



STUDENT PROGRESSION PLAN

~Introduction~

2024-2025

Mark Vianello
Superintendent of Schools



INTRODUCTION

STUDENT PROGRESSION PLAN



The School Board of Charlotte County, Florida

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This document is approved by the School Board of Charlotte County.

The *Student Progression Plan* is governed by Florida state statute, State Board of Education rule, and School Board policy. All content found within the *Student Progression Plan* is subject to change due to School Board or legislative action. Updated annually, the *Student Progression Plan* is posted on the district's website and distributed to all schools for use in decision-making and developing school-based procedures.

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District Vision

Success For All!

District Mission

To educate, inspire, and support all students to build stronger communities.

Core Values

Empowerment

Community

Collaboration

Communication

Integrity

Resilience

Innovation

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 an adopted, comprehensive student progression plan 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 the student masters the performance standards approved by the State Board of Education;
- provide for a student’s progression from one grade to another based on the student’s mastery of the standards in [s. 1003.41](#), specifically English Language Arts, social studies, science, and mathematics.
- 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.



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- 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.
- Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications to include participation in curricular and instructional options and the demonstration of competence of standards through attainment of industry certifications.
- Allow the parent of a student with disabilities who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program to retain his or her child in consultation with the individual education plan team.
- Notify parents of any K-3 student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, statewide assessments, or teacher observations.
- Pursuant to s. 1003.02(1)(i), at the beginning of each school year, notify students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career and professional academies, career-themed courses, the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10), work-based learning opportunities,



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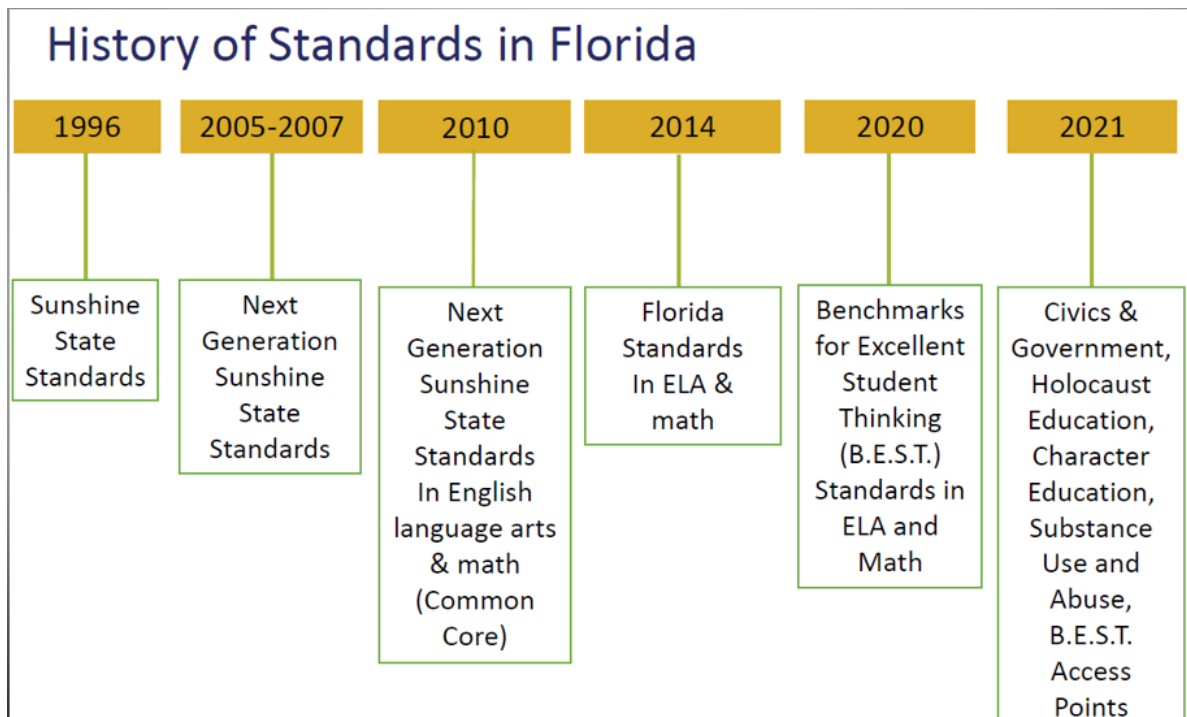
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including internships and apprenticeship and preapprenticeship programs, foundational and soft-skill credentialing programs under s. 445.06, and Florida Virtual School courses; options for early graduation under s. 1003.4281; and the contact information of a certified school counselor who can advise students on these options.

STANDARDS [F.S. 1003.41]

What are the standards? The standards are student-centered expectations from which all curriculum, instruction and assessments are based. The standards are what the state of Florida has revised. Charlotte County Public Schools is “standards-based.” The expectation is that teachers “teach the standards” using “evidence-based” resources and instructional materials in a student-centered classroom that result in “standards-based assessments” and learning outcomes that are proficient and on-grade level. Members of the instructional staff, 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.



Charlotte County Public Schools is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school or classroom library, or included on a reading list, 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. A course description directs district personnel by providing the essential content and course requirements for each course in grades K-12 contained in the "Course Code Directory and Instructional Personnel Assignments" adopted by Rule 6A-1.09441, [F.A.C., Course requirements approved by the State Board of Education](#) and are available online by visiting CPALMS, 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>.



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State Academic Standards

The state academic standards establish the core content of the curricula to be taught in the state and specify 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 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 include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired. State academic standards reside in English Language Arts, Mathematics, Social Studies, Science, visual and performing arts, physical education, health, and foreign language.

The State Board of Education approved the Next Generation Sunshine State Standards (NGSSS), now referred to as state academic standards, for social studies and science in December 2008. These standards include content aligned with American History, Geography, Economics, Civics and Government, World History, Humanities, Psychology, Sociology, Financial Literacy. New standards approved in July 2021 include Holocaust Education, Civics and Government, Character Education, and Substance Abuse Prevention.

State Academic Standards in science establish specific curricular content for, at a minimum, the nature of science, earth and space science, physical science, and life science. To find more information regarding the State Academic Standards for social studies please click [HERE](#). To find more information, including resources, regarding the state academic standards for science, please click [HERE](#).

Florida's B.E.S.T. Standards

On February 18, 2014, the Florida State Board of Education voted unanimously to adopt the Florida Standards. The Florida Standards replaced previous state standards in ELA and mathematics. 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 (ELA) 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. With the adoption of the B.E.S.T. Standards, course descriptions were revised in order to remove the former Florida Standards and add the newly adopted B.E.S.T. standards. The state's assessment of students in the Florida Standards of English Language Arts and Mathematics ended at the conclusion of the 2021-2022 school year in order to fully transition to the B.E.S.T. Standards and launch Florida's Assessment of Student Thinking (FAST). The State Academic Standards in science and social studies remain in place.



Full implementation of both K-12 ELA and K-12 Mathematics B.E.S.T. Standards with corresponding instructional materials occurred in the 2022-2023 school year. This corresponds with the first year of statewide assessments aligned to the new B.E.S.T. Standards, Florida's Assessment of Student Thinking (FAST).



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- B.E.S.T. Standards for English Language Arts
 - The B.E.S.T. Standards for English Language Arts were fully implemented in the 2022-2023 school year along with aligned instructional materials and the FAST state assessments in grades 3-10. To find more information, including resources, regarding the B.E.S.T. Standards for English Language Arts, please click [HERE](#).
- B.E.S.T. Standards for Mathematics
 - The B.E.S.T. Standards for Mathematics were fully implemented in the 2022-2023 school year along with aligned instructional materials and FAST state assessments in grades 3-8. To find more information, including resources, regarding the B.E.S.T. Standards for Mathematics, please click [HERE](#).

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 or the characteristics of dyslexia.
2. Students in kindergarten through grade 4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia
3. 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 statewide, standardized assessment program is aligned to the core curricular content established in the state academic standards. Participation in the assessment program is mandatory for all students. The statewide, standardized assessment program shall be designed and implemented as follows:

- *Statewide, standardized comprehensive assessments*
 - Coordinated screening and progress monitoring program for students in the Voluntary Prekindergarten Education Program (VPK) through grade 2
 - Statewide, standardized English Language Arts (ELA) assessments (FAST – Florida Assessment of Student Thinking/coordinated screening and progress monitoring system) for students in grades 3 through 10
 - Retake opportunities for the grade 10 ELA assessment
 - The statewide, standardized Mathematics assessments (FAST/coordinated screening and progress monitoring system) for students in grades 3 through 8
 - The statewide, standardized Science assessment for students at the elementary (grade 5) and middle (grade 8) grades levels.

In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score.

Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to s.1008.25(8)(b)2 is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.



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- *End-of-course (EOC) Assessments*
 - 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. Sections 1003.4156 and 1003.4282 govern the use of statewide, standardized EOC assessment results for students.
- *Nationally recognized high school assessments*
 - As of the 2021-2022 school year, the district will select either the SAT or ACT for districtwide administration to each student in grade 11.
- *Students with Disabilities; Florida Alternate Assessment*
 - For students with significant cognitive disabilities, the Florida Alternate Assessment will be administered to accurately measure the core curricular content established in the state academic standards.
- *Florida Civic Literacy Exam (FCLE)*
 - Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy. Any student in grades 6–12 will be eligible if enrolled in the United States Government course. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5), F.S.

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

The results of statewide, standardized assessment in ELA and mathematics, science, and social studies, including assessment retakes, shall be reported in an easy-to-read and understandable format and delivered in time to provide useful, actionable information to students, parents, and each student's current teacher of record and teacher of record for the subsequent school year.

In accordance with s.1008.22, F.S., the right of the parent to review statewide, standardized assessment results is provided via the parent's login to his/her account in FOCUS (student information system) and/or the Individual Student Score Reports published and distributed to school districts by the Florida Department of Education. Individual Score Reports are four-page color reports. The report provides



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general information about the Florida Statewide Assessment program and the student’s assessment results, including the student’s scale score, performance level, previous performance, and reporting category scores. The report also indicates how the student’s performance compares to that of other students who took the same test in the same school, district, and the state, and provides a list of helpful resources. The information on this report is presented in English, Spanish, and Haitian Creole. Parents may contact their child’s school principal for a copy of this report and for guidance on how to login to FOCUS. Parents wishing to review school-wide and district-wide statewide, standardized assessment results may also visit the “Know Your Schools” Data Portal located at <https://edudata.fldoe.org/>.

Florida Assessment of Student Thinking (FAST) / Coordinated Screening and Progress Monitoring System (CSPM) Subjects/Grade Levels Tested

- FAST: Grades 3–10 English Language Arts (Writing component in grades 4–10)
- FAST: Grades 3–8 Mathematics
- CSPM: VPK-2

End-of-Course (EOC) Assessments and other Grade Level/Subject Areas Tested

- Grades 5 and 8 Statewide Science Assessment
- Biology EOC Assessment
- US History EOC Assessment
- Civics EOC Assessment
- Algebra 1 EOC Assessment
- Geometry EOC Assessment

English Language Learner (ELL) and Exceptional Student Education (ESE) students, enrolled in the tested grade levels, participate in the CSPM, FAST, EOC, and other grade level/subject area test administrations. Administration accommodations are provided to eligible students based on ELL, 504 and ESE Plans.

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

All students must participate in the statewide, standardized assessment program required under [s. 1008.22](#) and the coordinated screening and progress monitoring system. A student who does not achieve a Level 3 (indicating grade-level performance) 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 grade-level 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 individualized progress monitoring plan

*A student who has a substantial reading deficiency or a substantial mathematics deficiency must be covered by a federally required student plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include, at a minimum:

1. The student's specific, identified reading or mathematics skill deficiency.



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2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. For a substantial mathematics deficiency, the intensive interventions that will be provided to the student and/or a description of the current services.
6. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
7. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

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.

NOTE: As required by the K-12 Comprehensive Evidence-Based Reading Plan, schools will enroll students scoring a Level 1 on the Florida Assessment of Student Thinking (FAST) English Language Arts Assessment in a course that is in addition to English Language Arts and taught by a reading endorsed or reading certified teacher.

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

Annually, the school district shall submit a *K-12 Comprehensive Evidence-Based Reading Plan* approved by the school board for the specific use of the evidence-based reading instruction allocation, based upon a root-cause analysis. The plan shall also describe how the district prioritizes the assignment of highly effective teachers to kindergarten through grade 2 and how reading coaches are assigned to individual schools. 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 B.E.S.T. English Language Arts Standards as provided in [Rule 6A-1.09401](#). This information must be reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents. 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 have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence and comply with [Section 1011.67\(2\), F.S.](#); and
- (f) Supplemental instructional materials have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence and 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.



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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 2024-2025 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 and behavioral instruction and intervention supports matched to student need in alignment with educational standards. The integrated instruction and intervention model delivered to students in varying intensities (3 Tiers) is 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 ClassLink. 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, 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.



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For more information regarding specific EWS indicators, please refer to the 2024-2025 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 State Academic Standards and B.E.S.T 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 State Academic Standards and B.E.S.T Standards, and the student’s response to evidence-based instruction and interventions implemented with fidelity.

For more information regarding promotion and retention, please refer to the 2024-2025 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.

[SBE Rule 6A-1.09422](#) presents the following scale scores for each achievement level on the comprehensive statewide assessments:

ELA Reading progress monitoring assessment scale scores (0 to 341) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten	0-113	114-133	134-146	147-161	162-341
1	0-134	135-152	153-169	170-187	188-341
2	0-165	166-182	183-195	196-210	211-341

Mathematics progress monitoring assessment scale scores (38 to 369) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten	38-100	101-118	119-132	133-146	147-369
1	38-129	130-146	147-159	160-171	172-369
2	38-157	158-170	171-184	185-200	201-369

(6) Examinee scores on the grades three through ten statewide ELA Reading, grades four through ten statewide ELA Writing, and grades three through eight statewide Mathematics assessments shall be reported by the use of scale scores and achievement levels defined after the baseline assessment administered during the 2022-2023 school year. Examinee scores on the statewide Science assessment shall be reported by the use of scale scores and achievement levels defined after the baseline assessment administered during the 2011-2012 school year. Examinee scores on EOC assessments shall be reported by the use of scale scores



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and achievement levels defined by the baseline assessment administered as follows: Algebra 1 EOC assessment (2022-2023), Algebra 1 EOC assessment for retake students (2014-2015), Geometry EOC assessment (2022-2023), Biology 1 EOC assessment (2011-2012), United States History EOC assessment (2012-2013), and Civics EOC assessment (2013-2014).

(a) The achievement levels for the comprehensive statewide, standardized assessments administered pursuant to s. 1008.22(3)(a), F.S., and the progress monitoring assessments administered pursuant to s. 1008.25(9), F.S., shall be as shown in the following tables.

ELA Reading statewide assessment progress monitoring scale scores (140 to 308) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-185	186-200	201-212	213-224	225-260
4	154-198	199-212	213-223	224-236	237-270
5	160-205	206-221	222-231	232-245	246-279
6	161-208	209-224	225-236	237-249	250-284
7	165-214	215-231	232-241	242-256	257-292
8	169-219	220-237	238-250	251-261	262-300
9	174-223	224-241	242-253	254-266	267-303
10	179-229	230-246	247-257	258-270	271-308

Mathematics statewide assessment progress monitoring scale scores (140 to 291) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	140-182	183-197	198-208	209-224	225-260
4	155-199	200-210	211-220	221-237	238-273
5	158-206	207-221	222-233	234-245	246-285
6	168-212	213-228	229-238	239-253	254-287
7	175-222	223-234	235-246	247-257	258-288
8	183-226	227-243	244-253	254-262	263-291

ELA Writing statewide assessment minimum scale score (154-308) required for on grade level achievement:

Grade	On Grade Level
4	220
5	218
6	220
7	232
8	234
9	231
10	238

Science statewide assessment (baseline 2011-2012) grade-level scale scores (140 to 260) for each achievement level:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	140-184	185-199	200-214	215-224	225-260
8	140-184	185-202	203-214	215-224	225-260

(b) The achievement levels for the EOC assessments administered pursuant to s. 1008.22(3)(b), F.S., shall be as shown in the following tables.

Algebra 1 EOC assessment (baseline 2022-2023) scale scores (325 to 475) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
325-378	379-399	400-417	418-434	435-475



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Geometry EOC assessment (baseline 2022-2023) scale scores (325 to 475) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
325-384	385-403	404-422	423-431	432-475

Biology 1 EOC assessment (baseline 2011-2012) scale scores (325 to 475) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
325-368	369-394	395-420	421-430	431-475

United States History EOC assessment (baseline 2012-2013) scale scores (325 to 475) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
325-377	378-396	397-416	417-431	432-475

Civics EOC assessment (baseline 2013-2014) scale scores (325 to 475) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
325-375	376-393	394-412	413-427	428-475

(c) The achievement levels for the retake assessments administered pursuant to ss. 1008.22(3)(a) and (b), F.S., shall be as shown in the following tables.

Grade 10 ELA Retake assessment (baseline 2014-2015) scale scores (240 to 412) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
284-333	334-349	350-361	362-377	378-412

Algebra 1 EOC Retake assessment (baseline 2014-2015) scale scores (425 to 575) for each achievement level:

Level 1	Level 2	Level 3	Level 4	Level 5
425-486	487-496	497-517	518-531	532-575

Florida Alternate Assessment (FAA)

Per Rule 6A-1.0943, the Florida Alternate Assessment (FAA) is designed for students whose participation in the general statewide assessment program (Florida Assessment of Student Thinking, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations, assistive technology or accessible instructional materials. The FAA measures student academic performance on the Access Points – Alternate Academic Achievement Standards (AP-AAAS) in Language Arts, Mathematics, Science, and Social Studies. Access Points are academic expectations written specifically for students with the most 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.



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FAA – Performance Task Scale Scores



Florida Standards Alternate Assessments (FSAA)—Performance Task Scale Scores for Each Achievement Level

The table below includes the final achievement level cut scores established in Rule 6A-1.09430, F.A.C., on June 20, 2017, for FSAA—Performance Task English Language Arts (ELA), Mathematics, and Science assessments; and on February 20, 2018, for FSAA—Performance Task Social Studies assessment.

Assessment	Level 1	Level 2	Level 3	Level 4	
Alternate ELA Scale Scores (540-660) for Each Achievement Level	Grade 3 ELA	540-582	583-598	599-617	618-660
	Grade 4 ELA	540-581	582-596	597-617	618-660
	Grade 5 ELA	540-582	583-598	599-617	618-660
	Grade 6 ELA	540-582	583-598	599-617	618-660
	Grade 7 ELA	540-582	583-598	599-617	618-660
	Grade 8 ELA	540-581	582-597	598-613	614-660
	Grade 9 ELA	540-581	582-597	598-619	620-660
	Grade 10 ELA	540-583	584-597	598-616	617-660
Alternate Mathematics Scale Scores (540-660) for Each Achievement Level	Grade 3 Mathematics	540-585	586-599	600-616	617-660
	Grade 4 Mathematics	540-586	587-598	599-617	618-660
	Grade 5 Mathematics	540-585	586-599	600-616	617-660
	Grade 6 Mathematics	540-585	586-599	600-616	617-660
	Grade 7 Mathematics	540-586	587-599	600-616	617-660
Alternate Science Scale Scores (540-660) for Each Achievement Level	Grade 5 Science	540-579	580-598	599-615	616-660
	Grade 8 Science	540-579	580-599	600-618	619-660
End-of-Course (EOC) Scale Scores (725-875) for Each Achievement Level	Access Algebra 1 EOC	725-773	774-796	797-822	823-875
	Access Geometry EOC	725-776	777-798	799-826	827-875
	Access Biology 1 EOC	725-772	773-794	795-822	823-875
	Access Civics EOC	725-772	773-795	796-817	818-875
	Access U.S. History EOC	725-777	778-791	792-817	818-875



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FAA- Datafolio Achievement Levels Standards:



Florida Standards Alternate Assessments (FSAA)—Datafolio Achievement Levels Standards

The table below includes the final achievement level standards established in Rule 6A-1.09430, F.A.C., on February 20, 2018, for FSAA—Datafolio ELA, Mathematics, Science, and Social Studies assessments.

For all FSAA—Datafolio Grades and Subjects	
Level 1	The progress scores for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress scores for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress scores for each of the three (3) standards in the content area include a 3 or higher in at least two (2) standards.

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.

2023-2024 B.E.S.T. ELA Performance

FAST ELA Achievement					
2023-2024: LEVELS 1-5					
Grade Level	FAST ELA	FAST ELA	FAST ELA	FAST ELA	FAST ELA
	Level 1	Level 2	Level 3	Level 4	Level 5
	%	%	%	%	%
3	17	25	26	21	11
4	23	25	21	22	9
5	17	28	24	22	10
6	23	27	19	20	10
7	24	26	19	21	10
8	21	25	26	16	13
9	23	27	20	18	11
10	26	25	21	18	9



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2023-2024 Retentions

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

Grade Levels	Academically Promoted	Retained in Same Grade	Number of Students	Percentage of Students Retained
K	1055	24	1079	2.22
1	1149	50	1199	4.17
2	1148	19	1167	1.63
3	1083	64	1247	5.13
4	1231	0	1231	0
5	1157	1	1158	0.09
6	1190	16	1206	1.33
7	1138	31	1169	2.65
8	1187	31	1218	2.55
9	1434	0	1434	0
10	1518	1	1519	0.07

2023-2024 Promotions for Good Cause

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

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.	25
Students with disabilities whose IEP indicates participation in the statewide assessment plan is not appropriate.	1
Students who demonstrate an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.	35
Students who demonstrate through a student portfolio that the student is performing at least at Level 2 on the statewide, standardized ELA assessment.	N/A
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.	47
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.	1
TOTAL NUMBER OF STUDENTS PROMOTED FOR GOOD CAUSE	109

Note: Per SB 1048 (2022 Legislative Session), for purposes of determining grade 3 retention pursuant to s. 1008.25(5) and high school graduation pursuant to s.1003.4282, student performance on the 2022-2023 comprehensive, end-of-year progress monitoring assessment under s. 1008.25(8) (FAST) shall be linked to 2021-2022 student performance expectations. In addition to the good cause exemptions under s. 1008.25(6), a student may be promoted to grade 4 for the 2023-2024 school year if the student demonstrates an acceptable level of performance through means reasonably calculated by the school district to provide reliable evidence of the student's performance.



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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 1007.27\(1\)](#), related to articulated acceleration mechanisms, specifies that articulated acceleration mechanisms must be available for secondary students and include dual enrollment and early admission, credit by examination, the College Board Advanced Placement program, the International Baccalaureate Program, the Advanced International Certificate of Education program, and credit earned through Florida Virtual School.

Charlotte Virtual School (CVS)

Charlotte Virtual School (CVS) is a franchise of Florida Virtual School (FLVS), serves as Charlotte County's virtual instruction program, and satisfies the requirements set forth in Florida Statute. CVS serves Charlotte County students in K-12th grades. Students may enroll as part-time or full-time participants in this program. Full time CVS students (grades K-11) are required to take six courses.

CVS utilizes the FLVS curriculum, which is rigorous, standards-based, and designed for students on or above grade level in reading and math. By nature, virtual learning is approximately 95% reading. CVS is NOT a credit recovery program. Virtual education requires students to be self-motivated, disciplined, organized, technologically literate, independent learners, who have good time management skills. Parent/guardian student support as "learning coaches" has been shown to bolster student success. CVS courses are taught by local CCPS teachers who are highly qualified in their subject area(s).

CVS is a school of choice and serves K-12 students registered as public-school students. Pursuant to



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s.1008.22 F.S., each full-time CVS student is required to participate in statewide assessments, as well as the coordinated screening and progress monitoring system under s.1008.25(8). Full-time CVS students have the opportunity to earn a standard high school diploma issued by Charlotte County Public Schools and are given the same opportunities as brick-and-mortar school students to participate in extracurricular activities at their zoned school.

For more information, please visit the Charlotte Virtual School's website at <https://www.yourcharlotteschools.net/cvs>.

Student Eligibility

Pursuant to [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](#).

Virtual instruction programs and courses are designated as school choice options for students. A district may not establish eligibility criteria that would limit student access to virtual choice options. This includes requiring a student to have a specific grade point average to participate in a virtual education choice option. However, a district does have the responsibility of providing guidance to students based on the student's academic history and educational goals. This should be addressed on an individual basis rather than setting policies that preclude a whole segment of the student population from participating in virtual education.

The school counselor has a role to play in determining whether an online course is appropriate for the student based on the student's academic history and academic goals. However, a counselor:

- may not expressly limit a student from enrolling in online courses offered by the school district, another school district, or FLVS;
- may not require students to take online courses in addition to a full-time schedule at the school;
- May not limit the number of online courses in which students may enroll (based on the student's goals and academic history);
- May not deny access to an online course because the course is offered at the student's traditional school;
- May not require students to enroll in a district online course instead of those offered by other school districts or FLVS;
- May not require a student to withdraw from an online course to take the course at the school;
- May not restrict students from taking online courses for core subjects (allowing students to take online courses only for electives); or



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- May not require a student to enroll in a course at a district school in the same subjects as the online course (even in the case of graduation requirements in the final year or semester).

Please note, however, that students enrolled in the district are subject to district policies relating to student progression. While the district may not artificially limit a student's enrollment in online courses offered by the school district, another school district or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. 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.

As a school choice option, the district may specify participation requirements for continuation in the virtual program or course. A virtual student has to meet compulsory attendance requirements that mandate regular attendance in school. Therefore, virtual students should be actively engaged in the course and completing lessons, assignments, and tests according to the course pace chart.

Charlotte Virtual School Recommended Academic Criteria

Elementary Students

- Kindergarten
 - No academic requirements apply
- Grades 1-5
 - Successful completion of the previous grade

Secondary Students

- Successful promotion from the previous grade
 - For entrance at the mid-point of the school year, passing grades (C or higher) in the first semester grade level core classes (English/language arts, math, science, social studies)
 - Note: CVS does not offer credit recovery
 - Minimum GPA 2.0.
- Proficient scores (Level 3, 4, or 5) on FAST ELA and any applicable EOCs.
- Grade level proficiency on an official standardized test administered by another state public school system
 - Homeschool students - portfolio review, if there are no assessment scores

12th Grade Students

- Ninth grade cohort year must be on track for 4-year graduation.
- Passing test scores for 10th grade FAST ELA and Algebra 1 or Geometry EOC (or concordant scores)
- Successful course completion of:
 - 3 credits of English
 - 3 credits of math (including Algebra 1 and Geometry)
 - 2 credits of science
 - 2 credits of social science
 - Minimum 2.0 GPA

Application Process



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Enrollment for the CVS full-time program is twice yearly at the start of each semester (August and January). The online application can be found on the CVS website: <https://www.yourcharlotteschools.net/cvs>.

Enrollment is not final until the following steps are completed:

1. Submit a student application by the declared deadline,
2. Attend the mandatory new student orientation,
3. Complete the Conditions of Enrollment Agreement,
4. Participate in the first day of school, and
5. Adhere to the application process and established withdrawal procedures

Special Note to applicants currently enrolled and receiving services in an Exceptional Student Education program (ESE): Charlotte County Public Schools' ESE Special Programs and Procedures states, "The district assures provision of full educational opportunity to all children with disabilities, aged three through twenty-one, using the kind and number of facilities, personnel, and services necessary to meet this goal. A free appropriate public education (FAPE) is available to all students with disabilities upon determination of need."

CVS is considered a "school of choice." This means that the special education or related services which were provided at the student's previous school of enrollment may not be provided at CVS. Prior to enrollment at CVS, an IEP team must convene to determine whether CVS is an appropriate student placement.

Withdraw/Completion 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.
- After the 21-day grace period, full-time CVS students are recommended to remain with CVS until the end of semester 1.
- Once a student completes more than 50% of a course, the course will be reflected on the student's official CCPS FOCUS transcript.
- The student must pass all discussion-based assessments and take the segment final exam in order to earn course credit.
- In adherence with the FLVS policy, to ensure students are mastering course content, there is a 14-day minimum learning experience for all half-credit courses, except Personal Fitness and Health Opportunities in Physical Education (21-days), and Fitness Lifestyle Design (24-days).

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



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- 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



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(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.



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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 career and technical education (**A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the Course Code Directory.*)
- Electives: *For a student who enters grade 9 before the 2023-2024 school year, earn three credits in electives, or for a student who enters grade 9 in the 2023-2024 school year and thereafter, earn 2.5 credits in electives and .5 credit in financial literacy.*
- A cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale is required
- The HOPE credit 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 consist of completion of at least 18 credits, 2.0 GPA, and the following requirements:

- 4 credits in ELA (*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*)



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- 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.

CREDIT ACCELERATION PROGRAM (CAP) [F.S. 1003.4295(3)]

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).



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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 2024-2025 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](#).



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

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and a demonstrated level of achievement of college-level communication and computation skills as provided under [s. 1008.30\(1\) or \(2\)](#).

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. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses or limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent postsecondary institution.

For more information regarding dual enrollment programs, please refer to the 2024-2025 Student Progression Plan ~ High School.

DISTRICT PHYSICAL EDUCATION & WELLNESS PROGRAM [F.S. 1003.455; F.S. 1003.453]

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



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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.



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- 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.

According to [Section 1003.453, F.S.](#) (*School Wellness and Physical Education Policies; Nutrition Guidelines*):

- Grades 6-8: School districts are encouraged to provide basic training in first aid, including cardiopulmonary resuscitation, for all students in grade 6 and grade 8.
- Grades 9-12: School districts are required to provide basic training in first aid, including cardiopulmonary resuscitation, for all students in grade 9 and grade 11. Instruction in the use of cardiopulmonary resuscitation must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. The instruction must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and use an automated external defibrillator when a school district has the equipment necessary to perform the instruction. Private and public partnerships for providing training or necessary funding are encouraged.

[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,



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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 student 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 (Maryland) if 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



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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;



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- 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



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(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. Grade-level 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,



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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. Homeless youths, especially those unaccompanied, may face barriers in accessing and completing postsecondary education, such as difficulties in applying for, receiving financial aid, and lacking a support network. The local liaison, along with guidance counselors and other LEA staff tasked with college preparation, will ensure that all homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid, and the availability of on-campus supports. 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 visit 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:



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- (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.



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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 eligible 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.

Children with disabilities 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 students with and without disabilities 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 students with a disability opportunity 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 inclusive activities with disabled peers.

For more information on Exceptional Student Education (ESE), please access the 2023-2024 Elementary School, Middle School, and High School Student Progression Plans.

HOSPITAL/HOMEBOUND [SBE Rule 6A-6.03020]

A student who is homebound or hospitalized 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,



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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;
- 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



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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 2023-2024 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.



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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.

For more information, please visit the Charlotte County Home Education website at [Home Education CCPS](#)

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



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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.

TEACHER TRANSFER REQUEST PROCESS [F.S. 1003.3101, 1012.42]

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:



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- *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*