



**HIGH SCHOOL
STUDENT PROGRESSION
PLAN
(GRADES 9 ~12)**

2023-2024

**Mark Vianello
Superintendent of Schools**



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.

The School Board of Charlotte County does not discriminate (including anti-Semitism [as defined in Bylaw 0100]) on the basis of race, ethnicity, color, national origin, sex (including sexual orientation, gender status, or gender identity), recognized disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment. The School Board also ensures equal access for Boy Scouts of America and other identified patriotic youth groups, as required by 34 C.F.R. §108 (Boy Scouts Act). (School Board Policy [1122](#), [3122](#), [4122](#), [2260](#)) The District Title IX Coordinators and Equity Compliance Officers for the District are Adrienne McElroy (Assistant Superintendent for Human Resources and Labor Relations), available at (941) 255-0808, Michael Desjardins (Assistant Superintendent for School Support), available at (941) 255-0808, and Danielle Hudzina (Director of Human Resources), available at (941) 255-0808. The District Section 504 Compliance Officer and ADA Coordinator is Rebecca Marazon (Coordinator of Psychological Services), available at (941) 255-0808. (School Board Policy [2260](#))

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District Vision

Student Success!

District Mission

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

Core Values

Collaboration

Integrity

Leadership

Excellence

Safety

INTRODUCTION

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

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

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

All incoming ninth grade students and their parents or guardians shall be active participants in choosing an end-of-high school destination and putting in place preliminary four-year plans to achieve those goals. It is our belief that students perform better when they are interested in what they are taught; therefore, all students will enter high school identifying career pathways based on self-identified personal interests and abilities that may lead to future careers. These pathways are flexible and open to change during registration. These destinations will also accommodate the needs of Exceptional Student Education (ESE) students as defined in the Individual Education Plans (IEP) and students with active 504 Plans.

Destinations include the following:

- Four-year university, community college plus university, or military academy;
- Two-year postsecondary degree;
- Postsecondary vocational-technical certificate; and
- Immediate employment or entry-level military.

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

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

ADMISSIONS

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

ATTENDANCE [F.S. 1003.24, 1003.21]

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

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

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

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

For specific information about attendance including the types of absences as well as guidelines and responsibilities for make-up work, please refer to the [Code of Student Conduct](#) on the district website.

CURRICULUM AND INSTRUCTION [F.S. 1003.4156]

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

Mastery of Student Performance Standards

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

Considerations When Creating a Four-Year Plan

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

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

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

Course Placement

Students will be placed into high school courses based on mastery of the appropriate standards. Consistent with school board rules and in accordance with [F.S. 1012.28 \(5\)](#), the principal of the school is the final authority in the placement of students in programs or classes.

Course Prerequisites

Many courses listed in the Charlotte County Public Schools' High School Course Catalogs have prerequisites. These prerequisites must be honored unless student petition and the ensuing conversation with a Certified School Counselor indicate that an exception needs to be made based on data and the student's learning path.

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

Enrollment in Sequential Courses

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

Enrollment in Off-Campus Courses

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

Required Instruction [F.S. 1003.42; SBE Rule 6A-1.094124]

Members of the instructional staff at all schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy. [Rule 6A-1.094124, Required Instruction Planning and Reporting](#) states the following: "Efficient and faithful teaching of the required topics must be consistent with the State Academic Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments. Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the State Academic Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Following the prescribed courses of study, and employing approved methods of instruction, members of the instructional staff shall teach the following, per [Section 1003.42\(2\)](#), F.S.:

- a. The history and content of the Declaration of Independence.
- b. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- c. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- d. Flag education, including proper flag display and flag salute.
- e. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- f. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- g. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. [1000.05\(7\)](#), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week."
- h. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and

curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

- i. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
- j. The elementary principles of agriculture.
- k. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- l. Kindness to animals.
- m. The history of the state.
- n. The conservation of natural resources.
- o. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
 1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - a. Injury prevention and safety,
 - b. Internet safety,
 - c. Nutrition,
 - d. Personal health,
 - e. Prevention and control of disease,
 - f. Substance use and abuse,
 - g. Prevention of child sexual abuse, exploitation, and human trafficking,
 2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abusive behavior, and community resources available to victims of dating violence and abuse.
 3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
 4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
 - a. Self-awareness and self-management.
 - b. Responsible decision-making.
 - c. Resiliency.
 - d. Relationship skills and conflict resolution.
 - e. Understanding and respecting other viewpoints and backgrounds.

- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
5. a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.
 - b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

- p. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- q. The study of Hispanic contributions to the United States.
- r. The study of women's contributions to the United States.
- s. The nature and importance of free enterprise to the United States economy.
- t. Civic and character education on the qualities and responsibilities of patriotism and; citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s.101.151(9).

In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other school-wide character building and veteran awareness initiative meets this requirement.

Each school district must submit an implementation plan to the commissioner and post the plan on the school district's website. The implementation plan must include all of the following:

- The methods in which instruction will be delivered for each grade level.
- The professional qualifications of the instructional personnel.
- A description of the instructional materials.

The commissioner or the department must notify a school district if its implementation plan or reported instruction, do not meet the requirements of established rules. The school district has a minimum of 45 days after receipt of such notice to submit revisions to its implementation plan to the department. The State Board of Education may initiate any of the actions under s. 1008.32(4) if a school district fails to comply with the requirements of established rules.

Instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- No race is inherently superior to another race.
- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

Note: The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration."

Resiliency Education: Civic and Character Education and Life Skills Education [SBE Rule 6A-1.094124]

Civic and character education, and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students. The district will annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in [Rule 6A-1.09401, F.A.C., Student Performance Standards](#). The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:

- a. Empathy, perseverance, grit, gratitude and responsibility;
 - b. Critical thinking, problem solving and responsible decision-making;
 - c. Self-awareness and self-management;
 - d. Mentorship and citizenship; and
 - e. Honesty.
3. Recognition of signs and symptoms of mental health concerns;
 4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
 5. Strategies to support a peer, friend, or family member through adversity;
 6. Prevention of suicide;
 7. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and
 8. Awareness of local school and community resources and the process for accessing assistance.

Substance Use and Abuse Education [SBE Rule 6A-1.094124]

The district will annually provide instruction to students in grades K-12 related to youth substance use and abuse health education. Using the health education standards adopted in [Rule 6A-1.09401, F.A.C., Student Performance Standards](#), the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

Child Trafficking Prevention Education [SBE Rule 6A-1.094124]

The school district will annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness. Using the health education standards adopted in [Rule 6A-1.09401, F.A.C., Student Performance Standards](#), the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.

Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:

1. Recognition of signs of human trafficking;
2. Awareness of resources, including national, state and local resources;
3. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
4. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
5. Information on how social media and mobile device applications are used for human trafficking.

In order to assist with instruction, the FDOE will maintain a human trafficking webpage, located at <http://www.fldoe.org/schools/healthy-schools/human-trafficking.shtml>, with information about the education described in this rule; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

By December 1 of each year, the school district will submit an implementation plan to the commissioner through the Required Instruction Reporting Portal and post the plan on the school district website. The implementation plan must include:

1. The methods in which instruction will be delivered for each grade level;
2. The professional qualifications of the person delivering instruction; and
3. A description of the materials and resources utilized to deliver instruction.

9/11 Heroes' Day [F.S.683.335]

The Governor shall proclaim September 11 of each year as "9/11 Heroes' Day," which shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks. If September 11 falls on a day that is not a school day, "9/11 Heroes' Day" shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities.

Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class or the United States Government class must receive at least 45 minutes of instruction on "9/11 Heroes' Day" topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees, civilians, and emergency responders who were killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to:

- (a) The historical context of global terrorism.
- (b) A timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.
- (c) The selfless heroism of police officers, firefighters, paramedics, other first responders, and civilians involved in the rescue and recovery of victims and the heroic actions taken by the passengers of United Airlines Flight 93.
- (d) The unprecedented outpouring of humanitarian, charitable, and volunteer aid occurring after the events of September 11, 2001.
- (e) The global response to terrorism and importance of respecting civil liberties while ensuring safety and security.

Reproductive Health and Disease Education and Health Education; instruction in acquired immune deficiency syndrome [F.S. 1003.42 and F.S.1003.46]

According to F.S. 1003.46, *Health Education; instruction in acquired immune deficiency syndrome*, throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, a school shall:

- (a) Classify males and females as provided in s. 236 1000.21(9) and teach that biological males impregnate biological females by fertilizing the female egg with male sperm; that the female then gestates the offspring; and that these reproductive roles are binary, stable, and unchangeable.
- (b) Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage.
- (c) Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems.
- (d) Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.
- (e) Provide instruction and material that is appropriate for the grade and age of the student.

According to F.S. 1003.42, *Required Instruction*, any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. The school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must

include a link for a student's parent to access and review the instructional materials used to teach the curriculum.

A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

All ~~instructional~~ materials used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, must be approved by the department (FLDOE).

Student Welfare [1001.42, F.S. and SBE Rule 6A-10.081]

Classroom instruction by school personnel or third parties on sexual orientation or gender identity in prekindergarten through grade 8 is prohibited, except when required by ss. 1003.42(2)(n)3 “For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy” and 1003.46 “Health education; instruction in acquired immune deficiency syndrome.” If such instruction (sexual orientation or gender identity) is provided in grades 9-12, the instruction must be age-appropriate or developmentally appropriate for students in accordance with state standards. This applies to charter schools.

To complement F.S.1001.42(8), State Board of Education Rule 6A-10.081 *Principles of Professional Conduct for the Education Profession in Florida* ensures educators are teaching to the standards, as outlined in Florida’s state academic standards (Rule 6A-1.09401). The Rule provides that educators “Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3 and 1003.46, F.S. and shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for which a student’s parent has the option to have his or her student not attend.”

Violation of State Board of Education Rule 6A-10.081, *Principles of Professional Conduct for the Education Profession in Florida* may result in a sanction against the educator’s Florida Educator Certificate.

The Selection and Use of Non-Adopted Instructional Materials including School Library Media Centers & Classroom Library Collections [F.S. 1006.28]

The school district continues to increase its transparency and accountability for selecting and using non-adopted instructional material and developing school library and classroom library collections.

Administrative procedures for the following actions are followed:

- All school librarians, media specialists, and other personnel involved in the selection & maintenance of school district library materials, classroom libraries, or materials maintained on a reading list will complete the training program developed by the state before reviewing and selecting age-appropriate materials and library resources.
- Each book made available to students through a school district library media center, classroom library, or included in a recommended or assigned school or grade-level reading list will be selected by a school district employee who holds a valid educational media specialist certificate, regardless whether the book is purchased, donated, or otherwise made available to students.
- District-wide procedures for developing library media center collections, including classroom libraries, are implemented and posted on the website of each school within the district.

- Each elementary school will publish on its website, in a searchable format prescribed by the state, a list of all materials maintained and accessible in the school library media center, classroom library, or required as part of a school or grade-level reading list.
- The district will publish on its website the process for a parent to limit his or her student's access to materials in the school or classroom library.
- The district will publish on its website, in a searchable format prescribed by the state, a list of all instructional materials, including those used to provide instruction required by s.1003.42 (required instruction).
- The district will provide public review access to all non-adopted instructional materials (excluding teacher editions) in accordance with s.1006.283(2)(b)8.a. and request school board approval prior to purchase.
- The district will annually report to the Commissioner of Education, and identify in the superintendent's annual certification of approved instructional materials programs, materials for which the school district received an objection for the school year, the specific objection thereto, and each material that was removed or discontinued as a result of the objection, including the grade level and course for which a removed or discontinued material was used, as applicable. The report will also identify each material that was not removed or discontinued and the rationale for not removing or discontinuing the material.

The school principal is responsible for overseeing compliance with school district procedures for selecting and using non-adopted instructional materials and school library media center materials, including classroom libraries, at the school to which they are assigned.

For more information regarding these administrative procedures, please refer to the *Charlotte County Public School's Instructional Materials and School Library Media Center Policies & Administrative Procedures Plan*.

Computer Science and Technology Education [F.S.1007.2616]

Middle and high schools in each district, including combination schools in which any of grades 6-12 are taught, must provide an opportunity for students to enroll in a computer science course as identified in the [Florida Department of Education's Course Code Directory](#). If a school does not offer an identified course, the district will provide students access to a computer science course through Charlotte Virtual School, Florida Virtual School or through other means.

Grade Level Classification and Placement

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

- **Grade Level Classification and Promotion within High School**
 - Under normal circumstances, students are classified at the end of each school year.
 - In order to be classified as a sophomore (grade 10 student), the student must have completed one year of high school with a minimum of five credits to include one credit in mathematics and one credit in English.
 - In order to be classified as a junior (grade 11 student), the student must have completed two years of high school and been awarded eleven credits to include two (of four) in mathematics and two (of four) in English.

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

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

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

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

➤ *Placement for Students with Disabilities*

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP).

➤ *Placement from Accredited Schools in Grades 9-12*

Students enrolling in grades 9-12 from an accredited out-of-state or out-of-country public, private, or charter school shall be placed in a grade consistent with the recommendations of the sending school and the support information provided that documents student progress and mastery of standards. [SBE Rule 6A-1.09941](#) *State Uniform Transfer of Students in Middle Grades and High School* shall be the governing rule and guiding policy when making decisions on enrollment and placement in grades 9-12.

➤ *Placement from Home Education or Unaccredited Schools in Grades 9-12* [[F.S.1002.41](#), [F.A.C. 6A-1.09941](#)]

[Florida Statute 1002.41](#) defines home education programs. Students entering Charlotte County Public Schools and requesting credit for a home education program must follow the Alternative Validation Procedure specified by [6A-1.09941](#), F.A.C., *State Uniform Transfer of Students in Middle Grades and High School*. Students seeking initial placement in grades 9-12 from a home education program or an unaccredited charter, public or private school shall be evaluated by the local school to determine the most appropriate grade level placement. Criteria to be considered shall include

age and maturity, standardized achievement test results, state assessment results, progress as it relates to the Florida Standards and benchmarks, previous records from public or private schools and evidence from the student's portfolio of work and achievement while in home education.

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

For additional information on the *State Uniform Transfer of Students in Middle Grades and High School* defined by [SBE Rule 6A-1.09941](#), please refer to the *2023-2024 Student Progression Plan ~ Introduction*

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

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

For more information, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

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

For more information, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

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

➤ Promotion of Late-in-the-Year Transfer Students

The promotion of students transferring into Charlotte County Public Schools during the last grading period shall be determined primarily by the grades and records received from the sending school.

➤ Transfer Credit [6A-1.09941, F.A.C.]

Work or academic credit may be transferred into Charlotte County Public Schools if the credit was earned in another public school, private school or home school.

- If validation of the official transcript is deemed necessary for accreditation purposes, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level. To receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period for each course.
- The number of high school credits transferred shall not exceed the number that may be earned under School Board Policies in comparable periods of time.
- No transfer student shall receive a high school diploma without having passed all required Florida state assessments or earned the applicable concordant or comparative scores unless the student demonstrated mastery on a reciprocal exam from the state of origin.
- Transfer students shall be required to complete graduation requirements based upon their grade placement. Such requirements for graduation shall not be retroactive for transfer students, provided the student has met the requirements of the school district or state from which he or she is transferring. However, students may be required to complete the maximum number of credits a student may earn during regular full terms each year if their overall high school credit total will be less than the credits normally required of Charlotte County Public Schools students to graduate.

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

Class Enrollment Requirements

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

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

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

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

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

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

- Charlotte Virtual School (CVS) is the provider of first choice for virtual instruction; however, in situations in which CVS cannot fulfill the need, students may qualify to access the services of Florida Virtual School (FLVS).
- Computer labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at CVS/FLVS.
- Due to National Collegiate Athletic Association (NCAA) eligibility requirements, Division I and II prospective student athletes should consult NCAA eligibility requirements regarding virtual courses and courses taken online through credit retrieval programs. Several of these courses may not be recommended for prospective NCAA Division I and II athletes. Students are highly encouraged to consult with their Certified School Counselor in conjunction with the Athletic Director of the high school prior to enrolling in virtual coursework.

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

For more information regarding virtual school opportunities, eligibility, and procedures, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

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

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

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

Florida Statute 1003.4295, *Acceleration options*, defines the “Credit Acceleration Program (CAP).” CAP is created for the purpose of allowing a student to earn high school credit required for high school graduation through passage of an end-of-course assessment (Algebra I, Geometry, United States History, or Biology), an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. Students wishing to utilize CAP through an Advanced Placement examination or CLEP are highly encouraged to speak to their Certified School Counselor as implications to the timeliness of awarding course credit upon the availability of certain Advanced Placement Examinations scores may have impact on graduation status, GPA calculation, diploma awards and designations, etc.

For more information regarding ACCEL options as they apply to CAP and the awarding of the 18 –Credit ACCEL Standard Diploma Option, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

Honors or Advanced Coursework

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

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

➤ *Honors or Advanced Course Placement*

Please refer to each individual high school’s course catalog/curriculum guide for information on placement criteria and eligibility in honors and advanced coursework.

➤ *Advanced Placement [F.S. 1007.27(6)]*

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

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

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

➤ *Advanced International Certificate of Education (AICE)*

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

Within AICE, there are more than 40 subjects from four subject group areas:

1. Mathematics and Sciences
2. Languages
3. Arts and Humanities
4. Interdisciplinary and Skills-Based

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

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

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

➤ *Industry Certification*

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

recognized and applicable to an occupation that is included in the workforce system's targeted occupation list.

Dual Enrollment Programs & Articulation Agreements [F.S. 1007.271(1)(2), 1007.27(4)]

The Dual Enrollment program is the enrollment of an eligible secondary student (grades 6-12) or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.

The *Dual Enrollment Course -High School Subject Area Equivalency List* is located at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>

The *Dual Enrollment Course -High School Subject Area Equivalency List – CAREER Dual Enrollment Credit* is located at <https://www.fldoe.org/core/fileparse.php/7744/urlt/ACCAgenda-Feb2021-AppB.pdf>

The Department of Education shall approve any course for inclusion in the dual enrollment program that is age and developmentally appropriate and contained within the statewide course numbering system. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a Dual Enrollment student.

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

Students dually enrolled in the regular school year are exempt from payment of all application, registration, tuition, textbook costs, and laboratory fees. Home education students and charter school students may participate in the dual enrollment program. Students enrolled in home education will not be liable for the cost of instructional materials. Non-public and charter school students are responsible for the cost of their instructional materials. Transportation is the responsibility of all students.

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

Dual Enrollment shall be offered on the high school campus whenever possible. Students should take DE courses on their zoned high school campus if they are offered there. Dual enrolled courses receive the same weighting for GPA calculation as Advanced International Certificate of Education (AICE) and Advanced Placement (AP). School districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

The Dual Enrollment program is designed to expand the learning opportunities for qualified students. Qualified students who wish to enroll in college level or technical courses and who need credits to meet high school graduation requirements may enroll in approved post-secondary courses. These courses are taught as part of the high school curriculum and follow the curricular

guidelines established by the high school under Articulation Agreements with Charlotte Technical College, Florida SouthWestern State College, State College of Florida - Manatee-Sarasota, and Florida Gulf Coast University. Students must meet enrollment criteria specific to each dual enrollment course, and upon successful completion of each course will receive both high school and post-secondary credit. The number of college credits a student may earn is determined by the college or university.

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

A Dual Enrollment status is assigned to an eligible secondary school student who has certified that s/he is seeking an associated degree or vocational certification and who is enrolled in a college post-secondary course that is creditable toward the high school diploma. A Dual Enrollment student must be concurrently enrolled in a high school program.

Dual Enrollment courses will be graded using the college standards for grading. The Dual Enrollment grade will be reported the same for the high school report card/transcript and the college transcript. Dual Enrollment courses are part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Poor performance as a Dual Enrollment student can ultimately impact one's postsecondary career, including academic standing and financial aid eligibility.

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

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

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

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

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

The College and the School District shall collaborate in offering a variety of articulated acceleration mechanisms for secondary students.

Description of Process for Informing Parents and Students

Students and parents will be informed about accelerated program opportunities and processes through the following methods:

The High School will provide:

- High school visits/ advising sessions
- Parent Information sessions
- High school curriculum guides
- High school counseling offices
- High school counseling websites

The College will provide:

- Program flyers and posters
- College Accelerated Program website
- College advising sessions
- College Accelerated Program Orientation

The information available to students and parents by both parties shall include:

- The grade levels included in the program.
- A description of the Dual Enrollment Program including the delineation of courses and industry certifications offered, online course availability, and the return on investment associated with participation in the program.
- The high school and college credits earned for each postsecondary course completed and industry certification earned.
- Student eligibility criteria.
- The enrollment process and relevant deadlines.

Definition of Terms

1. **Accelerated Pathways**- The three Accelerated Pathways for eligible secondary students, described in this agreement are Dual Enrollment, Early Admission, and Early College.
2. **Dual Enrollment Program** – The Dual Enrollment Program is an Accelerated Pathway that is offered to eligible secondary students on a part-time basis (College credits are limited to 12 or less, and the student is required to enroll in at least one high school credit course). Students may enroll in college courses offered concurrently on the high school campus, courses on the college campus,

and in online courses, to earn both high school and college credit simultaneously. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as Dual Enrollment. College preparatory instruction, as defined in State Board of Education Rules and physical education courses, shall not be included in the Dual Enrollment program pursuant to [s. 1007.271 \(2\), Florida Statutes](#).

3. Career and Technical Dual Enrollment – A status assigned to an eligible secondary school student who has identified in their application that he/she is seeking a Post-Secondary Career Certificate programs, from a complete job preparatory program and is not enrolled in isolated technical courses; and who is enrolled in a College post-secondary course that is creditable toward the high school diploma. Technical Dual Enrollment students must be assessed and advised in appropriate A.S. or technical certificate career pathways at the College. A Technical Dual Enrollment student must be concurrently enrolled in a high school program with a minimum 2.0 unweighted high school GPA. Students enrolled in post-secondary instruction that is not creditable toward the high school diploma shall not be classified as Career and Technical Dual Enrollment. College preparatory instruction, as defined in State Board of Education Rules and physical education courses, shall not be included in the Dual Enrollment program pursuant to [s. 1007.271 \(2\), Florida Statutes](#).
4. Early College –Early College, described in 1007.273 F.S., provides a cohort of eligible 11th and 12th-grade students a full-time Early Admission Program to take courses at a mutually agreed upon location by the College and the School District (e.g., school-within-a-school model). This is a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree. The early college program must prioritize courses applicable as general education core courses under [s. 1007.25](#) for an associate degree or a baccalaureate degree. Located on a student’s high school campus that is a geographically isolated area from the College’s main district campus, the Early College Program follows a school-within-a-school model that allows students to complete an Associates of Arts degree. The district, college, and an approved SACS Prospectus is required before implementation. Charlotte County Public Schools will not establish a Collegiate Institute under the current articulated and acceleration plan with FSW. A charter school may execute a contract directly with the local Florida College System institution or another institution as authorized to establish an early college program at a mutually agreed upon location.
5. Early Admissions Program - The Early Admissions Program is a full-time Dual Enrollment Program providing high school students the opportunity to earn both high school and college credits simultaneously by taking college courses on the College’s campus or online, but not through concurrent courses. Students may continue to participate in extra-curricular activities at their sending school and/ or at the College. The Early Admissions Program processes are the same to that of Dual Enrollment with the following exceptions.
 - Must meet all test score requirements to be admitted.
 - Must be in 11th or 12th grade.
 - Must be enrolled full-time at College.
 - May not be enrolled in any high school courses.
 - Must enroll in a minimum of 12 college credit hours per Fall and Spring terms.

- May enroll up to 18 college credit hours per Fall and Spring term; up to 12 credits per Summer term.
- May not be required to enroll in more than 15 college credit hours per semester.
- Eligible students who fall below the full-time status are no longer part of the Early Admissions Program but may be eligible to continue to participate in the Dual Enrollment Program.
- All Early Admissions students will be required to take SLS 1515, Cornerstone as is required by all first-time in college students. It is recommended for a student's first semester and on the college campus.

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

6. Concurrent Courses- College courses taught on a high school campus by a college credentialed professor.
7. Concurrent Faculty- A teacher employed by the School District and credentialed, approved, and assigned by the College to serve as a college course instructor.
8. School District Designee- A person authorized by the School District (Assistant Superintendent of Learning) to approve and sign certain documents, such as student appeals and withdrawals.
9. School Designee- A person authorized by the High School to submit and sign documents, such as registration and test scores (School Principal or designee).

Students and their parents are encouraged to develop the student's educational plan through the use of the Florida Virtual Campus (FLVC), A Complete Florida Plus program. FLVC is made up of several units which provide statewide innovative educational services for Florida's K-adult students. Working collaboratively with Florida's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides free services to help students go to college, succeed in school, prepare for career success, and in life after graduation: FLVC.org.

Student Eligibility for Participation in Dual Enrollment

The School District is responsible for initial certification of student eligibility in dual enrollment.

- Students must be enrolled in at least one high school credit course during each term, excluding summer.
- Students must have a cumulative unweighted high school grade point average of 3.0 or better.
- Students must have the approval of the School Designee (i.e. through the signature on the Application and Registration forms)
- Students may take up to 12 credits through concurrent, on-campus, or online courses per semester;

- a. 6th-9th grade students must demonstrate the ability to take college level classes through minimum test scores and the submission of two letters of recommendation in addition to the approval of the School Designee.
 - b. Due to grade eligibility requirements, dual enrollment students must state their current grade level at the time of admission. No changes or exceptions will be made to extend grade levels or graduation dates.
- Students must meet or exceed placement test scores as outlined on the testing tables at <https://www.fsw.edu/testing/scoretables>

COLLEGE LEVEL PLACEMENT—READING/Writing						
COURSE	*P.E.R.T.	**ACT ®	***SAT ®	Digital SAT ® On or after June 30, 2023	Next-Generation ACCUPLACER Prior to July 31, 2022	Next-Generation ACCUPLACER On or after August 1, 2022
ENC1101—College-Level reading and writing is needed to enroll into this course	<input type="checkbox"/> Reading Skills (106-150)	<input type="checkbox"/> Reading (19-36)	<input type="checkbox"/> Reading (24-40)	<input type="checkbox"/> Evidence-Based Reading & Writing (490-800)	<input type="checkbox"/> Reading (245-300)	<input type="checkbox"/> Reading (256-300)
	<input type="checkbox"/> Writing Skills (103-150)	<input type="checkbox"/> English (17-36)	<input type="checkbox"/> Writing Language (25-40)		<input type="checkbox"/> Writing (245-300)	<input type="checkbox"/> Writing (253-300)

COLLEGE LEVEL PLACEMENT—MATH							
COURSE	P.E.R.T.	ACT ®	SAT ®	Digital SAT ® On or after June 30, 2023	Next-Generation ACCUPLACER Prior to July 31, 2022	Next-Generation ACCUPLACER On or after August 1, 2022	Next-Generation ACCUPLACER On or after May 1, 2023
MAT1033/MAT1100/MGF1106/MGF1107/MGF1113	<input type="checkbox"/> (114-122)	<input type="checkbox"/> (19-36)	<input type="checkbox"/> (24-40)	<input type="checkbox"/> (480-800)	<input type="checkbox"/> (242-300)	<input type="checkbox"/> (261-300)	<input type="checkbox"/> (261-300)
MAC1105/STA2023	<input type="checkbox"/> (123-150)	<input type="checkbox"/> (23-36)	<input type="checkbox"/> (28.5-40)	-	<input type="checkbox"/> (263-300)	<input type="checkbox"/> (263-300)	<input type="checkbox"/> (265-300)
MAC1106	<input type="checkbox"/> (135-150)	<input type="checkbox"/> (25-36)	<input type="checkbox"/> (29-40)	-	<input type="checkbox"/> (270-300)	<input type="checkbox"/> (270-300)	<input type="checkbox"/> (275-300)

NEXT GENERATION ADVANCED ALGEBRA AND FUNCTIONS (AAF) TEST			
<ul style="list-style-type: none"> To qualify for the Advanced Algebra and Functions (AAF) Test, a student must have achieved the following math scores: 			
P.E.R.T. (135+)	ACT (25+)	SAT (29+)	Next-Generation ACCUPLACER (270+) Before May 1, 2023 Next-Generation ACCUPLACER (275+) On or after May 1, 2023
<ul style="list-style-type: none"> Students who have achieved these scores and wish to enroll in a course higher than Combined College Algebra/Pre-Calculus (MAC 1106) are eligible to take the AAF test at any FSW Testing Center. There is no retest opportunity for the AAF. 			

NEXT GENERATION ADVANCED ALGEBRA AND FUNCTIONS (AAF) SCORES				
Prior to May 1, 2023				
<input type="checkbox"/> MAC1140 (250-262) Pre-Calculus Algebra	<input type="checkbox"/> MAC1114 (250-262) Trigonometry	<input type="checkbox"/> MAC1147 (250-262) Pre-Calculus Algebra/Trigonometry	<input type="checkbox"/> MAC2233 (263-275) Calculus for Business and Social Sciences I	<input type="checkbox"/> MAC2311 (276+) Calculus with Analytic Geometry I & Trigonometry Bypass Exam
On or after May 1, 2023				
<input type="checkbox"/> MAC1140 (250-275) Pre-Calculus Algebra	<input type="checkbox"/> MAC1114 (250-275) Trigonometry	<input type="checkbox"/> MAC1147 (250-275) Pre-Calculus Algebra/Trigonometry	<input type="checkbox"/> MAC2233 (250-275) Calculus for Business and Social Sciences I	<input type="checkbox"/> MAC2311 (276+) Calculus with Analytic Geometry I & Trigonometry Bypass Exam

DEVELOPMENTAL LEVEL PLACEMENT—READING/Writing/MATH						
COURSE	P.E.R.T.	ACT ®	SAT®	Digital SAT ® On or after June 30, 2023	Next-Generation ACCUPLACER Prior to July 31, 2022	Next-Generation ACCUPLACER On or after August 1, 2022
Reading/REA0019	<input type="checkbox"/> (50-105)	<input type="checkbox"/> (01-18)	<input type="checkbox"/> (10-23)	<input type="checkbox"/> (200-489)	<input type="checkbox"/> (200-244)	<input type="checkbox"/> (200-255)
Writing/ENC0022	<input type="checkbox"/> (50-102)	<input type="checkbox"/> (01-16)	<input type="checkbox"/> (10-24)		<input type="checkbox"/> (200-244)	<input type="checkbox"/> (200-252)
Math/MAT0057	<input type="checkbox"/> (50-113)	<input type="checkbox"/> (01-18)	<input type="checkbox"/> (10-23)	<input type="checkbox"/> (200-479)	<input type="checkbox"/> (200-241)	<input type="checkbox"/> (200-260)

*P.E.R.T.—Postsecondary Education Readiness Test

**ACT ® — American College Testing

***SAT ® — Scholastic

ALTERNATIVE ASSESSMENTS (FL 6A-10.0315) Effective Fall 2023

- Effective Fall 2023, a score that meets or exceeds the standard score on any one of the assessments shall be accepted as demonstration of readiness for college-level work. *Test scores are valid for 2 years.*
- FSW will accept scores listed on the public high school transcript in addition to official score reports from the issuing entity (e.g. college board, act.org, etc.) as an official record.

COLLEGE LEVEL PLACEMENT—READING/WRITING						
COURSE	PreACT®	PSAT	Digital PSAT® On or after June 30, 2023	**TASC™	***HiSET®	****GED®
ENC1101 <small>(College-Level reading and writing is needed to enroll into this course)</small>	<input type="checkbox"/> Reading (22-40)	<input type="checkbox"/> Reading (24-40)	<input type="checkbox"/> Evidence-Based Reading and Writing (490-760)	<input type="checkbox"/> Language Arts Reading (580-800)	<input type="checkbox"/> Language Arts Reading (15-20)	<input type="checkbox"/> Reasoning Through Language Arts (165)
	<input type="checkbox"/> English (18-40)	<input type="checkbox"/> Writing (25-40)		<input type="checkbox"/> Language Arts Writing (560 -800) +6 on Essay	<input type="checkbox"/> Language Arts Writing (15-20)	

COLLEGE LEVEL PLACEMENT—MATH								
COURSE	PreACT®	PSAT	Digital PSAT® On or after June 30, 2023	TASC™	HiSET®	EOC Assessments <small>(Algebra 1 or Geometry)</small>	ALEKS® PPL	GED®
MAT1033/MAT1100/MGF1106/ MGF1107/MGF1113	<input type="checkbox"/> (22-40)	<input type="checkbox"/> (24-40)	<input type="checkbox"/> (480-760)	<input type="checkbox"/> (560-800)	<input type="checkbox"/> (15-20)	<input type="checkbox"/> (4-5) <input type="checkbox"/> (4-5)	<input type="checkbox"/> (30-100)	<input type="checkbox"/> (165)
MAC1105/STA2023	-	-	-	-	-	-	-	-
MAC1106	-	-	-	-	-	-	-	-

DEVELOPMENTAL LEVEL PLACEMENT—READING/WRITING/MATH								
COURSE	PreACT®	PSAT	Digital PSAT® On or after June 30, 2023	TASC™	HiSET®	EOC Assessments	ALEKS® PPL	GED®
Reading/REA0019	<input type="checkbox"/> (10-21)	<input type="checkbox"/> (1-23)	<input type="checkbox"/> (200-489)	<input type="checkbox"/> (300-579)	<input type="checkbox"/> (1-14)	-	-	<165
Writing/ENC0022	<input type="checkbox"/> (10-17)	<input type="checkbox"/> (1-24)		<input type="checkbox"/> (300-559)	<input type="checkbox"/> (1-14)	-	-	
Math/MAT0057	<input type="checkbox"/> (10-21)	<input type="checkbox"/> (1-23)	<input type="checkbox"/> (200-479)	<input type="checkbox"/> (300-559)	<input type="checkbox"/> (1-14)	<input type="checkbox"/> (1-3) <input type="checkbox"/> (1-3)	<input type="checkbox"/> (0-29)	<165

- **TASC™—Test Assessing Secondary Completion
- ***HiSET®—High School Equivalency Test
- ****GED®—General Educational Development Test
- *EOC ASSESSMENTS—End of course assessments

- Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies.
- Exceptions to the twelve (12) college credit hour limitation may be granted by the College provided that the student is enrolled in secondary course(s) in the basic competency area(s) for which the student has been deemed deficient by the post-secondary readiness assessment, and is in good academic standing with a minimum College grade points average of 2.0. Students and the high School Designee must submit an *Accelerated Pathways Student Appeal* to the Director of Accelerated Pathways to be approved
- Eligibility requirements are consistent across all modalities of instruction, including online, concurrent, and courses taken on the college campus, unless otherwise stipulated.
- The *Accelerated Pathways Contract* will be used by high school counseling staff to inform students and parents of basic expectations for participants in the Dual Enrollment Program.
- Per 1007.271, F.S., regardless of meeting student eligibility requirements for continued enrollment in the Dual Enrollment Program, a student may lose the opportunity to participate

in a college 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.

- Students must maintain at least a cumulative 2.0 College term grade point average to continue in an Accelerated Program. The College Academic Warning procedures will apply to dual enrolled students who fall below the required 2.0 College GPA. Students placed on Academic Warning are given one semester to raise their cumulative College GPA to a 2.0. Students who do not meet the minimum GPA after one semester of Academic Warning will be dismissed from the Dual Enrollment Program.
- High school graduates are not eligible to participate in the Dual Enrollment Program. Recent high school graduates with at least 24 earned college credit hours may enter Summer Term courses post-graduation. If admitted, they are responsible for all tuition and associated fees and materials.
- Eligible students may take full-term Fall, Spring, and Summer Term coursework. Permission to enroll in Fall and Spring mini- A or B Term is only granted in exceptional circumstances by the School District Designee and the College. Summer mini-A or B Term is one course per term without additional approval. This does not include summer abroad programs.

Student Participation in the Dual Enrollment Program

- Students initiate their option to participate by working directly with their School Designee to ensure student eligibility.
- Students must initiate their application for Dual Enrollment Program courses through the College's online Accelerated Program Application found at <https://www.fsw.edu/admissions/dual>.
- Eligible students are responsible to submit test scores in all college-level areas before being admitted by the College. Eligible test scores determine course-taking eligibility.
- The School Designee or the student will provide the College with valid test scores and transcripts for each student applying per the College's process for each submission.
- Eligible students will work directly with the School Designee to complete an *Accelerated Pathways Registration Approval Form*. The signature of the School Designee on the form verifies student is eligible for grade point average and gives approval for enrollment in college courses.
- Eligible students may access the College's academic and advising services.
- Students are required to provide their own transportation to and from the College for on-campus courses.
- Students are required to secure their own Internet and computer access for online and hybrid courses.
- Students are limited to dual enrollment courses that are age and developmentally appropriate.

Process for Informing Students and Their Parents of College-Level Course Expectations

- The School Designee through one-on-one counseling, student and parent meetings, and printed materials will inform the student and their parent(s) about the college-level course expectations, including the College's policy on compliance with the Family Educational Rights and Privacy Act (FERPA) and access to student accommodations.
- The College will provide information on college-level course expectations on the course registration form, college application, and during orientation.

- Students enrolled in the Dual Enrollment Program that require an academic accommodation based upon a disability will be provided with an academic accommodation consistent with Section 504 of the Rehabilitation Act of 1971. The accommodation provided shall not be dependent on whether instruction occurs on a College campus or at a high school site.
- For a student to benefit from accommodations at the College level, students are required to self-identify. For information regarding the self-identification process and the services available, refer to the Office of Adaptive Services at <http://www.fsw.edu/adaptiveservices> or 239-432-7354.
- It is the obligation of the individual with a disability to request a reasonable accommodation. Enrolled students must submit any request for accommodations to the Office for Adaptive Services on the appropriate campus for consideration. Individuals with a disability must provide recent documentation from a qualified, licensed professional that speaks to the specific disability and the requested accommodation. Requests for accommodations must be specific to the documented needs. Once a student has been established with the office, it is the student's responsibility to request accommodations each semester that the student is enrolled.
- Individual Education Plans (IEPs) are not acceptable forms of primary documentation. IEPs are plans which were structured and agreed to with that school at the time they were written. They are not binding agreements with Florida SouthWestern State College. A valid IEP with the school district does not make the student eligible for college accommodations. Students with an IEP must request an accommodation. Approved district accommodations may be helpful in determining the level of support and types of accommodations which were provided to a student in the past.
- Students who take courses concurrently, and have approved high school accommodations, may not be supported by the College if issues arise and the student has not self-identified through the College's process.
- Dual Enrollment Program students and their parents will be offered the College's Accelerated Pathways Student/ Parent Information Sessions, through on-campus events or live/ on-demand webinars to thoroughly explain college-level course expectations.
- Dual Enrollment Program students have the same rights and considerations of all college students, as determined by the College's Students Rights and Responsibilities, found in the College's Catalog.

Delineation of High School Credit Earned

- Approved college course offerings are specified by the Florida Department of Education's statewide Agreement of Dual Enrollment. In addition, high school credit for Dual Enrollment Program courses will be awarded in accordance with the aforementioned agreement. The Florida Department of Education provides and annually updates the Dual Enrollment Course- High School Subject Area Equivalency List. This information is available online at <https://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/dual-enrollment.stml>
- Since students enrolled in the Dual Enrollment Program are meeting high school graduation requirements while taking college courses, the College accepts the signature of the School Designee as decisive regarding suitability of courses and/or the applicability towards high school graduation.
- All courses must be at least three (3) credits and be taken for a letter grade, not including required co-requisite courses.

- The district will apply all credits earned through the Dual Enrollment Program as subject area or elective credits toward high school graduation requirements. All credits not earned but attempted must be entered on the high school transcript.
- Dual Enrollment Program courses must apply directly toward the student's general requirements for high school graduation as outlined in 1003.4282, F.S., pursuant to 1007.271, F.S.
- Participating in any Dual Enrollment Program course creates a college transcript for the student. All grades, including withdrawals, will be posted to the student's permanent academic record. Low grades in college courses may adversely affect subsequent admission to public or private colleges and universities, as well as financial aid eligibility and/or availability.
- College credits earned through an articulated accelerated mechanism, as defined in the articulation agreement from 1007.27 F.S., are not calculated towards the excess hour requirement in 1009.286, F.S. which states students are required to pay an excess hour surcharge for each credit hour in excess of the number of credit hours required to complete the baccalaureate degree program in which a student is enrolled.
- Students earning credit under various acceleration programs are guaranteed transferability of credit under provisions of the State Articulation Agreement in cases where the student completes "general education requirements" and/or the Associate of Arts degree and is transferring to a state university in Florida.
- Students earning college credit through the Dual Enrollment Program in courses outside of the general education categories or outside of the AA degree requirements are not guaranteed transferability of credit and will be evaluated by the individual college or university policy involved.
- In accordance with 1007.271 (18), F.S., all courses taken through the Dual Enrollment Program must be weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when weighted grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against courses offered in the Dual Enrollment program are prohibited.

Exceptions to Required Grade Point Averages on an Individual Student Basis

- Exemptions to the grade point average, maximum number of allowable college credits, or other items as specified in the eligibility section of this document may be initiated by the High School Principal.
- The School Designee will notify the College, in writing, of the reasons why the Principal wishes to exempt a student from the state criteria.
- The Director of Accelerated Pathways reviews all exemption requests and makes a recommendation to the Dean of the School of Education.
- The Vice Provost of Academic Affairs is authorized to review and determine waiver eligibility in compliance with college operating procedures.
- It is the responsibility of the College's Director of Accelerated Pathways to notify the Principal and School Designee of the approval or disapproval of the exemption.
- Students whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diplomas, defined by 300.43 of Title 34, Code of Federal Regulations (CFR), and consistent with 1003.5716 F.S. on transition

planning, will meet minimum standard for admission as a standard high school diploma. § 6A-1.09963(6), F.A.C, specifies the district's obligation to inform parents and students.

Registration Policies for Dual Enrollment Program

- Eligible students with a current term application that have met testing requirements are to register through the College's Registration department by completing an *Accelerated Pathways Registration Form* for any college course by July 15th for Fall courses, December 1st for Spring courses, and April 15th for Summer courses.
- Students will be required to complete the self-paced online Accelerated Pathways Orientation annually.
- Students are responsible to submit a completed form to drop or add courses to the College's registration by the stated deadlines.
- Students who have not been registered through the College for a concurrent course and have attended a course without registering may be denied college credit.
- Students enrolled in the Dual Enrollment Program are not to initiate a withdrawal from their course(s) after the official College add/drop period has ended for the term the student is enrolled in without written consent from the School District Designee and School Designee. Students must present a completed *Accelerated Pathways Request for Withdrawal* to the College's Registration Department by the College's designated deadlines for the enrolled term. The College will follow its process for reviewing and determining eligibility for late drop/ late withdrawal petitions.
 - a. **Withdrawal-** A student who wishes to withdraw from a course for academic or personal reasons, after the add/drop date and within the stated College deadlines, will receive a "W" on their college transcript. The GPA is not affected. Fees are not waived.
 - b. **Late Drop-** Removes a course or courses from a term due to major extenuating circumstances beyond a student's control, which prevent course completion and occur after the drop deadline, but prior to the midpoint of the course. Course fees and academic history for the term are removed.
 - c. **Late Withdrawal-** Withdraws a student from a course or courses due to major extenuating circumstances beyond a student's control, which prevent course completion and occur after the published withdrawal deadline. Students will receive grades of 'W' (withdrawal), and the course will be counted as an attempt. The GPA is not affected. Fees are not waived.
- The College's Registrar makes the final determinations on late drop/late withdrawal petitions.
- The Director of Accelerated Pathways notifies the School Designee of the registrant's final determination on all late drop/ late withdrawal petitions.
- Students will not be allowed to repeat a course until after completion of high school graduation.
- Termination of enrollment in a college course without satisfactory completion may hinder timely fulfillment of high school graduation requirements.

Per state guidelines and standards set by the FSW IAA, students must meet the following unweighted cumulative high school GPA	Dual Enrollment: part time, high school based or through FSW Juniors & Seniors: up to 12 semester hours Sophomore limit – up to 9 semester hours 6 th -9 th limi- up to 9 semester hours								
<table border="0"> <tr> <td>6th-9th*</td> <td>Sophomores</td> <td>Juniors</td> <td>Seniors</td> </tr> <tr> <td>3.5</td> <td>3.5</td> <td>3.0</td> <td>3.0</td> </tr> </table> <p>*6th-9th transcript of successful completion of 5 core high school courses. Grade levels are determined by current grade at registration for Summer and must meet grade eligibility requirements.</p>	6 th -9 th *	Sophomores	Juniors	Seniors	3.5	3.5	3.0	3.0	
6 th -9 th *	Sophomores	Juniors	Seniors						
3.5	3.5	3.0	3.0						
Dual Enrollment- Students must submit minimum college-level passing scores on the appropriate section(s) of the placement test. Early Admission- Must submit minimum passing scores for all parts of the placement test at initial registration.									
Accelerated Learning students have differing policies from traditional college students on course selection, withdrawing from a course after add/drop deadlines, and retaking courses. Refer to your School District's Inter-Institutional Articulation Agreement (IAA) for more information on these processes, www.fsw.edu/dualenrollment .									
Students enrolled in the Accelerated Learning programs shall be exempt from payment of all application, registration, matriculation, and laboratory fees. Summer dual enrollment textbooks will be provided by FSW for all public, private, and home education students									
Home school students must also present an annual Acknowledgement of Home Education Enrollment and a Home School Verification Affidavit from the county School District.									
Must present a completed Accelerated Learning High School Registration Approval Form (AR-058) at each registration to add or drop from a class.									
Approved courses must be 3 credits or more courses except PE, Applied Music, and college preparatory (DLA). Students must meet all required College prerequisites.									
All courses taken through FSW's Accelerated Pathways produces a permanent college transcript. High school transcripts will abide by the Dual Enrollment Equivalency list from the Florida Department of Education, www.fldoe.org									
DE & EA students must maintain their eligible high school GPA and a Florida SouthWestern State College term GPA of 2.0 to remain eligible for Accelerated Pathways. Students who fall below a 2.0 will be on Academic Probation for one semester, and can be removed from the program.									
Accelerated Learning students have access to the College's academic support centers, Honors program, clubs and activities.									
Accelerated Learning students are protected under the Family Educational Rights & Privacy Act (FERPA).									
Accelerated Learning students who have an IEP or 504 must complete the self-identification process through the College's Adaptive Services to receive accommodations pursuant to Titles I and II of the Americans with Disabilities Act (ADA).									

Entry Placement Test Cutoff Scores

Eligible students are responsible to submit test scores in all college-level areas before being admitted by the College. Students who apply to enter degree or certificate programs shall present to the College Testing Center current test scores (no more than 2 years old) from any of the following tests: ACT, SAT, Post-Secondary Education Readiness Test (hereafter referred to as P.E.R.T.). The P.E.R.T. is scheduled and taken through Florida SouthWestern State College, either on the College campus or at the high school, and is administered by the Testing Specialist or designee. The School Designee or the student will provide the College with valid test scores and transcripts for each student applying per the College's process for each submission.

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

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

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

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

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

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

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

Students must satisfy the college preparatory testing requirements of Section 1008.30(3)(a), F.S. and Rule 6A-10.0315.

Students continuing in the program must meet the following:

- Florida SouthWestern State College students must maintain the required minimum high school GPA for continued participation in Accelerated Learning. The School District shall be responsible for monitoring continued high school GPA eligibility, confirmed each semester at the point of student registration. Exceptions to the required GPA may be granted if both the College Dean and the School District Assistant Superintendent for Learning mutually agree to the specific exception.
- Students must maintain at least a cumulative 2.0 College grade point average to continue Dual Enrollment. The standard Florida SouthWestern State College Academic Warning procedures will apply to Dual Enrollment students who fall below the required 2.0 College GPA. Students placed on Academic Warning/Probation are given one semester to raise their cumulative, college GPA to a 2.0. Students who do not meet the minimum GPA after the semester of Academic Warning/Probation will no longer be eligible to continue in the Dual Enrollment program.
- Students who meet the eligibility requirements of Dual Enrollment/Early Admissions are able to enroll in full-term courses during the Fall and Spring semesters only. Charlotte County students are not granted permission to enroll in Summer courses.
- Apply all credits earned through Dual Enrollment as subject area or elective credits toward high school graduation requirements. Beginning Fall 2016, ECO 2013 will include the financial literacy component required for high school graduation.
- All courses must be at least three (3) credits and be taken for a letter grade, not pass/fail unless required by the college, not including required laboratory experiences which may be less than three credits.
- Student performance in the Dual Enrollment courses shall be monitored by the faculty member on a regular basis via written testing and performance on assignments. Schools shall be advised by the College of final grades via the official grade report at the conclusion of the semester.

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

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

➤ College On-Line Classes

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

➤ Career Dual Enrollment

Career dual enrollment shall be provided as a curricular option of secondary students to pursue in order to earn industry certifications which count as credit towards the high school diploma. Career dual enrollment shall be available for secondary students seeking a career certificate and industry certification through a career education program or course. Students may visit the college website at <https://www.yourcharlotteschools.net/ctc> to review the career certificate dual enrolled programs offered. All programs have a cost sheet which illustrate additional fees associated with the program which could include uniforms, Skills USA, parking, additional equipment and/or clinical component requirements;

- For a Career Certificate, students must have at time of enrollment a 2.0 cumulative unweighted GPA and must maintain this GPA throughout enrollment in the program. Per F.S. 1007.271(3) the following exceptions to the required GPA exist for these programs: Emergency Medical Technician (3.0 GPA and interview), Practical Nursing (3.0 and all prerequisite requirements required for entrance), HVAC (2.5);

- Prospective students must complete an on-line career certificate dual enrollment application (available on the college website). All students enrolled in career dual enrollment will meet the Basic Skills Requirements as specified in [SBE Rule 6A-10.0315](#), as detailed within the program curriculum frameworks. If college readiness scores are not available, students will be given a schedule to register for the **CASAS** test to be taken at the College. The home high school and College will collaborate to determine final acceptance and monitor individual student performance to assure on-time graduation;
- Full-time Seniors attend can attend all day and take no more than 3 credits with Charlotte Virtual School to complete their High School Diploma (The nursing program requires that students have no more than 1.5 credits to complete upon acceptance and entrance into the program.
- Students will be responsible to meet the College rules for clock hour attendance (all students must follow the attendance guidelines by attending 95% of the program clock hour requirements) and behavior as specified in the Charlotte County Public Schools Code of Conduct and referenced in the CTC College Student Handbook. Students enrolled in career certificate dual enrollment will be required to maintain a 75% average in each Occupational Completion Point (OCP) to be considered a program certificate completer;
- Students who are selected will be required to attend an orientation with their parent/guardian;
- The students remain concurrently enrolled at their “home” high school and are allowed to participate in high school activities;
- Diplomas are awarded by the home high school; and
- Students earn their academic credits at the home school and elective credits from CTC through the post-secondary technical training programs

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

Career and Technical Education

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

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

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

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

➤ Career Themed Course(s) [F.S. 1003.493]

A “career themed course” is a course, or a course in a series of courses, that leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specified curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course that can be articulated to a postsecondary institution approved to operate in the state. The goals of a career and professional academy and career-themed courses are to:

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

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

- Articulated Credit: The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. This supports the Department’s Next Generation Areas of Focus effort “to expand opportunities for postsecondary degrees and certificates.” These agreements are intended to be a minimum

guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements. Please reference the Gold Standard Career Pathways Articulation Agreements at:

<https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>

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

Hospital/Homebound

The Hospital/Homebound program is a temporary ESE service requiring an Individual Education Plan. The curriculum follows that of the regular school, accommodating the medical needs of the student. The instructional program is individualized for each student to complete core academic courses (ELA, math, science, and social studies) successfully.

For more information regarding eligibility and services under Hospital/Homebound, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

Homeless Students

For more information regarding the educational services provided to homeless students under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, please refer to the 2023-2024 Student Progression Plan ~ Introduction or the Homeless Students School Board Policy #5111.01 and the [Homeless Education Website](#).

Home Education (“Home School Students”)

For more information regarding home education and the home school student’s access to courses, transfer grade placement, and participation in extracurricular activities, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

Foreign Exchange Students

For more information regarding foreign exchange student program requirements and admissions, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

English Language Instruction for Limited English Proficient Students

For more information regarding English language instruction for Limited English Proficient students and Florida’s assessment for English Language Learners, please refer to the 2023-2024 Student Progression Plan ~ Introduction.

Alternative Programs at The Academy

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

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

A Teenage Parent program is available for pregnant and parenting students with onsite child care and a parenting curriculum in addition to all academic programs to meet their needs for graduation.

The chart below summarizes the available alternative programs:

Educational Alternatives	Teen Parent	Disciplinary
<p><u>Eligibility:</u> Potential or retrieved dropouts and students who are overage for grade and failing. Grades: 6-12</p>	<p><u>Eligibility:</u> Pregnant & parenting teens Grades: Variable</p>	<p><u>Eligibility:</u> Infractions of the Code of Student Conduct including recommendations for expulsion or multiple suspensions.</p>
<p><u>The Academy</u> An alternative high school, providing a unique learning atmosphere for student success. The Academy also offers the Career Quest Program, which combines flexible schedules, internships, on-the-job training and a computer-based curriculum at the Town Center Mall.</p> <p><u>Project Pass</u> (Pathways to Achieve Student Success) A one to two-year intensive academic program to assist middle school students to get caught up and transition to high school.</p>	<p><u>HOPE</u> (Healthy Outcomes in Pregnancy and Education) This program offers comprehensive academic curriculum alternatives, childcare, parenting education, health & social services and enabling techniques through counseling to ensure a secure future for student and child. Located at the Academy.</p>	<p><u>S.E.A. / S.E.A. PLUS</u> (Suspension/Expulsion Alternative) Grades 6 – 12 Provides a highly structured environment that assists students with chronic and severe behavioral problems, students recommended for expulsion, transitioning back from expulsion or from a long term Dept. of Juvenile Justice Program. Offers an academic program, behavior modification and social skills training. Located at the Academy.</p> <p><u>AAP Program</u> (Afternoon Alternative Program) Grades 6 – 12 Offers a highly structured temporary educational placement for students who are charged with felony offenses. This program operates from 2:30 – 5:30 PM. Services include core academic coursework and behavioral modification.</p>

Homework

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

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

homework is completed and returned.

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

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing efforts and providing recognition
4. **Homework and practice**
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers

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

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

Academic Honesty

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

GRADING AND REPORTING PROCEDURES

Charlotte County Public Schools offers a standards-based curriculum and strives for consistency so that a

course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Charlotte County is based on the State Academic Standards and B.E.S.T Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indicator of the level of mastery of benchmarks and standards during and at the conclusion of a learning sequence.

Grading Criteria

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

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

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

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

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

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

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

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

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

Teachers shall be responsible for assuring student achievement of the student performance standards which are incorporated into their course standards.

State Grading Scale [F.S.1003.437]

Charlotte County Public Schools adheres to the following grading scale which is used in all middle and high schools:

Grade	Percentage	Quality Point Value	Progress
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Grade Point Average

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

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

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

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

Grades in the Extended Period

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

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

The same procedure will be followed for the second nine-week period to complete second semester. Progress reports are likewise issued at appropriate times. In addition, the semester exam waiver policy is applicable in the same manner as for regular classes.

Required Grade Point Average [F.S. 1003.4282(6)(a)]

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

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

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

Courses Earning Weighted Grade Point Average

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

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

1.0 Additional Point Value for

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

.50 Additional Point Value for

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

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

The district's Grade Forgiveness Policy is designed to assist students in meeting graduation requirements, including a minimum grade point average and successful completion of academic credit. An evaluation of a student's transcript to identify and correct issues that could potentially keep the student from graduating on time must be performed by the Principal or designee throughout the student's high school enrollment. Transcript reviews occurring only in the student's senior year is unacceptable practice since this will significantly shorten the time and opportunity for the student to correct any deficiencies required

to earn a standard diploma. Any questions regarding the district's Grade Forgiveness Policy are to be directed to the Assistant Superintendent for Learning. Schools do not have the authority to modify a student's transcript without written permission from the Assistant Superintendent for Learning.

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

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

✓ For example:

- Question:
 - A student takes English 4 for credit retrieval and fails it. Must this "attempt" at grade forgiveness go on the transcript?
- Answer:
 - Yes. All courses and grades, whether forgiven or not, must appear on the student's transcript. The Grade Forgiveness Policy does not provide the school the authority to alter a student's record or to delete the forgiven course and grade.
 - Each school is responsible for keeping a record of courses taken and a record of achievement.
 - The "F" of this attempt at credit retrieval will count in the GPA unless the same or comparable course is taken subsequently from it, and a "C" or higher is earned to apply grade forgiveness.

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

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

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

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

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

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

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

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

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

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

Can the corresponding semester credit be used to replace credit in the failed course?
 - *Answer:*

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

When applying the district grade forgiveness policy, it is acceptable to forgive a grade at a semester level only since the district issues credit on a semester basis. In other words, if one semester (Sem. 1) of a course is a "D" or a "F," and the other semester (Sem. 2) of that same course is a "C" or higher, grade forgiveness can be applied if another comparable course is taken subsequently in a later school year, and forgive the "D" or "F" of that one semester (Sem. 1) from the GPA with a grade of "C" or higher.

In this situation, the school may apply the Semester 1 grade of C or higher of the Liberal Arts Math 1 course to Semester 1 of any of the three math failed courses since they are, according to the Florida Department of Education's Course Code Directory, all level 2 courses with a MA (math) graduation subject. The school may do the same with Semester 2 of the Liberal Arts Math 1 course to Semester 2 of the other failed math course.

The district's Grade Forgiveness Policy will allow a general level (non-weighted) class to replace a failed honors' (.5 weighted) course. The general course and the grade obtained will replace the honors' course. The original honors' grade will not be used to compute the student's GPA.

➤ Grade Forgiveness/Credit Recovery and Dual Enrollment:

The district's Grade Forgiveness Policy does not apply to college-level dual enrollment courses (contained within the Statewide Course Numbering System) as these courses are not comparable to a course in the K-12 Course Code Directory. For example, the high school transcript must not reflect grade forgiveness applied to a "D" or "F" grade earned in an Advanced Placement course with a dual enrollment Course, and vice versa. In addition, the high school transcript must not reflect grade forgiveness of one dual enrollment course for another. However, F.S. 1009.285 and rule 6A-14.0301, F.A.C. authorizes a Florida College System Institution to allow the forgiveness of "D" or "F" grades. It is at the discretion of the college to allow a student to retake a course for the purposes of grade forgiveness. Grade forgiveness policies for dual enrollment courses are included in the Dual Enrollment Articulation Agreements between the college and the district. If the articulation agreement allows for grade forgiveness, all grades, including those forgiven, will remain on the postsecondary transcript.

➤ Grade Forgiveness/Credit Recovery and AICE:

Due to the proprietary nature of the AICE curriculum, the district's Grade Forgiveness Policy does not apply to AICE coursework. "Grade Forgiveness" and "Credit Recovery" are not available for AICE coursework, whether using the district's platform for credit recovery (Edgenuity) or the Credit Recovery courses available in the Florida Department of Education's Course Code Directory. Therefore, it is essential that the student, parent or guardian, and certified school counselor monitor closely a student's performance in AICE courses and make necessary decisions regarding schedule changes in a timely manner, if warranted and supportive of the school's schedule change policy. This is especially critical when enrolling students into AICE courses that will serve as the required credit to earn a high school standard diploma (i.e. English Language Arts). The student's option for "retrieving" credit of a failed AICE course is to retake the course in its entirety.

Scenario: An 11th grade student is enrolled in AICE English General Paper to serve as the English III credit towards a standard diploma. The student earns a "D" or "F" in the course for either semester 1 and/or semester 2. It is unacceptable practice to enroll the student into English III, English III honors, AP Literature or Language, or any other course in the Course Code Directory identified with an "EN" graduation subject code, or any dual enrollment course, for the purpose of grade forgiveness or credit recovery as defined in [s. 1003.4282\(5\), F.S.](#) This is applicable to brick-and-mortar, Edgenuity, and virtual instructional platforms. Important to note is that, per [s. 1003.4282\(5\), F.S.](#), any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

For more information and guidance regarding the District's Grade Forgiveness Policy, please refer to the CCPS' Technical Assistance Paper, "Transcript Maintenance."

Reporting Student Progress [F.S.1008.25]

Parents can view grades by registering with the District FOCUS Parent Portal. Parents may also view student academic, behavior, assessments and interventions data over multiple school years on School Portal using the same ID and password as for FOCUS. The software will automatically translate all

communications to a family's native language allowing greater collaboration with teachers. Student data is displayed in a meaningful way as the student progresses towards college and career readiness.

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

It is the firm belief of Charlotte County Public Schools that excellence in education requires communication between home and school. Good communication is informative, purposeful, and ongoing, and it should include the following:

- Interim reports at the midterm for all students (i.e., at the 4 ½ week interval for regular schedule and at the 2-week interval for extended period)
- Interim reports – daily, weekly, or an “as needed basis” for students performing below grade level
- A standard report card issued to all students four (4) times a year, after each nine-week grading session, and on uniform dates as adopted annually
- An annual report of student progress towards achieving state and district expectations for mastery of standards in English Language Arts, Mathematics, Social studies and Science based on results of district and statewide testing. Even if a student is 18 years of age or older, the parent will be notified when it is apparent that the student may fail or is doing unsatisfactory work in any course. The opportunity for a conference with the teacher, certified school counselor, and/or principal (or designee) will be provided

The results of statewide, standardized assessments 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 [F.S. 1008.22](#), 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 Report are four-page color reports. The report provides general information about the statewide, standardized 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. 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](#).

Report Cards [F.S. 1003.33]

Report cards provide the student and the student's parents or guardians with an objective evaluation of scholastic achievement with indicators of progress. All schools use the district approved report card as the primary means of reporting student progress. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards will clearly depict and evaluate the following:

- The student's mastery of Florida Standards
- The student's attendance, including absences and tardies
- The student's conduct and behavior
- Indication to parents when a student is working at a level below that expected for his/her assigned grade placement
- Grades which reflect
 - mastery of performance standards as outlined in the state course descriptions
 - mastery of standards' levels in English Language Arts, Mathematics, Social Studies and Science as appropriate; and
- Annual report of student progress towards achieving state and district expectations for master of standards in English Language Arts, Mathematics, Social Studies and Science, based on results of district and state-wide testing; and
- For ESE and ELL students, the report will include progress towards achievement of all goals and objectives.

Semester Grades

Semester grades are determined as follows:

First nine weeks	35%
Second nine weeks	35%
Semester exam	30%

The process is repeated for the second semester.

Semester Exams

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

Semester grades and credit of courses having a state standardized EOC assessment are not determined until the results of the state standardized EOC assessment are received by the district. Statewide, standardized EOC assessments constitute 30% of the final course grade. As such, teachers will not administer "teacher-made" semester exams to students enrolled in a course resulting in a statewide, standardized EOC assessment. Instead, the semester 1 and semester 2 averages will include 30% of the EOC assessment results. Charlotte County Public Schools reports grades on a semester reporting system only (terms one and two), therefore, the semester one and two averages must include 30% of the EOC assessment results. For semester one and semester two report cards, an asterisk (*) will be placed with a special note:

**Semester Exams & Semester Final Grades are pending end-of-year EOC assessment results. Please be advised: Due to various arrival dates of End-of-Course Assessment (EOC) results, CCPS will publish report cards in the FOCUS Parent Portal each time EOC assessment scores are received. At that time, the cumulative GPA will be updated and final. This will affect students that have taken EOC assessments for Algebra 1, Geometry, Biology, and U.S. History.*

Senior End-of-Course Exam Waiver

NOTE: Official State of Florida End of Course (EOC) assessments cannot be waived. Only seniors can waive exams; however, no one can waive statewide, standardized EOC assessments.

Exam waivers do not pertain to College Board Advanced Placement (AP) exams, AICE exams, and Dual Credit exams required by colleges and taken while enrolled in dual enrollment courses, nor do they pertain to official State of Florida EOC assessments.

The semester exam in a year-long course such as English or math, etc. can only be waived at the end of the entire course. A semester exam for a semester course can be waived at the end of first or second semester. Students must have

- an overall “A” or “B” average in the course
- no more than 5 absences for the semester (3 in a block class)
- no more than five tardies for the semester
- no external suspensions for the entire semester

The waiver must be signed by the student’s parent/guardian and submitted for administrative approval three (3) days prior to the semester exam date. When an exam is waived, the two nine-week grades for that semester will be averaged to obtain a semester average for the course.

Grade Point Average and Interscholastic Activities [1006.15(2)(3)(a)]

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

In order for a student to be eligible to participate in extra-curricular activities, the student must meet all of the requirements established by the governing regulations of the organization and maintain satisfactory conduct as defined by the district [Code of Student Conduct](#). For more information, please refer to the *Student Progression Plan ~ Introduction*.

HIGH SCHOOL CREDIT

The Board recognizes that circumstances may permit students in grades 9-12 to meet course requirements in less time than the state requirement of 135 clock hours (120 in an extended period or block class) of instruction for the purpose of determining graduation credit.

The Board hereby delegates the responsibility to determine whether or not such circumstances exist to the Superintendent, whose decision in such matters shall be final. The Superintendent will inform the Board of any such circumstances.

If, in the judgment of the Superintendent, circumstances exist that allow students to earn credit required for graduation without meeting the state requirement of 135 clock hours for credit, students must demonstrate mastery of established performance standards and applicable standards.

In such cases, each school department and/or grade level will identify and submit in writing to the principal for approval a set of strategies that will be used to assess student mastery of the established performance standards for each course in which the students are enrolled.

Furthermore, in such cases, it shall be the responsibility of the teacher of each course in which students are enrolled to provide instruction in, and to assess mastery of all established performance standards.

Progress towards mastery will be measured by teacher observation as well as the use of classroom assignments and/or teacher-made or commercially developed tests. At the conclusion of the days available for instruction, mastery of the established performance standards shall be measured by the use of comprehensive departmental/grade level examinations or by culminating activities or projects. Credit will be earned by successful mastery of the established standards as described above.

Definition of High School Credit [F.S. 1003.436(2)]

One full credit is defined as a minimum of 135 hours (120 in the extended or block period) of instruction in a designated course of study which contains student performance standards based on state standards.

- The school district maintains a one-half credit earned system; full year courses will reflect two .5 credit awards.
- A student enrolled in a full-year course *shall receive one-half (.5) credit* if the student successfully completes either the first half or the second half of a full-year course, but fails the other half of the course, and the averaging of the grades obtained in each half would *not* result in a passing grade.
- A student enrolled in a full-year course *shall receive a full (1.0) credit* if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course, *but* the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.
- Three (3) semester hours of college credit earned through dual enrollment and satisfying the requirements of the district's articulation agreement shall also equal one-half (.5) high school credit unless otherwise designated by the Articulation Coordinating Committee or the Florida Department of Education.
- The amount of in-class instruction time may be modified in dropout prevention program courses; however, the time must be sufficient to allow students to master course descriptions and district-adopted performance standards. The school board shall establish course standards, as defined by rule of the State Board of Education, for dropout prevention and academic intervention programs and procedures for ensuring that teachers assigned to the programs possess the affective, pedagogical, and content-related skills necessary to meet the needs of these students.
- A complete list of courses of study is available by accessing the [Florida Course Code Directory](#).

Credit Acceleration Program [F.S. 1003.4295]

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a passing score on the EOC. These courses include Algebra I, Geometry, Biology and U.S. History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding EOC. High school students interested in this option must confer with their counselor. The requirements and eligibility process are as follows:

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

In addition, [F.S. 1003.4295](#), *Acceleration options*, allows a student to earn high school credit in courses required for high school graduation through passage of an Advanced Placement Examination or a College

Level Examination Program (CLEP). Notwithstanding s. [1003.436](#), a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the Advanced Placement Examination or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. Students wishing to utilize CAP through an Advanced Placement examination or CLEP are highly encouraged to speak to their Certified School Counselor as implications to the timeliness of awarding course credit upon the availability of certain Advanced Placement Examinations scores may have impact on graduation status, GPA calculation, diploma awards and designations, etc.

Credit for High School Courses Taken Prior to Grade 9 [F.S. 1002.3105]

High school level courses taken prior to grade 9 may be used to satisfy high school graduation requirements and Florida Bright Futures Award requirements.

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

- Students are considered ninth graders during the periods in which they are enrolled in the high school credit courses offered at the middle school site
- The courses are listed in the [Florida Course Code Directory](#) and meet high school requirements
- The courses are offered for the same number of hours of instruction as currently offered at the high school
- Students demonstrate mastery of district course performance standards
- All grades earned must be placed on the high school transcript
- Students who earn a grade of “C,” “D,” or “F” will have the opportunity for grade forgiveness by retaking the same course or a comparable course in high school
- For a grade of “A” or “B,” the course and grade cannot be forgiven, will appear on the student’s high school transcript, and will be used in the calculation of the high school grade point average
- If the student retakes the course, only the higher grade and credit will be included in the grade point average calculation; however, the original grade will be shown on the transcript

Performance Based Credit

Credit can be awarded for performance-based learning as well as for courses with approved modifications as a strategy for dropout prevention at all of The Academy programs.

Course Recovery/Credit Retrieval Grading

High school students have an opportunity to achieve successful course completions after failing a course through participation in virtual courses, the summer credit retrieval program (when offered) or through the before, during, or after school credit retrieval program(s) throughout the school year (when offered).

Students earning credit via credit retrieval shall earn one of two grades if they successfully complete their coursework:

A grade of “D,” if the level of work results in a percentage of 60-69 percent.

A grade of “C,” if the level of work results in a percentage of 70 percent or higher.

Second Chance Option

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

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

Credit Restrictions

Level One Courses

No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student’s assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of need must be included in the student’s IEP or a student performance plan signed by the principal, the guidance counselor, and the parent/guardian. Student assessment will include review of all academic records, standardized test scores, and teacher evaluation. If these requirements are met, a Level 1 course may meet subject area graduation requirements. A Limited English Proficient (LEP) student may be placed in a Level 1 course based only on the student’s previous academic achievement or current needs, irrespective of English mastery of standards. Level 1 courses are listed in the [Florida Course Code Directory](#).

Remedial Credits

Any grade 9-12 course listed in the Florida Course Code Directory for which credit is given may be used to meet the elective credit requirement, except no more than nine (9) credits earned in remedial or compensatory education may be counted as elective credit. Remedial credits in mathematics or English may be used only as elective credits, and may not be used as credits for required courses in mathematics and English.

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

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma which includes passing the required statewide assessments. Students who meet all other graduation requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education (SBE).

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and by students, parents, and teachers to guide learning objectives. Participation in the statewide, standardized assessment program required under 1008.22 which includes the coordinated screening and progress monitoring system, the Florida’s Assessment of Student Thinking (FAST) in ELA and Mathematics, State End-of-Course (EOC) assessments, the statewide, standardized science assessments, and Florida Alternate Assessments (FAA) is mandatory for all VPK-12 students attending public schools.

In order to meet the state mandated requirements for assessment and progress monitoring, students will participate in the required state and district assessments used at the high school level to help determine student achievement. Each student must participate in statewide, standardized assessments unless

exempt under certain criteria established by the Commissioner of Education. For Exceptional Student Education (ESE), English Language Learners (ELL) students, and students who have a 504 plan, any accommodations must be specified in their individual education plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test. Other formative assessments may also be used to help determine student progress towards achievement. Required state and district assessments will be administered in accordance with the district's Uniform Statewide Assessment Calendar

Required State and District Assessments in High School

In all high school courses that do not have a state End-of-Course (EOC) assessment, high school students will take a district/teacher made midterm exam, and it will be 30% of the semester one grade. They will also take a district/teacher made final exam, and it will be 30% of the semester two grade. State EOC assessments are weighted 30%. The 30% weight of the State EOC assessment does not apply to students enrolled in Advanced Placement US History or Dual Enrollment American History participating in the State EOC assessment for the purpose of a Scholar's Designation on the Standard Diploma.

Florida Civics Literacy Exam (FCLE)

The 2021 Florida Legislature passed, and signed into law, Senate Bill 1108 which creates a process to allow students in high school to earn the civic literacy requirement before enrolling in a public college or university in the state. Beginning with the 2021-2022 school year, students taking United States Government will be required to take the assessment of civic literacy. Students who earn a passing score on the civic literacy assessment in the high school course will be exempt from the post-secondary civic literacy assessment. Please note the following:

- All students enrolled in US Government must take the test; however, the test is not required to earn a diploma, and it will not count 30% of the US Government grade. Florida Statute [1003.4282\(3\)\(d\)](#) will require students completing the United States Government course to take the test.
- The assessment will be delivered via the Cambium platform
- Accommodated versions of the test, as well as braille and large print, will be provided.
- The test will be deployed twice in the school year for use by students enrolled in semester 1 government courses and again for semester 2 government courses
- The requirement to sit for the test is based upon course enrollment, not grade level (in other words, it is not a "12th grade test." It is a test that all students enrolled in US Government are required to take, regardless of the students' grade level.
- Test results are not to be used in the calculation of the student's final course grade.
- Since a passing score exempts students from the postsecondary civics requirement, FDOE will have test score data transmitted on survey 5 so that it can be included on students' transcripts.
- On April 1, 2022, the Department posted the [FCLE Supplemental Guide](#) and [FCLE Sample Items](#).
- The purpose of these sample test materials is to orient faculty and students to the nature of the test content and test questions on the FCLE.
- The content included in the Supplemental Guide is not intended to replace associated coursework or other preparation methods required to demonstrate civic literacy, as described in Florida Statute.
- The sample questions and answers are not intended to demonstrate the length of the actual test.
- Student performance on the sample test should not be used as a predictor of performance on the actual test.

<i>GRADE</i>	<i>SUBJECT</i>	<i>STATE</i>	<i>DISTRICT</i>	<i>OTHER ASSESSMENTS</i>
9 th	English Language Arts	FAST or FAA ELA	Mastery Connect	PSAT 8/9 or PSAT/NMSQT Not a National Merit qualifying year
	Math	FAST or FAA EOC – *Algebra 1, Geometry, Geometry Honors (Dependent upon enrollment in course) *Must pass to earn standard diploma	Mastery Connect	Advanced Placement and/or AICE exams (dependent upon enrollment in course)
	Science	EOC or FAA EOC – Biology, Biology Honors (Dependent upon enrollment in course)	Mastery Connect	Advanced Placement and/or AICE exams (dependent upon enrollment in course)
10 th	English Language Arts	FAST or FAA <i>*Must pass to earn standard diploma</i>	Mastery Connect	PSAT/NMSQT <i>(not a National Merit qualifying year)</i>
	Math	FAST or FAA EOC – Geometry, Geometry Honors, Algebra 1B <i>(Dependent upon enrollment in course)</i>	Mastery Connect	ACT/SAT/PERT <i>(required for students planning to enroll in dual credit courses)</i>
	Science	EOC or FAA EOC– Biology, Biology Honors <i>(Dependent upon enrollment in course)</i>	Mastery Connect	Advanced Placement and/or AICE exams <i>(dependent upon enrollment in course)</i>
11 th	English Language Arts	FAST ELA, grade 10 retakes <i>(if needed)</i>	Mastery Connect	PSAT/NMSQT <i>(optional) – National Merit</i>
		FAST or FAA EOC –		ACT/SAT/PERT

	Math	Geometry, Geometry Honors, Algebra 1B (Dependent upon enrollment in course)	Mastery Connect	(SAT required for all 11 th graders – state funded)
	Social Studies	EOC or FAA EOC-US History, US History Honors (Dependent upon enrollment in course)	Mastery Connect	ASVAB (optional) Advanced Placement and/or AICE exams (dependent upon enrollment in course)
12 th	English Language Arts	FAST ELA grade 10 or grade 10 retakes (if needed)	Mastery Connect	SAT II (optional) Advanced Placement and/or AICE exams (dependent upon enrollment in course)
	Math	FAST or FAA EOC – Geometry (Dependent upon enrollment in course)	Mastery Connect	

Note: When the student reaches Grade 11, even if he/she has not taken the Grade 10 FAST PM 3 ELA assessment, he/she meets the criteria to participate in the retake version of the Grade 10 FAST PM 3 ELA assessment.

Concordant & Comparative Score Options [SBE Rule 6A-1.09422]

Concordant and Comparative Scores – A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422, Florida Administrative Code \(F.A.C.\)](#).

In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

If a student earns a concordant or comparative score, the score is valid even if the student has not yet taken the respective statewide assessment.

Students Graduating During the 2023-2024 School Year

Beginning with students who entered grade 9 in the 2020–21 school year (i.e., students expected to graduate in 2023–24), the following comparative scores are available for the statewide, standardized Grade 10 ELA assessment requirement:

- 480 or higher on SAT EBRW; or
- An average score of 18 or higher on the ACT English and ACT Reading subject tests. o If the average of the two subject test scores results in a decimal of 0.5, the score is rounded up to the next whole number. Additionally, the scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

Beginning with students who entered grade 9 in the 2020–21 school year (i.e., students expected to graduate in 2023–24), the following comparative scores are available for the statewide, standardized Algebra 1 EOC assessment requirement:

- 430 or higher on PSAT/NMSQT Mathematics; or
- 420 or higher on SAT Mathematics; or
- 16 or higher on ACT Mathematics; or
- Achievement Level 3 or higher on the statewide, standardized Geometry EOC assessment.

Classic Learning Test (CLT)

2023 Legislative action requires the State Board of Education to establish concordant and comparative scores in rule for the Classic Learning Test (CLT) for students who entered grade 9 in the 2020–2021 school year (i.e., students expected to graduate in 2023–24) and beyond. The Department intends to submit a proposed amendment to Rule 6A-1.09422, Florida Administrative Code (F.A.C.), to the State Board of Education at the July 2023 meeting to adopt scores for this requirement.

Students Graduating During the 2022–23 School Year

Adopted during the 2023 Legislative Session, House Bill 1537 establishes, in state law, the concordant and comparative scores listed below that students who are in the 2022–23 graduating class may use to meet their assessment graduation requirements if they have not yet earned the required passing score on the Grade 10 English Language Arts (ELA) assessment or the Algebra 1 End-of-Course (EOC) assessment.

****Concordant and Comparative Scores for Students in the 2022–23 Graduating Class ONLY!***

Grade 10 ELA Assessment Requirement	
SAT Evidence-Based Reading and Writing (EBRW) ¹	430
SAT Reading Subtest ²	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18
Algebra 1 EOC Assessment Requirement	
PERT	114
PSAT/NMSQT Mathematics ⁴	430
SAT Mathematics ⁵	420
ACT Mathematics	16
Geometry EOC	Level 3

¹ Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

² Administered in March 2016 or beyond. Students who entered grade 9 prior to 2019–20 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

³ For the ACT English and Reading subtests, if the average of the two subject test scores results in a decimal of 0.5, the scores shall be rounded up to the next whole number. Additionally, the scores for the English and Reading subject test on the ACT are not required to come from the same test administration.

⁴ Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

⁵ Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

***Grade 10 ELA Concordant Scores**

Grade 10 FAST ELA Reading ¹ , Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for all students who entered grade 9 in 2010–11 and beyond⁵:	
SAT EBRW ²	480
ACT English and Reading subtests ³	18
Available only for students who entered grade 9 between the 2010–11 and 2019–20⁵ school years:	
SAT EBRW ²	430
SAT Reading Subtest ⁴	24
ACT Reading	19

1 Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

2 Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

3 The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

4 Administered in March 2016 or beyond. Students who entered grade 9 prior to 2019–20 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

5 See the Table **Concordant and Comparative Scores for Students in the 2022–23 Graduating Class ONLY!** for additional guidance on all concordant score options for students graduating in 2022–23.

***Algebra 1 EOC Comparative Scores**

Algebra 1 EOC (B.E.S.T. ¹ , FSA, NGSSS)	
Available for all students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math ²	430
SAT Math ³	420
ACT Math	16
Geometry EOC ⁴	Level 3
Available only for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

1 Students whose assessment graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 EOC Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment and determines the date by which students must begin using the new comparative scores.

2 Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

3 Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

4 Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section below for eligibility criteria.

The Next Generation Sunshine State Standards (NGSSS) Algebra 1 Retake End-of-Course (EOC) Assessment was administered for the final time during the summer 2017 administration, and the FCAT 2.0 Reading Retake was administered for the final time during the spring 2018 administration. Students for whom these tests were their graduation requirement can meet that requirement by using either the prior or current concordant and comparative scores.

When a student or adult earns a passing concordant or comparative score to meet graduation requirement(s), it shall be recorded in their cumulative record. Regardless of whether they have already been awarded a certificate of completion, a student or adult who has met all other high school graduation requirements but has taken and failed one or more standardized, statewide assessments associated with a graduation requirement shall be awarded a standard high school diploma if the student or adult earns a concordant or comparative score. A student or adult may retest until they earn a passing concordant or comparative score as often as he or she chooses within the windows of the Florida Statewide Assessment Program Schedule.

FREQUENTLY ASKED QUESTIONS

1. Can students still use a PERT comparative score to meet the Algebra 1 assessment graduation requirement?

Per HB 1537 (2023 Legislative Session), students in the 2022-23 graduating class may apply a PERT score of 114 to meet the Algebra 1 assessment graduation requirement. A PERT score of 97 is available only for students who entered grade 9 between 2011-12 and 2018-2019 school years. A student graduating with the class of 2024 may not use a PERT score to meet the Algebra 1 assessment graduation requirement.

2. Can a student CAP both Algebra 1 and Geometry by passing the Geometry EOC?

No. Because [section 1003.4295 Florida Statutes](#) specifies that credit under CAP is limited to passage of a corresponding EOC, the statute anticipates that credit will be given upon passage of an EOC that to some degree covers the content of the course. Therefore, the fact that a passing score on the Geometry EOC assessment will be used to meet the Algebra 1 EOC assessment graduation requirement does not mean that it is a corresponding EOC for CAP credit.

3. Will PERT still be used for dual enrollment or other placement decisions?

Dual enrollment assessment requirements are defined in the articulation agreements between the district and the post-secondary college or university.

4. Are there ways to help students pay for SAT or ACT tests?

Yes. Both the College Board and ACT offer fee waivers for eligible students participating in the SAT and ACT, respectively. For more information on SAT eligibility, please visit <https://collegereadiness.collegeboard.org/sat/register/fees/fee-waivers>. For more information on ACT eligibility, please visit <https://www.act.org/content/dam/act/unsecured/documents/FeeWaiver.pdf>.

5. *Can students use the average of ACT English and ACT Reading scores from different test administrations?*

For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

For any student who has taken ACT more than once, the student's highest ACT English score from any administration may be combined with the student's highest ACT Reading score from any administration to determine an average of the two scores.

6. *Can students use SAT or ACT concordant or comparative scores that are deemed "non-college-reportable" by College Board or ACT?*

Yes. Statute and Rule do not offer any distinction between "college-reportable" or "non-college-reportable" scores for either the SAT or ACT. Any valid passing score reported by ACT or College Board may be used for the purpose of satisfying Florida's assessment graduation requirements.

Achievement Levels for Comprehensive Statewide Assessments [F.S. 1008.22 & SBE Rule 6A-1.09422]
Section 1008.22, Florida Statutes, requires that the State Board of Education (SBE) specify, by rule, the scale score ranges and achievement levels for each statewide, standardized assessment. In addition, F.S. 1008.22(3)(e)2 requires that the SBE designate passing scores, by rule, for each statewide, standardized assessment, which has been the minimum score in achievement level 3 for all statewide assessments since the requirement was first implemented in rule in 2013. The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and were implemented in grades K-12 in the 2014-2015 school year. All Florida schools teach the State Assessment Standards, and all students are assessed through the statewide, standardized assessment program.

Approved assessment accommodations are provided to eligible ELL, 504 Plan students, and ESE students with an assessment accommodation noted on the IEP.

Note: FSA equivalent scores will be reported in SY 2022-2023, as well as percentile rank. *At the time of the School Board's approval of the Student Progression Plan, the Florida Department of Education had not yet released the FSA equivalent scores to FAST.* New FAST scores based on the B.E.S.T. standards will be reported in 2023-2024 and beyond.

**Florida Assessment of Student Thinking (FAST) - B.E.S.T. ELA Assessment Scale Scores
For Each Achievement Level**

GRADE	LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
9	TBD	TBD	TBD	TBD	TBD
10	TBD	TBD	TBD	TBD	TBD

FSA ELA Assessment Scale Scores for Each Achievement Level

GRADE	LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
9	276-327	328-342	343-354	355-369	370-407
10	284-333	334-349	350-361	362-377	378-412

Florida Assessment of Student Thinking (FAST) - B.E.S.T. ALGEBRA 1 EOC Assessment Scale Scores for Each Achievement Level

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
TBD	TBD	TBD	TBD	TBD

FSA ALGEBRA 1 EOC Assessment Scale Scores for Each Achievement Level

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
425-486	487-496	497-517	518-531	532-575

Florida Assessment of Student Thinking (FAST) - B.E.S.T. GEOMETRY EOC Assessment Scale Scores for Each Achievement Level

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
TBD	TBD	TBD	TBD	TBD

FSA GEOMETRY EOC Assessment Scale Scores for Each Achievement Level

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
425-485	486-498	499-520	521-532	533-575

BIOLOGY EOC Assessment Scale Scores

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
325-368	369-394	395-420	421-430	431-475

US HISTORY EOC Assessment Scale Scores

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
325-377	378-396	397-416	417-431	432-475

Florida Alternate Assessment.

The Florida Alternate Assessment (FAA) is designed for students with the most significant cognitive disabilities and whose participation in the general statewide assessment is not appropriate, even with accommodations, assistive technology or accessible instructional materials. The Florida Alternate Assessment measures student academic performance on the Access Points – Alternate Academic Achievement Standards (AP-AAAS) in English Language Arts, mathematics, science and social studies. Like the alternative assessment, Access Points reflect the essence or core intent of the standards that apply to all students in the same grade with reduced levels of complexity. Access Points are academic expectations written specifically for students with the most significant cognitive disabilities. IEP Teams are responsible for determining whether students with disabilities will be assessed with the FAST or with the FAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) Please note that the chart below has not yet been updated by FLDOE to reflect the assessment name change.



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 assessments.

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
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
	Grade 8 Mathematics	540-585	586-597	598-614	615-660
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

PSAT/NMSQT for all 10th Graders [F.S. 1007.35(5)]

In accordance with Florida Statutes, each high school, including alternative sites, shall provide for the administration of the PreACT or PSAT/NMSQT to all enrolled grade 10 students. However, a written

notice shall be provided to each parent that includes the opportunity to exempt his or her child from taking the PreACT or the PSAT/NMSQT. Charlotte County Public Schools will choose the PSAT/NMSQT for districtwide administration. Test results will provide each high school with a database of student assessment data that certified school counselors will use to identify students who are prepared or will need additional work to be prepared to enroll and be successful in advanced high school courses.

SAT/ACT/CLT for all 11th Graders [F.S. 1008.22]

The school district will select either the SAT, ACT, or Classic Learning Test for district-wide administration to each public school student in grade 11, including students attending public high schools, charter schools, alternative schools, and DJJ education programs. Please note the following:

- The district must choose between the SAT, ACT, or Classic Learning Test; all schools must administer the same assessment.
- Participation in the assessment is determined by the enrolled grade of the student. Only 11th grade students may participate, and ACT/SAT/CLT will not make a distinction between first time 11th graders and students that are repeating the 11th grade.
- The test is college-reportable.

Assessment Opportunities for Home Education Students

Opportunities to take state assessment tests are available to home education students.

Assessment of Virtual Students

Students enrolled in a CVS/FLVS course that requires a state End-of-Course assessment (EOC) are required to take the EOC in their home zoned school.

No Assessment Exemptions Based on Attendance [F.S. 1003.33 (2)]

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance.

Algebra I, Geometry, Biology, & US History EOC Assessment & High School Credit Scenarios:

Because passing the Algebra 1 EOC is a graduation requirement, it is important to understand the possible scenarios for a high school Algebra 1 student. Each student and parent/guardian should be aware of the following possible scenarios upon enrollment in an Algebra 1 course.

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

COURSE	EOC	<i>The EOC is always 30% of the final grade & the grade earned in the course will be reflected on the high school transcript and will be included in the high school GPA.</i>
Passes	Fails	<ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • The student must retake and pass the EOC to fulfil graduation requirements (Algebra 1 only) or meet any one of the following criteria: <ul style="list-style-type: none"> ▪ Pass the Algebra 1 EOC during a future administration

		<ul style="list-style-type: none"> ▪ Earn a comparative score, or ▪ Pass the Geometry EOC during a future administration
Fails	Passes	<ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • If the student retakes the course through grade forgiveness (D or F in the course), the existing EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade.
Fails	Fails	<ul style="list-style-type: none"> • The final course grade is included in the GPA • The student must retake and pass the EOC to fulfil graduation requirements (Algebra 1 only) or meet any one of the following criteria: <ul style="list-style-type: none"> ▪ Pass the Algebra 1 EOC during a future administration ▪ Earn a comparative score, or ▪ Pass the Geometry EOC during a future administration

State Assessments for Transfer Students [State Rule 6A-1.09941, F.A.C]

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student’s transcript shows credit received in Algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment *in order to earn a standard high school diploma*, unless the student earned a comparative score or passed a statewide assessment in algebra I administered by the transferring entity. If a student’s transcript shows a credit in high school reading or English Language Arts II or III, *in order to earn a standard high school diploma*, the student must take and pass the grade 10 ELA assessment, or earn a concordant score.

If a transfer student’s transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I or U.S. History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade. However, transfer students must pass Florida’s EOC assessments in order to be eligible for the scholar designation.

Targeted Instructional Support – Reading Deficiencies [F.S.1008.25, F.S.1011.62, SBE Rule 6A-6.053]

Annually, the District shall submit a K-12 *Comprehensive Evidence-Based Reading Plan* for the specific use of the evidence-based reading instruction allocation in the format prescribed by the Department for review and approval by from the Just Read, Florida! Office pursuant to section 1011.62, F.S. The Plan will depict and detail the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the 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, 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.

High schools will monitor the implementation of the *District's K-12 Comprehensive Evidence-Based Reading Plan* via the following practices:

- a. weekly reading walk-throughs conducted by administrators;
- b. the collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students;
- c. data chats;
- d. the development and maintenance of a School Literacy Leadership Team;
- e. professional development which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- f. differentiate and intensify professional development for teachers based on progress monitoring data;
- g. the identification of mentor teachers and established model classrooms within the school;
- h. ensuring that time is provided for teachers to meet weekly for professional development; and
- i. ensuring all students scoring as Level 1 on the FAST ELA assessment are provided instruction by a teacher endorsed or certified in reading

High schools will utilize the Assessment/Curriculum Decision Trees of the District's K-12 Comprehensive Evidence-Based Reading Plan to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students, when a student is identified to receive intensive reading intervention, what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading.

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

High Schools will provide targeted instructional support for students identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual educational plan (IEP) or an individualized progress monitoring plan, or both, as necessary. Per F.S. 1011.62, beginning with the 2020-2021 school year, the interventions are delivered by a teacher who is certified or endorsed in reading.

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

High schools will develop methods to provide reading instruction and intervention to students who receive instruction through distance or blended learning in situations of Instructional Continuity Plan facilitation.

High schools will utilize the four (4) types of classroom assessments: screening, progress monitoring/diagnostic, and summative assessment

High schools will ensure the following:

- Core instruction (Tier 1): is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning
- Supplemental Instruction/Intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- Intensive, Individualized Instruction/Intervention (Tier 3): is standards-aligned, includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need via one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.
- Data from the results of formative assessments will guide differentiation of instruction and intervention in the classroom.

For each year in which a student scores at Level 1 or 2 on the Florida Assessment of Student Thinking (FAST) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading course the following year.

NOTE: As required by the *K-12 Comprehensive Evidence-Based Reading Plan*, high schools will enroll students scoring a Level 1 on the 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.

All high school students must participate in school-wide, district-required progress monitoring testing for English Language Arts as described in the district's *2023-2024 Uniform Statewide Assessment Calendar*.

High school courses designed and offered to provide targeted instructional support for students with reading deficiencies are pursuant to the District's *K-12 Comprehensive Evidence-Based Reading Plan*.

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

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

Targeted Instructional Support - Mathematics [F.S.1008.25]

High Schools will provide targeted instructional support for students with identified deficiencies in Mathematics. For each year in which a student scores at Level 1 or Level 2 on a statewide, standardized assessment for mathematics, the student may receive support the following year. Support may be provided within the student's regularly scheduled math class or through the Foundational Skills in Mathematics 9-12 course. The school-wide plan must contain the following elements:

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

Students will be re-assessed at the end of the remediation period to determine if grade-level achievement in the B.E.S.T. Mathematics standards has been attained. Remediation must consider a student's learning style.

All high school students must participate in school-wide, district-required progress monitoring testing for mathematics as described in the district's 2023-2024 *Uniform Statewide Assessment Calendar*.

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

Multi-Tiered System of Supports (MTSS)

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

Progress monitoring plans (PMP) shall be developed in consultation with the parent or guardian for any student not meeting district or state achievement levels in English Language Arts, Science, Social Studies, or Math. The plan can be an IEP or a school-wide system of progress monitoring for all students through the Multi-tiered System of Supports (MTSS). The multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision-making to improve educational outcomes and meet the academic and behavioral needs of all students. Multiple tiers of increasingly intense instruction or intervention services are implemented and monitored.

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

Science, Social studies and/or Mathematics.

High School Early Warning System Indicators

Charlotte County Public Schools has developed and implements an Early Warning System (EWS) at all grade levels (K-12). Utilizing data systematically to identify at-risk students as early as possible will allow for the application of more effective prevention and early intervention services.

High School Early Warning System Indicators

On-Track Indicators	Course Performance	FAST	Attendance	Behavior
On-Track	C or better in all classes	Math or Algebra & ELA Level 3 or higher	4% or less absences in a year	0 Suspensions (ISS or OSS)
At-Risk for Off-Track	One (1) or more D in any class	Level 2	5% - 9% absences in a year	
Off-Track	Course failure in English Language Arts or Mathematics during any grading period.	Level 1	10% or more absences in a year	1 or more suspensions (ISS or OSS)

Assessment and Support Through Progress Monitoring [F.S.1008.25]

Each student must participate in statewide, standardized assessments required under s.1008.22 and the Voluntary Prekindergarten Education Program through grade 10 coordinated screening and progress monitoring system required under subsection (8) of 1008.22, as well as district-required local assessments as stated under the K-12 Uniform Assessment Calendar (district assessment calendar) unless exempt under criteria established by the Commissioner of Education. A school district may not schedule more than 5 percent of a student’s total school hours in a school year to administer these assessments. The 5 percent test administration limit may be exceeded as needed to provide test accommodations that are required by an Individual Education Plan, 504 Plan or English Language Learner Plan.

In order to meet the state mandated requirements for assessment and progress monitoring, state and district-required assessments are used at the secondary level to help determine student achievement. Other formative assessments may also be used to help determine student progress and achievement.

Each student who does not achieve a level 3 or above on the English Language Arts assessment or the

Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

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

A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

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

GRADUATION: DIPLOMAS and PATHWAYS: REQUIREMENTS, OPTIONS, and GUIDELINES [F.S. 1003.4282]

Graduation Requirements

According to Florida law, students must meet all academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments. Students who pass required courses and earn the minimum number of credits required, but do not pass the required assessments (or earn a concordant and/or comparative score) and/or do not achieve a cumulative grade point average of 2.0 on a 4.0 scale will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education. Students can participate in the grade 10 ELA Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Please see the [Statewide Assessment Schedule](#) page for more information on the administration windows for these assessments.

- **Grade 10 English Language Arts Assessment**
The ELA assessment information below outlines the requirements students must meet to graduate with a standard high school diploma, as determined by the student's year of enrollment in grade 9. The Florida Assessment of Student Thinking (FAST) assessments, aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, were administered for the first time in the 2022–23 school year. Students must earn a passing grade 10 ELA Reading score in the third progress monitoring window (PM3) to meet this

graduation requirement. In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file.

While the Grade 10 Florida Standards Assessments (FSA) ELA Assessment was administered for the final time in spring 2022, it will continue to be offered during the fall and spring as a retake administration for students who need to meet their graduation requirement. Students with the Grade 10 FSA ELA requirement may also satisfy it by earning an alternate passing score on the FAST ELA Reading Retake (2023–24 and beyond) or a passing score on the Grade 10 FAST ELA Reading PM3 Assessment (Spring 2023 only).

Table 2 below lists each required passing score for the Grade 10 ELA assessment based on grade 9 cohort.

Table 2: ELA Assessment Requirement and Passing Score by School Year

School Year When Students Entered Grade 9	Assessment	Passing Score
2021–22	FAST ELA Reading	350 ¹
2014–15 to 2020–21 ²	FSA ELA	350
2013–14	FSA ELA	349 ³

¹ For the 2022–23 school year, scores for FAST assessments are linked to the 2021-2022 reporting scale, as required by s. 1008.34(7)(d), F.S. Students who take the FAST Grade 10 ELA Reading Assessment prior to the adoption of the passing score by the State Board of Education will be able to use these scores to meet their graduation requirement.

² Please see the 2020–21 School Year and 2019–20 School Year sections on page 5 of this document for additional information on requirements for students scheduled to graduate in these school years.

³ In addition to the 2013–14 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the SBE (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

- Algebra 1 End-of-Course Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year are required to pass the B.E.S.T. Algebra 1 EOC assessment. In accordance with s. 1008.22, F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file.

The FSA Algebra 1 EOC Assessment was administered for the final time in the fall 2022 administration but will continue to be available as a retake administration in the spring and fall for those who need to meet their graduation requirement. Students may also meet this requirement by earning a passing score on the B.E.S.T. Algebra 1 EOC Assessment. Once the new scale is adopted for the B.E.S.T. Algebra 1 EOC Assessment, students with the FSA requirement will be able to use the alternate passing score on the B.E.S.T. scale.

Table 3 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated

Table 3: Algebra 1 EOC Assessment Requirement and Passing Score by First Participation

First Participation in Algebra 1 EOC	Assessment	Passing Score
Winter 2022 and beyond	B.E.S.T. Algebra 1 EOC	497 ¹
Spring 2016–Spring 2022 ²	FSA Algebra 1 EOC	497
Spring, Summer, Fall or Winter 2015	FSA Algebra 1 EOC	489 ³

¹ For the 2022–23 school year, scores for B.E.S.T. assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the B.E.S.T. Algebra 1 EOC Assessment prior to the adoption of the passing score on the new B.E.S.T. scale by the State Board of Education will be able to use this score to meet their graduation requirement.

² Please see the 2020–21 School Year and 2019–20 School Year sections on page 5 for additional information on requirements for students scheduled to graduate in these school years.

³ Any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the SBE (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer – What Students and Parents Need to Know

24-Credit Standard Diploma

Frequently Asked Questions

What are the diploma options?

Students must successfully complete one of the following options:

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

What are the state assessment requirements?

Students **must pass** the following statewide assessments:

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

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

Students enrolled in the following courses **must participate** in the EOC assessments, which constitute 30 percent of the final course grade:*

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

What is the CAP?

The CAP program allows a student to earn high school credit if the student passes an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects: Algebra 1, Geometry, Biology, U.S. History.

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

- 3 elective credits
- Physical education is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statutes.

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement

4 Credits Mathematics

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two math credits (except for Algebra 1 and Geometry)
- An identified rigorous computer science course with a related industry certification may substitute for up to one math credit (except Algebra 1 or higher-level math)
- Two math credits can be earned by successfully completing Algebra 1 through two full year courses **Students completing the Algebra 1A and 1B sequence are advised that the State University System may require additional math credits for admission.*
- Earned Computer science credit may substitute for up to one credit of math, (except for Algebra 1 and Geometry) OR one credit of science, (except for Biology). Student cannot substitute for both math and science. FDOE must identify the computer science credits equivalent to math credit and science credit.
- Earned Industry Certification in 3D Rapid Prototype Printing may earn up to two credits in math (except Algebra 1). FDOE must identify the industry certs equivalent to the math credit.

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified rigorous computer science course with a related industry certification may substitute for up to one science credit (except for Biology 1 or higher-level science).
- Earned Computer science credit may substitute for up to one credit of math, (except for Algebra 1 and Geometry) OR one credit of science, (except for Biology). Student cannot substitute for both math and science. FDOE must identify the computer science credits equivalent to math credit and science credit.

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government, which must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.
- 0.5 credit in Economics

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2, or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same world language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

Merit Diploma Designation

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

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit the [Office of Student Financial Assistance](#) website.

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit the [Florida Bright Futures Scholarship Program](#) website.

1 Credit Fine and Performing Arts, Speech and Debate, or Career and Technical Education* ~~Practical Arts~~

*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.

1 Credit Physical Education*

*To include the integration of health

Electives*

*A student entering grade 9 before SY 2023-2024: 8 credits

*A student entering grade 9 in SY 2023-2024 or thereafter: 7.5 credits

Personal Financial Literacy*

*Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half credit in personal financial literacy and money management.

Note: Beginning with the 2023-2024 school year, an online course is no longer required.

Students must meet the state assessment requirements of passing the Grade 10 ELA and Algebra 1 EOC assessment, or earn a concordant/comparative score for such assessment.

Students must earn an unweighted 2.0 grade point average (GPA) on a 4.0 scale.

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

What are the graduation requirements for students with disabilities ?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

The Florida College System

STATE UNIVERSITY SYSTEM (SUS)

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

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

[STATE UNIVERSITY SYSTEM OF FLORIDA](#)

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit.

[FLORIDA COLLEGE SYSTEM](#)

CAREER AND TECHNICAL COLLEGES AND CENTERS

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

24 – Credit Diploma Option [F.S. 1003.4282, 1003.4285]

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida’s state universities. This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

18 – Credit Accelerated Diploma Option [F.S. 1003.4282, 1002.3105]

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

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met.

Career and Technical Education Graduation Pathway Option [F.S. 1003.4282]

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard diploma through the Career and Technical Education (CTE) pathway option. The requirements of this program 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*)

- 2 credits in Career Technical Education (CTE), which must result in program completion and an industry certification
- 2 credits in work- based learning programs (*a student may substitute up to 2 credits of electives, including .5 credit in financial literacy, for work-based learning program courses to fulfill this requirement*)

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

Cambridge Advanced International Certificate of Education (AICE) Diploma Option

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

Students interested in pursuing an AICE Diploma are highly encouraged to speak to their Certified School Counselor. The ability for a high school to offer the AICE Diploma option is contingent upon course and instructor availability.

General Education Development (GED) Diploma [F.S. 1003.435 and SBE Rule 6A-6.0201]

Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida Diploma by passing the Tests of General Educational Development (GED). An individual who is sixteen (16) or seventeen (17) years of age may be permitted to take the General Education Development (GED) test if approved by the School District. Applicants must complete the District GED Underage Waiver Application and submit it along with all required documentation to the Superintendent for consideration. Applicants are required to demonstrate that extraordinary circumstances exist in order to allow them to take the GED test prior to attaining the age of eighteen (18). The district may not require a student who has reached the age of 16 to take any course before taking the examination unless the student fails to achieve a passing score on the GED practice test as established by State Board of Education rule.

Process

1. The student creates an account on the www.ged.com website.
2. The student completes an underage waiver application by visiting the following link. <https://forms.gle/L2gdnh3F4yWrAgHS9>
3. The student is contacted by The Academy to verify his/her name, date of birth, and email address. The email address used in the underage waiver application must match the email address used to create the account on the www.ged.com website.
4. After verification of the student's name, date of birth, and email address, the underage waiver application will be submitted to the Florida Department of Education. The student will receive an email notification when he/she is approved to schedule the GED test. The student may proceed with scheduling the GED test via the www.GED.com website.

Resources for Students Taking the GED Test:

- *GED Classes (test preparation):*
 - Charlotte Technical College www.yourcharlotteschoos.net/CTC
- *Assistance with Paying for the GED Test: CareerSource SWFL:*
 - <https://careersourcesouthwestflorida.com/>

- *Assistance for Students with Disabilities*
 - Florida Vocational Rehabilitation <https://www.rehabworks.org/>

Appeal Process

A student who has been denied an underage waiver for the GED test may submit an appeal in writing to Dr. Brian Granstra (brian.granstra@yourcharlotteschools.net).

Additional Assistance/Questions

Students are encouraged to contact The Academy if they need assistance or have any questions regarding the underage waiver application.

The Academy

941-255-7545

Principal: DeShon Jenkins

Once an individual aged 16 or 17 years of age satisfies all requirements to be granted an underage waiver, the waiver must be submitted to the assigned school district or testing center personnel. This staff member must send the waiver to the High School Equivalency Diploma Program office via email at GEDagewaiver@fldoe.org within thirty (30) calendar days. Submitted waivers must be signed by the superintendent or their designee.

The FDOE website has additional information and resources regarding the [GED® test](#) and the [high school equivalency program](#).

State of Florida High School Performance-Based Diploma/Exit Option Diploma

This program can only be accessed by students who meet the following requirements:

- Meet program eligibility criteria whose cohort group is graduating or has graduated;
- Enroll in one of the following approved programs: The Academy, Career Quest, HOPE, SEA, Afternoon Alternatives, or the Charlotte Harbor Sands program;
- Demonstrate through practice/achievement tests a probability for success on the GED test; and
- Receive formal counseling on all aspects of the program.

To utilize the Exit Option be eligible for the High School Performance-Based Diploma, the student must do the following:

- Meet eligibility criteria;
- Pass all required sections of the Florida Standards Assessments;
- Pass the GED; and
- Not graduate before the graduation date of the class with whom he/she entered kindergarten.

Standard High School Diploma Designations [F.S. 1003.4285]

To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments as shown below:

Students Entered 9 th Grade	EOC ASSESSMENT		
	<i>Geometry</i>	<i>Biology*</i>	<i>US History*</i>
2010-2011 through 2013-2014		X	X
2014-2015 and beyond	X	X	X
* A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student: <ul style="list-style-type: none"> o Takes the respective AP, IB, or AICE assessment, and o Earns the minimum score to earn college credit 			

- Merit designation: Reflects one or more industry certifications from the approved list by Workforce Florida, Inc. [[F.S. 1003.492](#)]

- Scholar designation – for 9TH grade cohorts 2014-2015 and forward:

In addition to meeting the 24-credit standard high school diploma requirements, a student must:

- o earn 1 credit in Algebra II, or an equally rigorous course
- o pass the Geometry EOC
- o earn 1 credit in Statistics or an equally rigorous math course
- o pass the Biology EOC
- o earn 1 credit in Chemistry or Physics
- o earn 1 credit in a course equally rigorous to Chemistry or Physics
- o pass the U.S. History EOC
- o earn 2 credits in the same world language, and
- o earn at least 1 credit in AP, IB, AICE in a dual enrollment course.

Graduation Requirements for Transfer Students [F.S. 1003.433(1), 1003.4282(8)]

Grade 11 and grade 12 students who enter high school from out-of-state or from a foreign country shall not be required to spend additional time in high school in order to meet the high school course requirements of the school district, if the student has met all the requirements of the district, state, or country from which they transferred. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. Transfer students, however, must earn a 2.0 cumulative GPA and pass the grade 10 FAST/alternative assessment in English Language Arts or achieve scores on the SAT or ACT concordant with FAST levels to receive a standard diploma. They must also meet the requirement to pass the state Algebra I End-of-Course assessment. If the transcript shows an Algebra I credit, then the student must pass the assessment unless:

- the student earned a comparative score, or
- passed an out-of-state algebra I standardized assessment.

Graduation Requirements for Certain Students in an English for Speakers of Other Languages (ESOL) Program [F.S. 1003.433]

Beginning with the 2022-2023 school year, students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except the passage of any must-pass assessment under F.S. 1003.4282, 1008.22, or alternate assessment, may meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with state board rule. In March 2022, the State Board of Education approved an amendment to Rule 6A-1.09422 which specifies the following:

(b) Beginning with the 2022-23 school year, meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

(c) Formative assessments that may be used for this purpose are:

1. Benchmark assessments included as part of an instructional materials adoption;
2. Portfolios of independently-produced student work; and
3. Assessments developed or purchased by districts in order to monitor academic progress.

(d) A portfolio used to meet the requirements of this subsection must meet the following criteria:

1. Be selected by the student's teacher;

2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

3. Include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met, and such evidence may include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the ELA content standards, or teacher-prepared assessments;

4. Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA; and

5. Be signed by the teacher and the principal as an accurate assessment of the required skills.

(e) By October 1st of each year, districts must report to the Department of Education the formative assessments they are using for this purpose and the score or metric that is used on the assessment to demonstrate that grade-level expectations have been met.

(f) This rule shall not preclude native language support from being provided as needed and beneficial to students' access to ELA curriculum and accelerating their English language learning.

For a copy of the plan submitted by Charlotte County Public Schools, please contact the school principal or the Assistant Superintendent for Learning.

Awards for Standard Diploma Students

➤ *Summa Cum Laude*

Student will receive Summa Cum Laude recognition if, by the end of the 8th semester, they have a 4.2 or higher weighted cumulative GPA and at least 12 weighted course credits with a "B" or higher (to include at least 4 Dual Credit, A.I.C.E., or Advanced Placement course credits). A "D" or "F" as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness may not be applied to the GPA.

➤ Magna Cum Laude

Students will receive Magna Cum Laude recognition if, by the end of the 8th semester, they have a 3.85 or higher weighted cumulative GPA, at least six weighted course credits with a “B” or higher (to include at least 3 Dual Credit, A.I.C.E., or Advanced Placement course credits), and do not meet the criteria for Summa Cum Laude. A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness in the same subject area may be applied.

➤ Cum Laude

Students will receive cum Laude recognition if, by the end of the 8th semester, they have 3.5 or higher weighted cumulative GPA and do not meet the criteria for Magna or Summa Cum Laude. A “D” or “F” as a final grade in any course at any time, including 8th semester, disqualifies students. Grade forgiveness in the same subject area may be applied.

Florida Bright Futures Scholarship Program

This program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition for high academic achievement and who enrolls in an eligible Florida public or private postsecondary institution within three years of high school graduation. The awards are the following;

- Florida Academic Scholarship: *A high school student must complete a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, must include 100 hours of volunteer service, paid work, or a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of paid work hours.*
- Florida Medallion Scholarship: *A high school student must complete a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, must include 75 hours of volunteer service, 100 hours of paid work, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours.*
- Florida Gold Seal CAPE (GSC) Scholarship and Florida Gold Seal Vocational Scholarship: *A high school student must complete 30 hours of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, must include 100 hours of paid work or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours.*

Note: The eligibility requirements vary for each scholarship. Requirements include, but are not limited to, certain course requirements and minimum grade point average. Detailed information about these programs may be obtained in the guidance office of each high school.

Talented 20 Program

At the end of the seventh semester, the school district provides the Department of Education a list of the top twenty percent (20%) of the senior class seeking a Standard Diploma based on their weighted grade point averages as defined by the Charlotte County School District. Students within this top twenty percent who have met the State University System required courses for admission are guaranteed admission by the State of Florida into one of the public universities. If more than 20% of the senior class falls into the top 20% due to ties in weighted grade point average, the following will be considered in the order listed:

- State University System – 19 required credits;
- Number of level 3 courses; and
- Length of time at school.

For more information regarding the Talented 20 program, please visit the FDOE's website at <http://www.fldoe.org/schools/family-community/activities-programs/talented-twenty-program/>

Florida Seal of Biliteracy Program [F.S. 1003.432, SBE Rule 6A-1.09951]

Effective in 2016-17 for high school graduates with a standard diploma, the Florida Seal of Biliteracy Program is created to:

- Define biliteracy as the attainment of a high level of competency in listening, speaking, reading and writing in one or more foreign languages in addition to English.
- Establish signification of biliteracy on a high school graduate's diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency), awarded by the Commissioner of Education to high school graduates meeting the requirements.
- Provide that the purpose of program is to:
 - o Encourage students to study foreign languages.
 - o Certify attainment of biliteracy.
 - o Provide employers with a method of identifying a biliterate individual who is seeking employment.
 - o Provide a postsecondary institution with a method of recognizing a biliterate applicant who is seeking admission to the postsecondary institution.
 - o Recognize and promote foreign language instruction in public schools.
 - o Affirm the value of diversity, honor multiple cultures and foreign languages and strengthen the relationships between multiple cultures in a community.

Students must:

- Earning four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale,
- Achieve a qualifying score on a foreign language assessment, or
- Satisfy alternative requirements as determined by the State Board of Education.

The State Board of Education adopted Rule 6A-1.09951 to implement Florida Statute 1003.432. The rule includes the following:

- (a) A process to confirm a student's successful completion of the requirements
- (b) The assessments and corresponding passing scores required to earn the Gold Seal of Biliteracy or the Silver Seal of Biliteracy, which may not be lower than the passing scores on at least one of the following:

Seal of Biliteracy: Minimum Scores of Performance Levels: Nationally recognized examinations and the performance levels

Examination	Score or Performance Level Silver Biliteracy	Score or Performance Level Gold Seal of Biliteracy
SAT Subject Test	600 or higher	700 or higher
College Level Examination Program (CLEP) Level 1 Language Exam	Spanish 50-62 French 50-58 German 50-59	Spanish 63 or higher French 59 or higher German 60 or higher
International Baccalaureate Language Exam	4 or higher	5 or higher
Advanced Placement Language Exam	3 or higher	4 or higher
Advanced International Certificate of Education Subject Test	A, B, C, D, or E	A, B, C, D
American Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	3 or higher	4 or higher

Examination	Score or Performance Level	Score or Performance Level Gold Seal of Biliteracy
Sign Language Proficiency Interview: American Sign Language (SLPI: ASL)	Intermediate Plus or higher	Advance Plus or Higher
American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Toward Proficiency in Language (AAPPL) Interpersonal Listening, Interpersonal Speaking, Interpretive Listening, and Presentational Writing	Intermediate Med or Higher	Advanced Low or Higher
ACTFL Oral Proficiency Interview (OPI)	Intermediate Med or Higher	Advanced Low or Higher
Standards-based Measurement of Proficiency for Grade 7 – Adult (STAMP4S)	Intermediate Mid or Higher	Advanced Low or Higher
ACTFL Latin Interpretive Reading Assessment (ALIRA)	1-2 or higher	1-5 or higher

(c) Alternative requirements a student may satisfy to demonstrate equivalent competency in a foreign language, including requirements a student whose native language is not English may satisfy to demonstrate competency in his or her native language to earn the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.

(d) A process to award foreign language course credits to a student who was not enrolled in a foreign language course or who did not complete the course but has demonstrated competency in a foreign language as provided in this subsection.

Each school is to maintain appropriate records and affix the appropriate insignia to the student’s diploma and transcript. Each school must affix the Florida Seal of Biliteracy to a student’s standard diploma when

a student is awarded the Gold Seal of Biliteracy, the Silver Seal of Biliteracy or both. The insignia may be printed digitally on a student's standard diploma using gold ink for the Gold Seal of Biliteracy and silver ink for the Silver Seal of Biliteracy or may be affixed as a seal using a Gold Seal of Biliteracy or Silver Seal of Biliteracy.

The FDOE memorandum contains information to assist schools with this implementation. The memorandum may be accessed by clicking here: [Requirements for the Florida Seal of Biliteracy Program](#).

Certificates of Completion

Students who are unable to meet graduation requirements for a standard diploma will receive a Certificate of Completion. A Certificate of Completion is not a diploma.

Certificate of Completion, 24-Credit Option: Certificate awarded to students who have completed the 24-credit option per section [1003.4282, F.S.](#) but failed to earn passing scores on the state approved graduation assessments required under [F.S.1008.22](#) or earn a concordant and/or comparative score and/or to achieve a cumulative grade point average of 2.0 on a 4.0 scale.

Certificate of Completion, 18-Credit ACCEL Option: Certificate awarded to students who have completed the 18-credits ACCEL option, section [1002.3105\(3\), F.S.](#) but failed to earn passing scores on the state approved graduation test or concordant and/or comparative score or to achieve a cumulative grade point average of 2.0 on a 4.0 scale.

A student who is entitled to a Certificate of Completion may elect to remain in high school for up to one additional year and receive instruction to remedy the deficiencies. If the student does not elect to enroll in high school, the student may enroll in an Adult Education Program for remediation and participate in the assessments to meet graduation requirements. The adult student may also earn the concordant or comparative score to meet graduation requirements. There is no time limit by which the district will accept a concordant or comparative score in order to issue a standard diploma to the adult student. A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed.

Early High School Graduation [F.S. 1003.4281]

"Early graduation" means graduation from high school in less than 8 semesters. Eligible students are those who finish their 24 credits before the 8th semester and meet all the appropriate graduation requirements.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

EXCEPTIONAL STUDENT EDUCATION (GRADES 9-12)

Beginning with students entering grade 9 in the 2014-2015 school year:

(a) A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

(b) The following options, in addition to other options listed, are available for a student with a disability to earn the standard high school diploma as specified in the student's IEP.,

1. For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:

a. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.

b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:

a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.

b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.

d. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:

(I) The expected academic and employment competencies, industry certifications, and occupational completion points;

(II) The criteria for determining and certifying mastery of the competencies;

(III) The work schedule and the minimum number of hours to be worked per week; and

(IV) A description of the supervision to be provided by the school district.

3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. [1003.572](#).

Assessment Waivers for Students with Disabilities [F.S. 1008.22(3)(c)2]

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system. Students with ESE eligibility shall participate in the same state and district assessments-including the Florida's Assessment of Student Thinking (FAST) or Florida Alternate Assessment (FAA), and End of Course (EOC) exams or Access End of Course (Access EOC) exams. If ESE students receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures' manual for each specific assessment.

Legislation, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to [s. 1008.22\(3\)\(c\)2, F.S.](#), "A student with a disability, as defined in [s. 1007.02\(2\)](#), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript." For additional information, students and parents are encouraged to contact the Certified School Counselor and/or ESE Liaison at the school site. Students and parents may also visit the [Bureau of Exceptional Education and Student Services webpage](#).

Special Exemptions

A student with a disability may be allowed a special exemption from participating in FAST or FSAA due to extraordinary circumstances that affect the student's ability to physically show mastery of the skills that have been acquired for a statewide assessment. A student with a disability may also be considered for a medical exemption from statewide assessments, providing the IEP team determines that the student should not be assessed based on medical documentation that confirms that the student meets the criteria of medical complexity.

All decisions regarding special exemptions from statewide assessments will be made by the student's IEP team, of which the parent is a part. A specific process and timeline must be followed as outlined in [Rule 6A-1.0943\(5\) F.A.C.](#)

SWD Deferring Receipt of a Standard High School Diploma [FS1003.4282(11)]

A student's Individual Educational Plan which requires special education transition planning, transition services, or related services beyond graduation through the age of 21 may defer receipt of their standard diploma. Prior to deferring receipt of the diploma, the student must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program that leads to Career and Professional Education Industry Certification, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship or pre-apprenticeship program in order to continue to receive a Free and Appropriate Public Education. For the IEP in effect at

the beginning of the school year that the student is expected to graduate, there must be a signed statement from the parent, guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, that he/she understands the process for deferment and identifying if the student will defer the receipt of his/her standard high school diploma. The deferral applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma, whichever comes first. A student choosing to defer the acceptance of his or her diploma will be eligible to participate in the graduation ceremony. Once the deferment period has ended, the student will receive his or her diploma.

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

For more information, please refer to the 2023-2024 Student Progression Plan ~ Introduction.