that allow students to earn credit required for graduation without meeting the state requirement of 135 clock hours for credit, students must demonstrate mastery of established performance standards and applicable standards.

In such cases, each school department and/or grade level will identify and submit in writing to the principal for approval a set of strategies that will be used to assess student mastery of the established performance standards for each course in which the students are enrolled.

Furthermore, in such cases, it shall be the responsibility of the teacher of each course in which students are enrolled to provide instruction in, and to assess mastery of all established performance standards. Progress towards mastery will be measured by teacher observation as well as the use of classroom assignments and/or teacher-made or commercially developed tests. At the conclusion of the days available for instruction, mastery of the established performance standards shall be measured by the use of comprehensive departmental/grade level examinations or by culminating activities or projects. Credit will be earned by successful mastery of the established standards as described above.
**Definition of High School Credit [F.S. 1003.436(2)]**

One full credit is defined as a minimum of 135 hours (120 in the extended or block period) of instruction in a designated course of study which contains student performance standards based on state standards.

- The school district maintains a one-half credit earned system; full year courses will reflect two .5 credit awards.
- A student enrolled in a full-year course shall receive one-half (.5) credit if the student successfully completes either the first half or the second half of a full-year course, but fails 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 (1.0) 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, but the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.
- Three (3) semester hours of college credit earned through dual enrollment and satisfying the requirements of the district’s articulation agreement shall also equal one-half (.5) high school credit unless otherwise designated by the Articulation Coordinating Committee or the Florida Department of Education.
- The amount of in-class instruction time may be modified in dropout prevention program courses; however, the time must be sufficient to allow students to master course descriptions and district-adopted performance standards.
- A complete list of courses of study is available by accessing the Florida Course Code Directory.

**Credit Acceleration Program [F.S. 1003.4295]**

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a passing score on the EOC. These courses include Algebra I, Geometry, Biology and U.S. History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding EOC. High school students interested in this option must confer with their counselor. The requirements and eligibility process are as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.

In addition, F.S. 1003.4295, Acceleration options, allows a student to earn high school credit in courses required for high school graduation through passage of an Advanced Placement Examination or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the Advanced Placement Examination or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. Students wishing to utilize CAP through an Advanced Placement examination or CLEP are highly encouraged to speak to their Certified School Counselor as implications to the timeliness of awarding course
credit upon the availability of certain Advanced Placement Examinations scores may have impact on graduation status, GPA calculation, diploma awards and designations, etc.

Credit for High School Courses Taken Prior to Grade 9 [F.S. 1002.3105]
High school level courses taken prior to grade 9 may be used to satisfy high school graduation requirements and Florida Bright Futures Award requirements.
Middle school students may earn credit toward high school graduation under the following conditions:

- Students are considered ninth graders during the periods in which they are enrolled in the high school credit courses offered at the middle school site
- The courses are listed in the Florida Course Code Directory and meet high school requirements
- The courses are offered for the same number of hours of instruction as currently offered at the high school
- Students demonstrate mastery of district course performance standards
- All grades earned must be placed on the high school transcript
- Students who earn a grade of “C,” “D,” or “F” will have the opportunity for grade forgiveness by retaking the same course or a comparable course in high school
- For a grade of “A” or “B,” the course and grade cannot be forgiven, will appear on the student’s high school transcript, and will be used in the calculation of the high school grade point average
- If the student retakes the course, only the higher grade and credit will be included in the grade point average calculation; however, the original grade will be shown on the transcript

Performance Based Credit
Credit can be awarded for performance-based learning as well as for courses with approved modifications as a strategy for dropout prevention at all of The Academy programs.

Course Recovery/Credit Retrieval Grading
High school students have an opportunity to achieve successful course completions after failing a course through participation in virtual courses, the summer credit retrieval program (when offered) or through the before, during, or after school credit retrieval program(s) throughout the school year (when offered).

Students earning credit via credit retrieval shall earn one of two grades if they successfully complete their coursework:

A grade of “D,” if the level of work results in a percentage of 60-69 percent.
A grade of “C,” if the level of work results in a percentage of 70 percent or higher.

Second Chance Option
For courses provided on a full-year basis, if a student fails the first semester, a full-year credit can be earned under the following conditions;

- The student earns a “C” or higher for each of the third and fourth quarters; and
- The student earns a “C” or higher on the second semester exam
Credit Restrictions

Level One Courses

No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student’s assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of need must be included in the student’s IEP or a student performance plan signed by the principal, the guidance counselor, and the parent/guardian. Student assessment will include review of all academic records, standardized test scores, and teacher evaluation. If these requirements are met, a Level 1 course may meet subject area graduation requirements. A Limited English Proficient (LEP) student may be placed in a Level 1 course based only on the student’s previous academic achievement or current needs, irrespective of English mastery of standards. Level 1 courses are listed in the Florida Course Code Directory.

Remedial Credits

Any grade 9-12 course listed in the Florida Course Code Directory for which credit is given may be used to meet the elective credit requirement, except no more than nine (9) credits earned in remedial or compensatory education may be counted as elective credit. Remedial credits in mathematics or English may be used only as elective credits, and may not be used as credits for required courses in mathematics and English.

ASSESSMENTS, INSTRUCTIONAL SUPPORT, AND PROGRESS MONITORING [F.S. 1008.22, 1008.25]

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives. Participation in the statewide testing program, which consists of the Florida Standards Assessments (FSA), Next Generation Sunshine State Standards (NGSSS) assessments, State End-of-Course (EOC) assessments and Florida Standards Alternate Assessments (FSAA) is mandatory for all K-12 students attending public schools.

In order to meet the state mandated requirements for assessment, high school students will participate in the required state and district assessments used at the high school level to help determine student achievement. Each student must participate in statewide assessments unless exempt under certain criteria established by the Commissioner of Education. For Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any accommodations must be specified in their individual education plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test.

State and District Assessments

In all high school courses that do not have a state End-of-Course (EOC) assessment, high school students will take a district/teacher made midterm exam, and it will be 30% of the semester one grade. They will also take a district/teacher made final exam, and it will be 30% of the semester two grade. State EOC assessments are weighted 30%. The 30% weight of the State EOC assessment does not apply to students enrolled in Advanced Placement US History or Dual Enrollment American History participating in the State EOC assessment for the purpose of a Scholar’s Designation on the Standard Diploma.
<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>STATE</th>
<th>DISTRICT</th>
<th>OTHER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English Language Arts</td>
<td>FSA or FSAA ELA ~ Reading &amp; Writing Component</td>
<td>ClearSight</td>
<td>PSAT 8/9 or PSAT/NMSQT Not a National Merit qualifying year</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>FSA or FSAA EOC – *Algebra 1, Geometry, Geometry Honors (dependent upon enrollment in course) *Must pass to earn standard diploma</td>
<td>ClearSight</td>
<td>Advanced Placement and/or AICE exams (dependent upon enrollment in course)</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>NGSSS or FSAA EOC – Biology, Biology Honors (dependent upon enrollment in course)</td>
<td>USA TEST PREP</td>
<td>Advanced Placement and/or AICE exams (dependent upon enrollment in course)</td>
</tr>
<tr>
<td>10th</td>
<td>English Language Arts</td>
<td>*FSA or FSAA ELA Reading &amp; Writing Component *Must pass to earn standard diploma</td>
<td>ClearSight</td>
<td>PSAT/NMSQT (not a National Merit qualifying year)</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>FSA or FSAA EOC – Geometry, Geometry Honors, Algebra 1B (dependent upon enrollment in course)</td>
<td>ClearSight</td>
<td>ACT/SAT/PERT (required for students planning to enroll in dual credit courses)</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>NGSSS or FSAA EOC – Biology, Biology Honors (dependent upon enrollment in course)</td>
<td>USA TEST PREP</td>
<td>Advanced Placement and/or AICE exams (dependent upon enrollment in course)</td>
</tr>
<tr>
<td>11th</td>
<td>English Language Arts</td>
<td>FSA ELA, grade 10 retakes (if needed)</td>
<td>ClearSight</td>
<td>PSAT/NMSQT (optional) – National Merit</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>FSA or FSAA EOC – Geometry, Geometry Honors, Algebra 1B</td>
<td>ClearSight</td>
<td>ACT/SAT/PERT (optional)</td>
</tr>
<tr>
<td>12th</td>
<td>Social Studies</td>
<td>(dependent upon enrollment in course)</td>
<td>NGSSS or FSAA EOC-US History, US History Honors (dependent upon enrollment in course)</td>
<td>USA TEST PREP</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>FSA ELA grade 10 or FCAT 2.0 Reading retakes (if needed)</td>
<td>ClearSight</td>
<td>SAT II (optional)</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>FSA or FSAA EOC – Geometry (dependent upon enrollment in course)</td>
<td>ClearSight</td>
<td></td>
</tr>
</tbody>
</table>

Note: When the student reaches Grade 11, even if he/she has not taken the Grade 10 FSA ELA assessment, he/she meets the criteria to participate in the retake version of the Grade 10 FSA ELA assessment.

**Concordant & Comparative Score Options [SBE Rule 6A-1.09422]**


In response to the COVID-19 public health emergency, the Commissioner of Education granted various waivers and suspended statutes and rules in order to respond to and to mitigate the impacts of the emergency and to promote the health, safety, and welfare of persons connected with Florida’s educational system. This response altered significant promotion & retention policy and procedures:

- On March 17, 2020, Governor Ron DeSantis announced the initial closure of Florida public school campuses and that statewide assessments would be suspended for the spring 2020 assessment administration.
- *Impact on Promotion & Retention: D*ue to the lack of 2020 state assessment data, decisions on student promotion and retention should be made in consultation with parents, teachers and school leaders based on students’ classroom performance and progress monitoring data. Potential considerations for placements include:
  - teacher recommendations
  - prior year FSA data;
  - historical trends
  - winter/spring diagnostic data
  - district assessments (ClearSight, iReady, STAR)
  - student and parent requests
  - current course grades
- *Impact on Promotion & Retention: The waiver of the Florida Standards Assessments in Spring 2020 for 2020 graduating seniors does NOT apply to:
  - Adult education students who re-enrolled in high school in 2019-20
  - 2020 seniors moving from 12th grade to adult education after 2019-20
- 2020 seniors who repeat 12th grade for the 2020-2021 school year

*Impact on Promotion & Retention: Non-seniors of the 2019-2020 SY who have yet to pass the grade 10 FSA ELA must still meet the exit criteria by passing that assessment during a future administration or **earning a concordant score**.

*Impact on Promotion & Retention: Non-seniors enrolled in a course aligned with the Algebra 1 EOC Assessment in SY 2019-2020 may use one of the following to meet the graduation requirement:
- Passing the Algebra 1 EOC (offered four times each year) during a future administration,
- **Earning a comparative score**, or
- Passing the Geometry EOC during a future administration
  - Students who were scheduled to take the Spring 2020 Grade 10 ELA or Algebra 1 EOC Assessment may use a **concordant or comparative score** as soon as it is earned (these students do not have to sit for the state assessment prior to using the **concordant/comparative score**)

*Impact on Promotion & Retention: Non-seniors enrolled in a course aligned with the grade 10 ELA assessment or the Algebra 1 End-of-Course (EOC) assessment during the 2019-2020 school year were waived of the requirement to participate in the grade 10 ELA or Algebra 1 EOC assessment. However, these students must still meet the graduation requirement by passing that assessment during a future administration or by earning a concordant or comparative score as specified in Rule 6A-1.09422.

*Impact on Promotion & Retention: Rule 6A-1.09422 was amended in July 2020 to extend the opportunity to use the Geometry EOC assessment as a comparative score for the Algebra 1 EOC to all students who entered grade 9 in the 2011-12 school year and beyond.
- The passing score for the FSA Geometry EOC Assessment is equivalent to a score earning a level 3 or higher which is a score equal to or greater than a 499 on the 425 to 525 scale.
- Students who are eligible for the Algebra 1 EOC or Geometry EOC alternate passing score may use the Geometry alternate passing score of 492.

On May 16, 2018, the State Board of Education voted to adopt an amendment to **Rule 6A-1.09422 Statewide Standardized Assessment Program Requirements**, establishing new concordant and comparative scores for FSA Assessment graduation requirements: the FSA Grade 10 English Language Arts (ELA) assessment and the FSA Algebra 1 End-of-Course (EOC) Assessment. The effective date of the amended rule was June 28, 2018.

*All students who enrolled in Grade 10 and/or Algebra 1 or an equivalent course are still required, per s. 1008.22, Florida Statutes (F.S.), to participate in the respective statewide assessments, even if they have previously earned a passing concordant or comparative score to satisfy the assessment graduation requirements.

*Amended due to COVID-19: Non-senior students who qualified for the assessment waiver in Spring of the 2019-2020 school year do NOT have to sit for the Algebra 1 EOC or the Grade 10 ELA assessment prior to using a concordant or comparative score.

Passing concordant or comparative scores on these alternative assessments are valid even if the student has not yet taken the respective statewide assessment.
The revised rule establishes new concordant and comparative scores beginning with students who enter grade 9 in the 2018-2019 school year (i.e., those scheduled to graduate from high school in the spring of 2022 and thereafter).

For students scheduled to graduate in the spring of 2018, 2019, 2020, or 2021, the prior concordant and comparative scores stay in effect. In addition, these students are permitted to use the new concordant and comparative scores, if these new scores satisfy their graduation requirements. Therefore, the scores available for students to use if they cannot pass the statewide assessments are not changed for students scheduled to graduate in the spring of 2018, 2019, 2020, and 2021, and these students may also use the new scores if it is to their benefit.

The Next Generation Sunshine State Standards (NGSSS) Algebra 1 Retake End-of-Course (EOC) Assessment was administered for the final time during the summer 2017 administration, and the FCAT 2.0 Reading Retake was administered for the final time during the spring 2018 administration. Students for whom these tests were their graduation requirement can meet that requirement by using either the prior or current concordant and comparative scores.

When a student or adult earns a passing concordant or comparative score to meet graduation requirement(s), it shall be recorded in their cumulative record. Regardless of whether they have already been awarded a certificate of completion, a student or adult who has met all other high school graduation requirements but has taken and failed one or more standardized, statewide assessments associated with a graduation requirement (the grade 10 FCAT 2.0 Reading, the grade 10 FSA English Language Arts Assessment, the NGSSS Algebra 1 Retake EOC, or the FSA Algebra 1 EOC) shall be awarded a standard high school diploma if the student or adult earns a concordant or comparative score. A student or adult may retest until they earn a passing concordant or comparative score as often as he or she chooses within the windows of the Florida Statewide Assessment Program Schedule.
FREQUENTLY ASKED QUESTIONS

1. Who will be required to use the new concordant or comparative scores? Who can continue to use the current concordant or comparative scores?

The table below shows the implementation schedule by student cohort graduation date, and the concordant/comparative scores for the alternative assessments for each cohort.

<table>
<thead>
<tr>
<th>COHORT</th>
<th>Comparative Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students who entered grade 9 in 2011-2012 school year and beyond</td>
<td>Algebra 1 EOC: Geometry EOC: 499</td>
</tr>
</tbody>
</table>

Per SBE Rule amendment July 2020

- Those who entered 9th grade in 2018-2019 and beyond
  - Spring 2022 and beyond
  - Students can only use newly adopted scores.
  - Grade 10 FSA ELA:
    - 480 on SAT EBRW or
    - An average of 18 on ACT English and Reading
  - Algebra 1 EOC:
    - 450 on PSAT/NMSQT or
    - 420 on SAT Math** or
    - 16 on ACT Math

2. Can students still use a PERT comparative score to meet the Algebra 1 assessment graduation requirement?

Students entering the 2020-2021 school year as SENIORS are the last cohort of students that can use PERT to satisfy the Algebra 1 assessment requirement. Students who enrolled in grade 9 prior to the 2018-19 school year will continue to be eligible to earn a passing comparative score of 97 on the PERT assessment to meet the graduation requirement for the Algebra 1 EOC assessment. Students enrolled in grade 9 in the 2018-19 school year and beyond will not be eligible to use PERT to satisfy the Algebra 1 assessment graduation requirement.

3. Can a student who will enter grade 9 in 2018-19 and beyond use a concordant or comparative score earned prior to the adoption of this rule if the score or assessment is not one listed in the amended rule (e.g., a current 8th grader earned a 97 on PERT in the 2017-18 school year)?

No. Students who will enter grade 9 in 2018-19 and beyond are not eligible to use the current concordant or comparative scores, even if those scores were earned prior to the implementation of the revised rule.

4. How does the proposed amendment to the Rule presented to the State Board of Education in July 2020 add an additional pathway and extend the opportunities of earning a comparative score to meet the Algebra 1 EOC assessment requirement?

An additional pathway to meet the Algebra 1 EOC assessment graduation requirement provided students enrolled in a course aligned with the Algebra 1 EOC assessment during the 2019-2020 school year the option of meeting the requirement by achieving a passing score on the Geometry EOC assessment. This additional pathway was also extended to all students who entered grade 9 in the 2011-2012 school year and beyond. This change is retroactive for any student in one of these cohorts who has not yet met the Algebra 1 assessment graduation requirement but who has a passing Geometry EOC score on file. So, the Geometry EOC score of 499 may be used as a comparative score for the Algebra 1 EOC assessment graduation requirement for not only students affected by the COVID-19 waiver of Spring 2020, but all students moving forward in 2020-2021 and beyond as well as retroactive to the grade 9 cohort of 2011-2012.

5. **Can a student CAP both Algebra 1 and Geometry by passing the Geometry EOC?**

No. Because section 1003.4295 Florida Statutes specifies that credit under CAP is limited to passage of a corresponding EOC, the statute anticipates that credit will be given upon passage of an EOC that to some degree covers the content of the course. Therefore, the fact that a passing score on the Geometry EOC assessment will be used to meet the Algebra 1 assessment graduation requirement does not mean that it is a corresponding EOC for CAP credit.

6. **Will PERT still be used for dual enrollment or other placement decisions?**

Yes. Other uses of PERT, as stated in other State Board Rules, will not be affected.

7. **Can students still use an SAT Reading subscore to satisfy the requirement?**

Students who entered grade 9 prior to the 2018-19 school year will continue to be eligible to use the SAT Reading test subscore of 24. Students who enter grade 9 in 2018-19 and beyond will not be eligible to use SAT Reading subscore.

8. **Are there ways to help students pay for SAT or ACT tests?**

Yes. Both the College Board and ACT offer fee waivers for eligible students participating in the SAT and ACT, respectively. For more information on SAT eligibility, please visit [https://collegereadiness.collegeboard.org/sat/register/fees/fee-waivers](https://collegereadiness.collegeboard.org/sat/register/fees/fee-waivers). For more information on ACT eligibility, please visit [https://www.act.org/content/dam/act/unsecured/documents/FeeWaiver.pdf](https://www.act.org/content/dam/act/unsecured/documents/FeeWaiver.pdf).

9. **Can students use the average of ACT English and ACT Reading scores from different test administrations?**

Yes. The new concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale. For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration. For any student who has taken ACT more than once, the student’s highest ACT English score from any administration may be combined with the student’s highest ACT Reading score from any administration to determine an average of the two scores.
10. Can students use SAT or ACT concordant or comparative scores that are deemed “non-college-reportable” by College Board or ACT?

Yes. Statute and Rule do not offer any distinction between “college-reportable” or “non-college-reportable” scores for either the SAT or ACT. Any valid passing score reported by ACT or College Board may be used for the purpose of satisfying Florida’s assessment graduation requirements.

**Achievement Levels for Comprehensive Statewide Assessments [F.S. 1008.22 & SBE Rule 6A-1.09422]**

Section 1008.22, Florida Statutes, requires that the State Board of Education (SBE) specify, by rule, the scale score ranges and achievement levels for each statewide, standardized assessment. In addition, F.S. 1008.22(3)(e)2 requires that the SBE designate passing scores, by rule, for each statewide, standardized assessment, which has been the minimum score in achievement level 3 for all statewide assessments since the requirement was first implemented in rule in 2013. The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and were implemented in grades K–12 in the 2014–2015 school year. All Florida schools teach the Florida Standards, and students are assessed through the statewide Florida Standards Assessments (FSA). Most students, including English language learner (ELL) and exceptional student education (ESE) students, enrolled in the tested grade levels, participate in FSA and NGSSS test administrations. Administration accommodations are provided to eligible ELL, 504 Plan students, and ESE students.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>276-327</td>
<td>328-342</td>
<td>343-354</td>
<td>355-369</td>
<td>370-407</td>
</tr>
<tr>
<td>10</td>
<td>284-333</td>
<td>334-349</td>
<td>350-361</td>
<td>362-377</td>
<td>378-412</td>
</tr>
</tbody>
</table>

**FSA ELA Assessment Scale Scores for Each Achievement Level**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>425-486</td>
<td>487-496</td>
<td>497-517</td>
<td>518-531</td>
<td>532-575</td>
</tr>
</tbody>
</table>

**FSA GEOMETRY EOC Assessment Scale Scores for Each Achievement Level**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>425-485</td>
<td>486-498</td>
<td>499-520</td>
<td>521-532</td>
<td>533-575</td>
</tr>
</tbody>
</table>

**NGSSS BIOLOGY EOC Assessment Scale Scores**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3 (PASSING)</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>325-368</td>
<td>369-394</td>
<td>395-420</td>
<td>421-430</td>
<td>431-475</td>
</tr>
</tbody>
</table>

**NGSSS US HISTORY EOC Assessment Scale Scores**
Alternate Passing Scores (APS)
The State Board of Education (SBE) adopted the Commissioner’s proposed cut scores for the FSA on January 6, 2016. The SBE also approved Alternate Passing Scores (APS) based on linking the scores to the spring 2014 FCAT 2.0/NGSSS scores, as required in statute.

Eligibility for using the Grade 10 FSA ELA APS is based on student cohort. Students who entered grade 9 in 2013-14 (or prior), regardless of his/her first attempt taking the assessment, are eligible to use the APS for graduation purposes.

Eligibility for using the APS for the FSA Algebra 1 and FSA Geometry assessments is based on when students first participated in the assessment. Students who took one of these assessments prior to the adoption of the new passing scores (spring, summer, fall, or winter 2015) are eligible to use the APS for Algebra 1 for graduation/CAP purposes or the APS for Geometry for scholar designation/CAP purposes.

Students who participate in the FSA Algebra 1 or FSA Geometry assessment for the first time in Spring 2016 and beyond must obtain the new passing scores for graduation/CAP and scholar designation/CAP purposes.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Eligibility</th>
<th>Passing or APS (FSA Scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10 FSA ELA</td>
<td>Entered Grade 9 in 2014-15 or after</td>
<td>350</td>
</tr>
<tr>
<td>FSA Algebra 1</td>
<td>First participated in Spring 2016 or beyond</td>
<td>497</td>
</tr>
<tr>
<td>FSA Geometry</td>
<td>First participated in Spring 2016 or beyond</td>
<td>499</td>
</tr>
<tr>
<td>Grade 10 FSA ELA</td>
<td>Entered Grade 9 in 2013-14 or prior</td>
<td>*349 (APS)</td>
</tr>
<tr>
<td>FSA Algebra 1</td>
<td>First participated prior to Spring 2016</td>
<td>*489 (APS)</td>
</tr>
<tr>
<td>FSA Geometry</td>
<td>First participated prior to Spring 2016</td>
<td>*492 (APS)</td>
</tr>
<tr>
<td>Grade 10 FCAT 2.0 Reading</td>
<td>Entered Grade 9 in 2010-11 to 2012-13</td>
<td>245</td>
</tr>
<tr>
<td>NGSSS Algebra 1 EOC</td>
<td>Implementation 2011-12</td>
<td>399</td>
</tr>
</tbody>
</table>

Florida Standards Alternate Assessment.
The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards Alternate Assessment measures student academic performance on the Access Points (FS-AP) in English Language Arts, mathematics, science and social studies. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade with reduced levels of complexity. Access Points are academic expectations written specifically for students with significant cognitive disabilities. IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.)
In accordance with Florida Statutes, each high school, including alternative sites, shall provide for the administration of the PreACT or PSAT/NMSQT to all enrolled grade 10 students. However, a written notice shall be provided to each parent that includes the opportunity to exempt his or her child from taking the PreACT or the PSAT/NMSQT. Charlotte County Public Schools will choose the PSAT/NMSQT for districtwide administration. Test results will provide each high school with a database of student assessment data that certified school counselors will use to identify students who are prepared or will need additional work to be prepared to enroll and be successful in AP courses or other advanced high school courses.

Assessment Opportunities for Home Education Students
Opportunities to take state assessment tests are available to home education students.

Assessment of Virtual Students
Students enrolled in a CVS/FLVS course that requires a state End-of-Course assessment (EOC) are required to take the EOC in their home zoned school.
No Assessment Exemptions Based on Attendance [F.S. 1003.33 (2)]
Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance.

Algebra I, Geometry, Biology, & US History EOC Assessment & High School Credit Scenarios:
Because passing the Algebra 1 EOC is a graduation requirement, it is important to understand the possible scenarios for a high school Algebra 1 student. Each student and parent/guardian should be aware of the following possible scenarios upon enrollment in an Algebra 1 course.

*The following scenarios are also applicable to students enrolled in a Geometry, Biology, and/or a US History course that elicits high school credit. Exceptions are noted in the chart below:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>EOC</th>
<th>The EOC is always 30% of the final grade &amp; the grade earned in the course will be reflected on the high school transcript and will be included in the high school GPA.</th>
</tr>
</thead>
</table>
| Passes | Fails | • The final course grade is included in the GPA  
• Credit in the course is awarded  
• The student must retake and pass the EOC to fulfill graduation requirements (Algebra 1 only) or meet any one of the following criteria:  
  ▪ Pass the Algebra 1 EOC during a future administration  
  ▪ Earn a comparative score, or  
  ▪ Pass the Geometry EOC during a future administration |
| Fails | Passes | • The final course grade is included in the GPA  
• Credit in the course is awarded  
• If the student retakes the course through grade forgiveness (D or F in the course), the existing EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade. |
| Fails | Fails | • The final course grade is included in the GPA  
• The student must retake and pass the EOC to fulfill graduation requirements (Algebra 1 only) or meet any one of the following criteria:  
  ▪ Pass the Algebra 1 EOC during a future administration  
  ▪ Earn a comparative score, or  
  ▪ Pass the Geometry EOC during a future administration |

State Assessments for Transfer Students [State Rule 6A-1.09941, F.A.C]
If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student’s transcript shows credit received in Algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma, unless the student earned a comparative score or passed a statewide assessment in algebra I administered by the transferring entity. If a student’s transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the grade 10 ELA assessment, or earn a concordant score.
If a transfer student’s transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I or U.S. History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade. However, transfer students must pass Florida’s EOC assessments in order to be eligible for the scholar designation.

**Targeted Instructional Support – Reading Deficiencies [F.S.1008.25, F.S.1011.62]**

Annually, the District shall submit and receive approval of its K-12 Comprehensive Evidence-Based Reading Plan from the Just Read, Florida! Office pursuant to section 1011.62, F.S. The Plan will depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the English Language Arts Florida Standards (LAFS).

As such, the District will ensure that:

a. leadership at the district and school level is guiding and supporting the K-12 Comprehensive Evidence-Based Reading Plan;

b. the analysis of data drives all decision-making;

c. beginning with the 2020-2021 school year, all intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading;

d. measurable student achievement goals are established and clearly described;

e. evidence-based instructional materials comply with Section 1011.67, F.S.; and

f. supplemental instructional materials comply with Section 1001.215(8), F.S.

High schools will monitor the implementation of the District’s K-12 Comprehensive Evidence-Based Reading Plan via the following practices:

a. weekly reading walk-throughs conducted by administrators;

b. the collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students;

c. data chats;

d. the development and maintenance of a Reading Leadership Team;

e. professional development which includes training necessary to implement multisensory reading interventions;

f. the identification of mentor teachers and established model classrooms within the school; and

g. the offer of time to teachers on a weekly basis for lesson study and professional learning communities

High schools will utilize the Assessment/Curriculum Decision Trees of the District’s K-12 Comprehensive Evidence-Based Reading Plan to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students.

High schools will provide and modify instruction for students who have not responded to a specific level of reading intervention with the initial intensity (time and group size) provided.

High Schools will provide targeted instructional support for students identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment. Per F.S. 1011.62, beginning with the 2020-2021 school year, the interventions are delivered by a teacher who is certified or endorsed in reading.

High schools will utilize a core curriculum and intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.
High schools will develop methods to provide reading instruction and intervention to students who may continue to receive instruction through distance or blended learning.

*Note: Remedial instruction is not in lieu of ELA course completion requirements for promotion.

For each year in which a student scores at Level 1 or 2 on the Florida Standards Assessment (FSA) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading course the following year or a content-area course in which reading strategies are delivered based on a diagnosis of the student’s specific reading needs. Any student in any grade who is identified as having a deficiency in reading must participate in school-wide progress monitoring. Progress monitoring must occur 3 times per year. High school courses designed and offered to provide targeted instructional support for students with reading deficiencies are pursuant to the District’s K-12 Comprehensive Evidence-Based Reading Plan.

For more information regarding Charlotte County Public Schools’ K-12 Comprehensive Evidence-Based Reading Plan, please contact the Assistant Superintendent for Learning.

**Targeted Instructional Support - Mathematics [F.S.1008.25]**

High Schools will provide targeted instructional support for students with identified deficiencies in Mathematics. For each year in which a student scores at Level 1 or Level 2 on FSA for mathematics, the student may receive support the following year. Support may be provided within the student’s regularly scheduled math class or through an Intensive Math course. The school-wide plan must contain the following elements:

- Additional diagnostic assessment;
- Identification of the specific diagnosed academic needs to be remediated;
- Identification of the success-based and/or research-based strategies to be used;
- Identification of how, when, how often, by whom and how long intensive remedial instruction is to be provided; and
- Identification of monitoring and re-evaluation activities to be employed.

Students will be re-assessed at the end of the remediation period to determine if the district and/or state mastery of standards level in designated area(s) has been attained. Remediation must take into account a student’s learning style.

**Multi-Tiered System of Supports (MTSS)**

Each student who does not meet specific levels of performance in English Language Arts, Science, Social studies and/or Mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student’s difficulty and areas of academic need. Supportive instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

Progress monitoring plans (PMP) shall be developed in consultation with the parent or guardian for any student not meeting district or state achievement levels in English Language Arts, Science, Social Studies, or Math. The plan can be an IEP or a school-wide system of progress monitoring for all students through the Multi-tiered System of Supports (MTSS). The multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision-making to improve educational outcomes and meet the academic and behavioral needs of all students. Multiple tiers of increasingly intense instruction or intervention services are implemented and monitored.
The school-wide Progress Monitoring Plan must include intensive remedial instruction in the areas of weakness. Intensive remediation means instruction designed to specifically concentrate time and effort on the diagnosed deficiencies of the individual student. If a student is being served in ESE, ELL, or Intensive Literacy programs, the plan developed for these programs can serve as the Progress Monitoring Plan if the Plan addresses the specific area(s) of need identified for English Language Arts, Science, Social studies and/or Mathematics.

**High School Early Warning System Indicators**
A school that serves any students in kindergarten through grade 8 shall implement an Early Warning System to identify students in such grades who need additional support to improve academic performance and stay engaged in school. Charlotte County Public Schools has developed an Early Warning System (EWS) at all grade levels in accordance with the requirements of Florida statute and after review of the research on the benefits of employing an EWS. Utilizing data systematically to identify at-risk students as early as possible will allow for the application of more effective prevention and early intervention services.

### High School Early Warning System Indicators

<table>
<thead>
<tr>
<th>On-Track Indicators</th>
<th>Course Performance</th>
<th>GPA</th>
<th>Credits</th>
<th>Attendance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Per Quarter</strong></td>
<td>C or better in all classes</td>
<td>2.5 or higher</td>
<td>Meeting credits to move to the next grade level</td>
<td>0 to 2 absences in a quarter</td>
<td>0 Office Discipline Referrals (ODRs) in a quarter</td>
</tr>
<tr>
<td><strong>Per Year</strong></td>
<td></td>
<td></td>
<td></td>
<td>4% or less absences in a year</td>
<td>2 or fewer ODRs in a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At-Risk for Off-Track</th>
<th>Course Performance</th>
<th>GPA</th>
<th>Credits</th>
<th>Attendance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Per Quarter</strong></td>
<td>One (1) or more D in any class</td>
<td>2.0 to 2.49</td>
<td>1 credit behind</td>
<td>3 to 4 absences in a quarter</td>
<td>1 ODR in a quarter</td>
</tr>
<tr>
<td><strong>Per Year</strong></td>
<td></td>
<td></td>
<td></td>
<td>5% - 9% absences in a year</td>
<td>3 ODRs in a year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off-Track</th>
<th>Course Performance</th>
<th>GPA</th>
<th>Credits</th>
<th>Attendance</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Per Quarter</strong></td>
<td>Failing one (1) or more core classes (F)</td>
<td>Less than 2.0</td>
<td>2 credits behind</td>
<td>5 or more absences in a quarter</td>
<td>2 or more ODRs in a quarter</td>
</tr>
<tr>
<td><strong>Per Year</strong></td>
<td></td>
<td></td>
<td></td>
<td>10% or more absences in a year</td>
<td>4 ODRs per year or 2 ODRs in a semester</td>
</tr>
</tbody>
</table>

**Assessment Support Through Progress Monitoring** [F.S.1008.25]
Each child must participate in statewide, standardized assessments and district-required local assessments unless exempt under criteria established by the Commissioner of Education. A school district may not schedule more than 5 percent of a student’s total school hours in a school year to administer these assessments. The 5 percent test administration limit may be exceeded as needed to provide test accommodations that are required by an Individual Education Plan, 504 Plan or English Language Learner Plan.
In order to meet the state mandated requirements for assessment and progress monitoring, state and district-required assessments are used at the secondary level to help determine student achievement. Other formative assessments may also be used to help determine student progress and achievement. Required state and district assessments will be administered in accordance with the district-required assessment schedule. Each student who does not achieve a level 3 or above on the English Language Arts assessment or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

- a federally required student plan such as an individual education plan (IEP),
- a school-wide system of progress monitoring for all students except a student who scores level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
- individualized progress monitoring.

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the specific diagnosed academic need(s) to be remediated,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- the monitoring and reevaluation activities to be employed.

**GRADUATION: DIPLOMAS and PATHWAYS: REQUIREMENTS, OPTIONS, and GUIDELINES [F.S. 1003.4282]**

**Graduation Requirements**

According to Florida law, students must meet all academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments.

Students who pass required courses and earn the minimum number of credits required, but do not pass the required assessments (or earn a concordant and/or comparative score) and/or do not achieve a cumulative grade point average of 2.0 on a 4.0 scale will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.
Students Entering Grade Nine in the 2014-2015 School Year and Forward
Academic Advisement Flyer – What Students and Parents Need to Know

24-Credit Standard Diploma

Frequently Asked Questions

What are the diploma options?
Students must successfully complete one of the following options:
• 24-credit standard diploma
• 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
• Advanced International Certificate of Education (AICE) curriculum
• International Baccalaureate (IB) Diploma curriculum
• Career and Technical Education (CTE) Graduation Pathway

What are the state assessment requirements?
Students must pass the following statewide assessments:
• Grade 10 English Language Arts (ELA) or a concordant score
• Algebra 1 end-of-course (EOC) or a comparative score

Refer to the Graduation Requirements for Florida’s Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the EOC assessments, which constitute 30 percent of the final course grade:*  
• Algebra 1
• Geometry
• Biology
• U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP])

What is the CAP?
The CAP program allows a student to earn high school credit if the student passes an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects: Algebra 1, Geometry, Biology, U.S. History.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?
• 3 elective credits instead of 8
• Physical education is not required
• Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statutes.

4 Credits ELA
• ELA 1, 2, 3, 4
• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement

4 Credits Mathematics
• One of which must be Algebra 1 and one of which must be Geometry
• Industry Certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry)
• An identified rigorous computer science course with a related industry certification may substitute for up to one math credit (except Algebra 1 or higher-level math)
• Two math credits can be earned by successfully completing Algebra 1 through two full year courses *Students completing the Algebra 1A and 1B sequence are advised that the State University System may require additional math credits for admission.
• Earned Computer science credit may substitute for up to one credit of math, (except for Algebra 1 and Geometry) OR one credit of science, (except for Biology). Student cannot substitute for both math and science. FDOE must identify the computer science credits equivalent to math credit and science credit.
• Earned Industry Certification in 3D Rapid Prototype Printing may earn up to two credits in math (except Algebra 1). FDOE must identify the industry certs equivalent to the math credit.

3 Credits Science
• One of which must be Biology 1, two of which must be equally rigorous science courses
• Two of the three required course credits must have a laboratory component
• Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
• An identified rigorous computer science course with a related industry certification may substitute for up to one science credit (except for Biology 1 or higher-level science).
• Earned Computer science credit may substitute for up to one credit of math, (except for Algebra 1 and Geometry) OR one credit of science, (except for Biology). Student cannot substitute for both math and science. FDOE must identify the computer science credits equivalent to math credit and science credit.

3 Credits Social Studies
• 1 credit in World History
• 1 credit in U.S. History
• 0.5 credit in U.S. Government
• 0.5 credit in Economics
Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2, or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same world language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

Merit Diploma Designation
- Meet the standard high school diploma requirements.
- Attain one or more industry certification from the list established.

Where is information on financial aid located?
The Florida Department of Education’s Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit the Office of Student Financial Assistance website.

Where is information on Bright Futures Scholarships located?
The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit the Florida Bright Futures Scholarship Program website.
The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor’s degree program. Many colleges also offer workforce bachelor’s degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit.

FLORIDA COLLEGE SYSTEM

STATE UNIVERSITY SYSTEM
(SUS)

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

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

STATE UNIVERSITY SYSTEM
OF FLORIDA

CAREER AND TECHNICAL COLLEGES AND CENTERS

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.
24 – Credit Diploma Option [F.S 1003.4282, 1003.4285]
This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida’s state universities. This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

18 – Credit Accelerated Diploma Option [F.S. 1003.4282, 1002.3105]
The requirements of this program are identical to the 24-credit standard diploma program option except:

- 1 credit in PE (HOPE) is not required
- 3 electives are required instead of 8
- Online course is not required
- 18 total credits (student may earn additional credits)

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met.

Career and Technical Education Graduation Pathway Option [ F.S. 1003.4282]
Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard diploma through the Career and Technical Education (CTE) pathway option. The requirements of this program consists of completion of at least 18 credits, 2.0 GPA, and the following requirements:

- 4 credits in ELA
- 4 credits in mathematics
- 3 credits in science
- 3 credits in social studies
- 2 credits in Career Technical Education (CTE), which must result in program completion and an industry certification
- 2 credits in work-based learning programs (a student may substitute up to 2 credits of electives, including .5 credit in financial literacy, for work-based learning program courses to fulfill this requirement)

Students interested in this graduation pathway option are strongly encouraged to speak to a Certified School Counselor for additional guidance.

Cambridge Advanced International Certificate of Education (AICE) Diploma Option
Section 1003.4282, F.S., defines the options for earning a high school diploma stating that graduation requires successful completion of either a minimum of 24 academic credits in grades 9-12, an IB curriculum or an AICE curriculum. To be considered for an AICE Diploma, students must earn the equivalent of a minimum of seven credits by passing a combination of examinations at either double credit (A Level) or single credit (AS Level).

Students interested in pursuing an AICE Diploma are highly encouraged to speak to their Certified School Counselor. The ability for a high school to offer the AICE Diploma option is contingent upon course and instructor availability.
**General Education Development (GED) Diploma**
Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida Diploma by passing the Tests of General Educational Development (GED). An individual who is sixteen (16) or seventeen (17) years of age may be permitted to take the General Education Development (GED) test if approved by the School District. Applicants must complete the District GED Underage Waiver Application and submit it along with all required documentation to the Superintendent for consideration. Applicants are required to demonstrate that extraordinary circumstances exist in order to allow them to take the GED test prior to attaining the age of eighteen (18). Students are to contact their Certified School Counselor for additional information.

**State of Florida High School Performance-Based Diploma/Exit Option Diploma**
This program can only be accessed by students who meet the following requirements:
- Meet program eligibility criteria whose cohort group is graduating or has graduated;
- Enroll in one of the following approved programs: The Academy, Career Quest, HOPE, SEA, Afternoon Alternatives, or the Charlotte Harbor Sands program;
- Demonstrate through practice/achievement tests a probability for success on the GED test; and
- Receive formal counseling on all aspects of the program.

To utilize the Exit Option be eligible for the High School Performance-Based Diploma, the student must do the following:
- Meet eligibility criteria;
- Pass all required sections of the Florida Standards Assessments;
- Pass the GED; and
- Not graduate before the graduation date of the class with whom he/she entered kindergarten.

**Standard High School Diploma Designations [F.S. 1003.4285]**
To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments as shown below:

<table>
<thead>
<tr>
<th>EOC ASSESSMENT</th>
<th>Students Entered 9th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Geometry</td>
<td>Biology*</td>
</tr>
<tr>
<td>2010-2011 through 2013-2014</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2014-2015 and beyond</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

* A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:
  o Takes the respective AP, IB, or AICE assessment, and
  o Earns the minimum score to earn college credit

- Merit designation: Reflects one or more industry certifications from the approved list by Workforce Florida, Inc. [F.S. 1003.492]
• Scholar designation – for 9th grade cohorts 2011-2012, 2012-2013, and 2013-2014:
  In addition to meeting the 24-credit standard high school diploma requirements, a student must:
  o earn 1 credit in Algebra II
  o earn 1 credit in Statistics or an equally rigorous math course
  o pass the Biology EOC
  o earn 1 credit in Chemistry or Physics
  o earn 1 credit in a course equally rigorous to Chemistry or Physics
  o pass the U.S. History EOC
  o earn 2 credits in the same world language, and
  o earn at least 1 credit in AP, IB, AICE in a dual enrollment course.

• Scholar designation – for 9th grade cohorts 2014-2015 and forward:
  In addition to meeting the 24-credit standard high school diploma requirements, a student must:
  o earn 1 credit in Algebra II, or an equally rigorous course
  o pass the Geometry EOC
  o earn 1 credit in Statistics or an equally rigorous math course
  o pass the Biology EOC
  o earn 1 credit in Chemistry or Physics
  o earn 1 credit in a course equally rigorous to Chemistry or Physics
  o pass the U.S. History EOC
  o earn 2 credits in the same world language, and
  o earn at least 1 credit in AP, IB, AICE in a dual enrollment course.

If a student in SY 2019-2020 was enrolled in a course aligned to the Geometry EOC, but did NOT take the Geometry EOC due to the COVID-19 assessment waiver, that student will be required to go back and take the assessment and score a level 3 or higher if the student wishes to earn a Scholar Designation.

**Graduation Requirements for Transfer Students [F.S. 1003.433(1), 1003.4282(8)]**
Grade 11 and grade 12 students who enter high school from out-of-state or from a foreign country shall not be required to spend additional time in high school in order to meet the high school course requirements of the school district, if the student has met all the requirements of the district, state, or country from which they transferred. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. Transfer students, however, must earn a 2.0 cumulative GPA and pass the grade 10 FSA/alternative assessment in English Language Arts or achieve scores on the SAT or ACT concordant with FSA levels to receive a standard diploma. They must also meet the requirement to pass the state Algebra I End-of-Course assessment. If the transcript shows an Algebra I credit, then the student must pass the assessment unless:
  • the student earned a comparative score, or
  • passed an out-of-state algebra I standardized assessment.
Awards for Standard Diploma Students

Summa Cum Laude
Student will receive Summa Cum Laude recognition if, by the end of the 8th semester, they have a 4.2 or higher weighted cumulative GPA and at least 12 weighted course credits with a “B” or higher (to include at least 4 Dual Credit, A.I.C.E., or Advanced Placement course credits). A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness may not be applied to the GPA.

Magna Cum Laude
Students will receive Magna Cum Laude recognition if, by the end of the 8th semester, they have a 3.85 or higher weighted cumulative GPA, at least six weighted course credits with a “B” or higher (to include at least 3 Dual Credit, A.I.C.E., or Advanced Placement course credits), and do not meet the criteria for Summa Cum Laude. A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness in the same subject area may be applied.

Cum Laude
Students will receive cum Laude recognition if, by the end of the 8th semester, they have 3.5 or higher weighted cumulative GPA and do not meet the criteria for Magna or Summa Cum Laude. A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness in the same subject area may be applied.

Florida Bright Futures Scholarship Program
This program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition for high academic achievement and who enrolls in an eligible Florida public or private postsecondary institution within three years of high school graduation. The awards are the following:

- Florida Academic Scholarship
- Florida Medallion Scholarship
- Florida Gold Seal CAPE (GSC) Scholarship
- Florida Gold Seal Vocational Scholarship

Note: The eligibility requirements vary for each scholarship. Requirements include, but are not limited to, certain course requirements and minimum grade point average. Detailed information about these programs may be obtained in the guidance office of each high school.

Talented 20 Program
At the end of the seventh semester, the school district provides the Department of Education a list of the top twenty percent (20%) of the senior class seeking a Standard Diploma based on their weighted grade point averages as defined by the Charlotte County School District. Students within this top twenty percent who have met the State University System required courses for admission are guaranteed admission by the State of Florida into one of the public universities. If more than 20% of the senior class falls into the top 20% due to ties in weighted grade point average, the following will be considered in the order listed:

- State University System – 19 required credits;
- Number of level 3 courses; and
- Length of time at school.
For more information regarding the Talented 20 program, please visit the FDOE’s website at http://www.fldoe.org/schools/family-community/activities-programs/talented-twenty-program/

Florida Seal of Biliteracy Program [F.S. 1003.432, SBE Rule 6A-1.09951]

Effective in 2016-17 for high school graduates with a standard diploma, the Florida Seal of Biliteracy Program is created to:

- Define biliteracy as the attainment of a high level of competency in listening, speaking, reading and writing in one or more foreign languages in addition to English.
- Establish signification of biliteracy on a high school graduate’s diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency), awarded by the Commissioner of Education to high school graduates meeting the requirements.
- Provide that the purpose of program is to:
  - Encourage students to study foreign languages.
  - Certify attainment of biliteracy.
  - Provide employers with a method of identifying a biliterate individual who is seeking employment.
  - Provide a postsecondary institution with a method of recognizing a biliterate applicant who is seeking admission to the postsecondary institution.
  - Recognize and promote foreign language instruction in public schools.
  - Affirm the value of diversity, honor multiple cultures and foreign languages and strengthen the relationships between multiple cultures in a community.

Students must:

- Earning four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale,
- Achieve a qualifying score on a foreign language assessment, or
- Satisfy alternative requirements as determined by the State Board of Education.

The State Board of Education adopted Rule 6A-1.09951 to implement Florida Statute 1003.432. The rule includes the following:

(a) A process to confirm a student’s successful completion of the requirements
(b) The assessments and corresponding passing scores required to earn the Gold Seal of Biliteracy or the Silver Seal of Biliteracy, which may not be lower than the passing scores on at least one of the following:

1. An International Baccalaureate examination in the foreign language;
2. College Level Examination Program (CLEP)
3. An Advanced Placement examination in the foreign language;
4. An SAT Subject Test examination in the foreign language;
6. American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL), Oral Proficiency Interview (OPI), or Latin Interpretive Reading Assessment (ALIRA);
7. Standards-based Measurement of Proficiency for Grade 7-Adult (STAMP4S); or
8. American Sign Language Proficiency Interview (ASLPI) or Sign Language Proficiency Interview: American Sign Language (SLPI:ASL)
(c) Alternative requirements a student may satisfy to demonstrate equivalent competency in a foreign language, including requirements a student whose native language is not English may satisfy to demonstrate competency in his or her native language to earn the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

(d) A process to award foreign language course credits to a student who was not enrolled in a foreign language course or who did not complete the course but has demonstrated competency in a foreign language as provided in this subsection.

Each school is to maintain appropriate records and affix the appropriate insignia to the student’s diploma and transcript. Each school must affix the Florida Seal of Biliteracy to a student’s standard diploma when a student is awarded the Gold Seal of Biliteracy, the Silver Seal of Biliteracy or both. The insignia may be printed digitally on a student’s standard diploma using gold ink for the Gold Seal of Biliteracy and silver ink for the Silver Seal of Biliteracy or may be affixed as a seal using a Gold Seal of Biliteracy or Silver Seal of Biliteracy.

The FDOE memorandum contains information to assist schools with this implementation. The memorandum may be accessed by clicking here: Requirements for the Florida Seal of Biliteracy Program.

Certificates of Completion

Students who are unable to meet graduation requirements for a standard diploma will receive a Certificate of Completion. A Certificate of Completion is not a diploma.

Certificate of Completion, 24-Credit Option: Certificate awarded to students who have completed the 24-credit option per section 1003.4282, F.S., but failed to earn passing scores on the state approved graduation assessments required under F.S.1008.22 (the FSA ELA, grade 10 assessment or the grade 10 FCAT 2.0 Reading assessment and the Algebra I EOC assessment) or earn a concordant and/or comparative score and/or to achieve a cumulative grade point average of 2.0 on a 4.0 scale.

Certificate of Completion, 18-Credit ACCEL Option: Certificate awarded to students who have completed the 18-credits ACCEL option, section 1002.3105(3), F.S., but failed to earn passing scores on the state approved graduation test or concordant and/or comparative score or to achieve a cumulative grade point average of 2.0 on a 4.0 scale.

A student who is entitled to a Certificate of Completion may elect to remain in high school for up to one additional year and receive instruction to remedy the deficiencies. If the student does not elect to enroll in high school, the student may enroll in an Adult Education Program for remediation and participate in the assessments to meet graduation requirements. The adult student may also earn the concordant or comparative score to meet graduation requirements. There is no time limit by which the district will accept a concordant or comparative score in order to issue a standard diploma to the adult student. A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed.

Early High School Graduation [F.S. 1003.4281]

“Early graduation” means graduation from high school in less than 8 semesters. Eligible students are those who finish their 24 credits before the 8th semester and meet all the appropriate graduation requirements.
A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

**EXCEPTIONAL STUDENT EDUCATION (GRADES 9-12)**

Beginning with students entering grade 9 in the 2014-2015 school year:

(a) A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

(b) The following options, in addition to other options listed, are available for a student with a disability to earn the standard high school diploma as specified in the student’s IEP.

1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student’s skills:
   a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student’s unique skills and abilities that meet the criteria established by State Board of Education rule.
   b. A portfolio of quantifiable evidence that documents a student’s mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:
   a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
   b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student’s transition plan. The documentation must be verified by the IEP team.
   c. Documented successful employment for the number of hours per week specified in the student’s transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
   d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student’s transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by
the student, parent, teacher, and employer before placement in employment and must identify the following:

(I) The expected academic and employment competencies, industry certifications, and occupational completion points;
(II) The criteria for determining and certifying mastery of the competencies;
(III) The work schedule and the minimum number of hours to be worked per week; and
(IV) A description of the supervision to be provided by the school district.

3. Any change to the high school graduation option specified in the student’s IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

**Assessment Waivers for Students with Disabilities [F.S. 1008.22(3)(c)2]**

All students, including Exceptional Student Education (ESE) students, must participate in the state’s assessment and accountability system. ESE shall participate in the same state and district assessments including the Florida Standards Assessment (FSA) or Florida Standards Alternate Assessment (FSAA), and End of Course (EOC) exams or Access End of Course (Access EOC) exams. If ESE students receive testing accommodations, the accommodations must be listed in the student’s Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Legislation, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, students and parents are encouraged to contact the Certified School Counselor and/or ESE Liaison at the school site.

**Special Exemptions**

A student with a disability may be allowed a special exemption from participating in FSA or FSAA due to extraordinary circumstances that affect the student’s ability to physically show mastery of the skills that have been acquired for a statewide assessment. A student with a disability may also be considered for a medical exemption from statewide assessments, providing the 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.

All decisions regarding special exemptions from statewide assessments will be made by the student’s IEP team, of which the parent is a part. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5) F.A.C.

**SWD Deferring Receipt of a Standard High School Diploma [FS1003.4282(11)]**

A student’s Individual Educational Plan which requires special education transition planning, transition services, or related services beyond graduation through the age of 21 may defer receipt of their standard diploma. Prior to deferring receipt of the diploma, the student must be enrolled in accelerated college credit
instruction, industry certification courses that lead to college credit, a collegiate high school program that leads to Career and Professional Education Industry Certification, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship or pre-apprenticeship program in order to continue to receive a Free and Appropriate Public Education. Students must make their decision to defer receipt of their diploma by May 15 in the school year in which they are expected to meet all graduation requirements. If a student does not defer their diploma before May 15, the district is released of the obligation to provide a Free and Appropriate Public Education (FAPE). Parents and students are notified in writing of the option to defer the standard High School diploma by January 30 of the year the student is expected to graduate. The deferment decision is documented within the Individual Educational Plan. The deferral applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma, whichever comes first. A student choosing to defer the acceptance of his or her diploma will be eligible to participate in the graduation ceremony. Once the deferment period has ended, the student will receive his or her diploma.

**TEACHER TRANSFER REQUEST PROCESS [F.S. 1003.3101, 1012.42]**

For more information, please refer to the 2020-2021 Student Progression Plan ~ Introduction.