

Student Progression Plan



2011-2012

Student Success!

Douglas K. Whittaker, Ed.D.
Superintendent of Schools

yourcharlotteschools.net



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The *Student Progression Plan* was prepared by Donna Widmeyer, Ed.D., Deputy Superintendent. Information was provided and the document was reviewed by Laura Allen, Hospital/Homebound Coordinator; Linda Apple, Director of Exceptional Education; Chuck Bradley, Executive Director for Learning; Cathy Corsaletti, Principal of Punta Gorda Middle School; Cathy Hoff, Director of Elementary Learning; and Karen Laporte, Director of Secondary Learning. The document was updated and approved on September 6, 2011. Copies of official School Board Rules which relate to student conduct are available in all schools, as well as the district offices and on our website yourcharlotteschools.net.

The Charlotte County Public Schools does not discriminate in educational programs/activities or employment on the basis of race, color, religion, sex, national origin, age, marital status or handicap. S.B.C.C. Policy 2260, 5730.



District Vision

Student Success!

District Mission

We will provide an innovative educational environment that allows and inspires success for everyone.

Core Values

- Communication with clarity and civility
 - Diversity and individual differences
 - Effective leadership
 - Employees
 - Ethical behavior
 - Innovation and productivity
 - Safe and healthy environments
- Strong connections among the home, school and community
 - Strong partnerships

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Dear Parents,

We are pleased to present you with the *Student Progression Plan (SPP)* for Charlotte County Public Schools 2011-2012. It is our responsibility to provide you with an information map that will create a successful educational experience for your child each year along the route to graduation from high school.

This *SPP* contains important, valuable information that will help you and your child navigate the variety of programs, curricula and courses offered by the district. There are many pathways to success in education and, ultimately, in life. We believe that the more information you have about our educational offerings, the better choices you and your child will make through the years you are in the Charlotte County Public Schools.

Also included in the *SPP* are various requirements for progression from grade to grade and our graduation requirements. Please carefully examine all of these requirements with your child and contact our staff at your child's school or at the district office if you have any questions.

It is our collective hope that you find this document helpful and that it will help you and your child plan an exciting and successful educational journey.

Sincerely,

Douglas K. Whittaker, Ed.D.
Superintendent of Schools

Information for all Levels (Elementary School, Middle School and High School)

Comprehensive Program

Charlotte County Public Schools (CCPS) has a comprehensive program for student progression that includes the following:

1. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education; and
2. Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner of Education, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
3. Charlotte County Public Schools provides all courses required for middle grades promotion, high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in reading and other language arts, mathematics, science, social studies, world languages, health and physical education, and the arts.

The district's comprehensive program for student progression uses assessment data (universal screening and ongoing progress monitoring) to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor the students' responses to implemented instruction and interventions. The specific standards and grade level performance which must be met can be found in each section of the *Student Progression Plan* under the heading *Promotion or Retention* or *Grade Level Classification*.

F.S. 1008.25 (2) (a) (b) (c)

Allocation of Resources

CCPS will allocate remedial and supplemental instruction resources to students in the following priority:

1. Students who are deficient in reading by the end of grade 3; and
2. Students who fail to meet performance levels required for promotion as defined by the performance standards in each grade level.

F.S. 1008.25 (3) (a) (b)

Assessment and Remediation

Performance standards for the State of Florida for mastery at each grade level are at the 80% level.

- Schools shall provide for the frequent monitoring of the student’s progress in meeting the desired levels of performance.
- Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

CCPS shall assist schools and teachers in implementing research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Students not meeting grade level expectations receive increasingly intense instruction and intervention services to support student academic proficiency. Students are matched to the instruction and interventions based on screening, progress monitoring, and diagnostic assessments.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Student Success Plan, the student may be retained.

F.S. 1008.25 (4) (a) (b) (c)

Response to Intervention (RtI) A Framework for Student Success

CCPS is committed to the implementation of a Response to Intervention, known in Charlotte County as RtI, “A Framework for *Student Success!*” to improve educational outcomes and meet the academic and behavioral needs of all students. The district will provide high quality instruction and/or intervention(s) matched to student needs and will use learning rate and level of performance to drive instructional decisions—including decisions regarding promotion, acceleration, retention, and remediation. A four-step data-based problem-solving method will guide decisions about the allocation of resources and intensity of instruction and interventions needed to improve learning and/or behavior.

FCAT Levels, Promotion/Retention, and Monitoring Progress

Student progression decisions consider the effectiveness of core instruction and the student’s response to evidence-based instruction and interventions implemented with fidelity. For complete information regarding Promotion/Retention and Monitoring Progress, please refer to the appropriate section at each level, i.e., elementary, middle or high school.

- The acceptable level of performance on FCAT at each grade level is Level 3 – “meets expectation.”
- The cut scores for remediation and/or promotion at the elementary level are as follows:
 - Grade 3,4,5 remediation: Below level 3 in reading and/or math; and
 - In grades where there is no FCAT, 80% mastery of standards in math and reading.

❖ NOTE: Students who do not meet the cut score in reading in grade three (3) will be retained except for good cause.

- Grades 6-12 reading, science and mathematics use FCAT, FAIR, or SAM.
- The cut scores for remediation at the middle school level are below level 3 in reading science, and/or math.
- The cut scores for remediation at the high school level are below level 3 in reading, science and/or math.

F.S. 1008.25 (4) (a) (b) (c)

FCAT, Promotion, and Retention Statistics*

By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 through 5 on the reading portion of the FCAT are indicated below.

2010 – 2011 FCAT LEVELS 1 – 5

Grade Level	FCAT Reading Level I		FCAT Reading Level 2		FCAT Reading Level 3		FCAT Reading Level 4		FCAT Reading Level 5	
	Number	%	Number	%	Number	%	Number	%	Number	%
3	111	10	100	9	398	36	432	39	66	6
4	120	11	120	11	393	36	349	32	109	10
5	139	12	173	15	359	31	370	32	116	10
6	157	13	193	16	411	34	339	28	109	9
7	109	9	218	18	437	36	251	24	158	13
8	173	14	309	25	483	39	223	18	50	4
9	215	15	401	28	473	33	229	16	100	7
10	391	29	418	31	269	20	121	9	161	12

2010 – 2011 Retentions

By grade, the number and percentage of all students retained in grades 3 – 10 is indicated below.

Grade Level	Number of Students Retained	Percentage of Students Retained
3	26	2%
4	8	<1%
5	2	<1%
6	9	<1%
7	5	<1%
8	10	<1%
9	40	3%
10	63	5%

Promotion With Good Cause*

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

Below by category is the total number of students who were promoted in 2009-2010 for good cause.

Limited English Proficient students with less than 2 years in ELL	4
Students with disabilities whose IEP indicates participation in the statewide assessment plan is not appropriate	24
Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education	42
Students who demonstrate through a student portfolio that the student is reading on grade level as evidence by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT	1
Students with disabilities who participate in FCAT and who have an IEP or 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2	35
Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1 or grade 2 for a total of 2 years	1
TOTAL NUMBER OF STUDENTS PROMOTED FOR GOOD CAUSE	107

Virtual School Opportunities

Florida Virtual School – Charlotte Franchise

CCPS now has a Florida Virtual Franchise where students can take Florida Virtual courses but with teachers from Charlotte County. In addition, elementary students who score at Level 4 or Level 5 on FCAT Reading or Math are given the option of taking accelerated courses through FLVS.

Florida Virtual School

Florida Virtual High School is an Internet-based high school funded by the Florida legislature. The courses offered are based upon the state standards and provide Florida's students with an alternative way to earn credits for high school graduation. A major characteristic of this system is the expectation that students assume full responsibility for learning by locating, evaluating and

using a wide range of resources. It is therefore most suited to students who are self-motivated, committed, and fully matured independent learners.

Requirements for Registration

- The student must be recommended by his/her high school counselor and principal (or designee). School representatives reserve the option to deny a request based on academic or behavioral record which indicates that the student would not be best served by this program.
- Students can register online at www.flvs.net. This registration will not be confirmed until Florida Virtual School personnel have evidence that permission has been secured from the student's home school to participate in the program.
 - Admissions are limited and students may be placed on a "wait" list for the next available placement. Registration is an ongoing process with students entering and leaving the system as they complete coursework.

Student Expectations

There are very specific student expectations that should be considered before applying for a distance learning course. Students must be able to demonstrate the following:

- organizational skills in a self-paced environment;
- ability to apply critical thinking and problem-solving strategies;
- ability to satisfactorily complete assignments;
- willingness and capability to participate actively in on-line chat-room discussions;
- ability to work independently of continuous face-to-face monitoring;
- word processing skills; and
- basic internet skills (search, research, and etiquette)

In addition, students will do the following:

- direct their own learning environment and methods to fulfill course requirements to achieve individual academic success;
- must have a strong commitment to organize and plan their learning;
- take responsibility for meeting at a designated site to return instructional materials and take final exams; and
- provide transportation and accept all liability for any transportation needed in association with any course.

All courses taken must follow the Charlotte County Guidelines and be approved by the principal and guidance counselor.

Charlotte Virtual Instruction Program (CVIP) – FULL TIME

Charlotte County launched a full-time K-12 virtual instruction program during the 2009-2010 school year. Virtual instruction program is defined as a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space, or both, and in which a Florida certified teacher is responsible for at least 50% of the direct instruction for students in K-5. The Charlotte Virtual Instruction Program (CVIP) is governed by F.S. 1002.45. The curriculum adheres to the State of Florida standards. Charlotte County contracts with Florida Virtual School Full Time (FLVSFT) to provide services to our families who opt for this educational program. Students must comply

with compulsory attendance requirements which are verified by the district. Students must take part in FCAT testing and any progress monitoring designated by the state.

Registration takes place in February, and continues until 30 calendar days before the beginning of the school year. For more information, go to our district website at <http://www.yourcharlotteschools.net/students/virtualschool.cfm>.

GPA and Extracurricular Activities

At the secondary level the term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day. In order to participate in interscholastic, extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale.

District Physical Education Programs

In accordance with School Board policy, CCPS has developed a physical education program that stresses physical fitness and encourages healthy, active lifestyles and encourages all students in pre-kindergarten through grade 12 to participate in physical education. Students are required to wear appropriate dress for class, and participate in physical activity of moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to differing capabilities of students.

Physical Education Requirements

- Grades K-5 – 150 minutes each week
- Grades 6-8 – One class period per day of physical education for one semester each year. This requirement shall be waived if the student is enrolled or is required to enroll in a remedial course; the student’s parent indicates in writing requesting the student enroll in another course from among those offered or the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
- Grades 9-12 – See the section on high school graduation requirements.
- Approved teachers will teach all physical education programs (F.S.1012.01(2));
- Physical education teachers will work cooperatively with parents, physicians, school counselors, and administrators to design/adapt physical activities to meet the needs of all students;
- Physical activity and physical education time shall not be withheld as a punishment or used as a punishment.
- The program will follow all requirements of Florida Statutes.

Compact on Educational Opportunity for Military Children

The purpose of the Interstate Compact on Educational Opportunity for Military children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. This applies to the children of active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders, members or veteran of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death. The compact does not apply to the children of inactive members of the National Guard and military reserves, members or veterans of the uniformed services now retired except as previously stated, and other US Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members.

A special power of attorney relative to the guardianship of a child of a military family is sufficient for enrollment; official or unofficial records will be accepted to expedite student enrollment; 30 days will be given for proper immunizations; students are allowed to continue their grade level enrollment if transfer is during the school year; students must be able to continue with special courses (gifted, honors, AP, etc.); student who meet criteria for special academic programs will be given first preference for admission; and, students placed in the care of a non-custodial parent who lives in a school's jurisdiction different from that of the custodial parent may continue to attend the school in which he or she enrolled. Schools must facilitate the inclusion in extracurricular activities, regardless of application deadline to the extent the student is otherwise qualified; schools must facilitate on time graduation by waiving courses required for graduation if similar coursework has been satisfactorily completed; schools will accept end of course exams and other required tests from the sending state in lieu of local requirements. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of the Military Compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

F.S. 1000.36

Homeless Students

In the case of homeless children and families, school nurses, social workers, the Homeless Liaison, guidance counselors, and registrars will coordinate efforts to assist these students with obtaining the required registration documents during the 30-day interim.

Hospital/Homebound

Hospital/Homebound services are available for students with a medically diagnosed physical or psychiatric illness or injury which confines the student to home or hospital for an extended

period of time and significantly restricts the student's activities. Students will receive hospital/homebound instruction only in core academic subjects. Student participation in the instructional session is monitored for attendance. The curriculum will follow that of the regular school, adapted to the needs of the student. The instructional program is individualized.

The student's classroom teacher(s) will be responsible for providing the homebound teacher with appropriate assignments and tests. A secondary student will receive hospital/homebound instruction only in core academic subjects and other subjects as appropriate. Successful course completion or credit can be awarded for hospital/homebound instruction. Long term participation in the hospital/homebound program will require a change to the student's schedule and can impact credits and the graduation timeline. The hospital/homebound service will be terminated upon recommendation of the physician, recovery from the illness or injury, and/or the ability to participate in the regular school program.

To be eligible for hospital/homebound services a Florida licensed physician must certify the following:

The student

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

Grading Procedures for Hospital/Homebound

- Each homebound teacher will be responsible for evaluating and recording grades for the student while he/she is receiving instruction in this program. Basic guidelines include the following:
- If a student is in the hospital/homebound program for less than one-third of the grading period and returns to the classroom, the classroom teacher will then be responsible for the entire quarter's grade, which will include the hospital/homebound teacher's evaluation.
- If a student is in the hospital/ homebound program for half of the grading period or more, the hospital/homebound teacher is responsible for presenting an evaluation of the student's work to the student's classroom teacher(s) or designated school personnel. This evaluation will be averaged in with the classroom teacher's grades that are recorded for the student during the remainder of the grading period.
- If a student is in the home program for the entire grading period, the hospital/homebound teacher will accept the responsibility for reporting grades in each subject area taught.

Transferring Students

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

- Official documentation that a parent/guardian was a legal resident of the state in which the child was previously enrolled in school;

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

S.R.R. 6-A 1.0985; 6-A 1.0895(3) (b)
 F.S. 1003.22; 1003.21; 1003.22; 1006.17 (1) (b)

Transfer Student Grade Placement

The grade placement of students transferring from other counties, countries, states, or private schools will be determined by the principal of the receiving school based on placement tests, course completion status, credits earned, age, and previous school records.

All failing grades from classes taken in Charlotte County and all Florida public schools are subject to course completion recovery or credit recovery. All transcripts from private, home school and out of state are accepted at face value.

A student who transfers in grades 11 and 12 from out of state or from a foreign country shall not be required to spend additional time in order to meet Florida graduation requirements if the student is on track to graduate from the district, state, or country from which s/he is transferring.

Home School Students

Home School Student Access to Courses

Home school students wishing to take courses at the high school level beyond those which are connected to out of school activities, may do so in accordance with compliance of class size reduction requirements. Home school students must register for these courses during the 2 week period before school begins each year.

Home School Transfer Student Grade Placement

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

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

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

Home School Students and Extracurricular Activities

In order to participate in extracurricular activities at the geographic school the student is eligible to attend, the student must meet the following requirements:

- The student must register with the school his/her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for this the activity in which he or she wishes to participate;
- The student must be able to participate in curricular activities if that is a requirement for the extracurricular activity;
- The student must meet the requirements of the home education program, the residency requirements and the behavior requirements as other students;
- A student who transfers from a home education program before or during the first grading period of the school is academically eligible to participate during the first grading period provided the student has a successful evaluation from the previous year; ineligible students need to successfully complete one grading period;
- During the period of participation, the home school student must demonstrate educational progress in all subjects taken in the home education program by a method agreed upon by the parent and the school principal which may include the following:
 - Review of the student's work by a certified teacher chosen by the parent;
 - Grades earned through correspondence;
 - Grades earned in courses taken at a community college, university or trade school; and
 - Standardized test scores above the 35th percentile or other methods according to law.

F.S. 1002.41

Student Progression in the Elementary School Grades PreK-5

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Student Progression in the Elementary School

Admissions Requirements

Pre-kindergarten Program

To enter the Pre-kindergarten Program, a child must meet the eligibility criteria established by the Florida Department of Education. Program eligibility and selection is based on meeting the following criteria:

The child must

- be four (4) years of age (except students with disabilities) on or before September 1;
- meet the economic eligibility criteria (except students with disabilities); and
- meet other criteria established by the Florida Department of Education.

Children who meet the program criteria are admitted on a space-available basis. Children with disabilities are admitted.

Kindergarten

- Students must be five (5) years old on or before September 1 to be eligible to enter kindergarten as stated in Florida law.
- Students must have received appropriate health examinations and immunization records as stated in Florida law.
- The statewide kindergarten screening will take place within the first 30 school days of each school year.

F.S. 1002.67(1)

First Grade

Students must be six (6) years old by September 1 and have satisfactorily completed kindergarten as stated in Florida law.

F.S. 1003.21; 1003.22

Attendance

School attendance is required of all students, kindergarten through age 16. Students who have excessive excused absences, unexcused absences, tardies, or early departures will be referred to the Child Study Team or the Student Assistance Team for appropriate interventions. For more information, see the CCPS *Code of Student Conduct*.

Course of Study

Curriculum

Students in kindergarten through grade five will be provided instruction at their appropriate instructional level(s) and will follow curricula that include the following subjects:

- Reading:

- ✓ K - 2 emphasis on learning to read;
- ✓ 3 - 5 emphasis on reading to learn.
- Writing/Speaking/Listening/Literature;
- Mathematics;
- Science/Health;
- Social Studies; and
- Physical Education

Other subjects in the curricula may include the following:

- Music;
- Art;
- Computer Technology;
- Personal/Social Development;
- Spanish; and
- STEM labs (science, technology, engineering and math).

Curricula shall be determined by the following:

- Laws of the State of Florida;
- Next Generation Sunshine State Standards (NGSSS);
- Topics of subject matter required by the State Board of Education;
 - ✓ African-American History
 - ✓ Awareness of Handicaps
 - ✓ Career Awareness
 - ✓ Character Education
 - ✓ Critical Thinking/Problem Solving
 - ✓ Energy/Environmental Education
 - ✓ Health, Safety, Substance Abuse
 - ✓ Multi-cultural Awareness
 - ✓ Holocaust Awareness
 - ✓ Veteran Sacrifices
- Others as determined by state law; and
- Needs of students.

A variety of support services are available to students to help them meet the performance standards of each subject.

Elementary students who score at Level 4 or Level 5 on FCAT Reading or Math are given the option of taking accelerated courses through Florida Virtual School.

Homework

Homework is an extension of learning and is important for improving student achievement. Each school is expected to have homework guidelines tailored to its student population, including a system for reviewing which promotes learning.

- 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.
- 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.

Reading Homework

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

Strategies for Parents to Help Children Increase Reading Proficiency

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

From *Reading Tips* for Parents, U.S. Department of Education

Available online at

<http://www.ed.gov/parents/read/resources/readingtips/index.html>

or call 1-800-USA-LEARN.

Assessment

Each child must participate in statewide assessment tests unless exempt under criteria established by the Commissioner of Education.

For students with disabilities and ELL (English Language Learners) students, any accommodations must be specified in their Individual Education Plans or 504 Plans. Each plan must state specifically which tests the student is expected to take and the accommodations(s) allowed for that test.

The following research-based assessments are used at the elementary level to help determine student achievement. Other research-based assessments may also be used to help determine student progress and achievement.

Kindergarten

- FLKRS (Florida Kindergarten Readiness Screener)
- FAIR (Florida Assessments for Instruction in Reading)
- CELLA (Comprehensive English Language Learning Assessment) - ELL students
- enVision_Math Assessment
- Charlotte Writes

Grade 1

- Harcourt Benchmark Assessments – Reading
- FAIR - Reading
- CELLA - ELL students
- enVision Math Assessment
- Charlotte Writes

Grade 2

- Harcourt Benchmark Assessments – Reading
- FAIR - Reading
- CELLA - ELL students
- Charlotte Writes
- enVision - Math Assessment

Grade 3

- Harcourt Benchmark Assessments – Reading
- FAIR - Reading
- SAM (Standard Assessment Module) - Mathematics
- FCAT – Reading and Mathematics
- SAT 9 and/or SAT 10 - Reading
- CELLA - ELL students
- Charlotte Writes

Grade 4

- Harcourt Benchmark Assessments – Reading
- FCAT – Reading, Writing, and Mathematics
- FAIR - Reading
- SAM - Mathematics
- CELLA - ELL students
- Charlotte Writes

Grade 5

- Harcourt Benchmark Assessments – Reading
- FCAT – Reading, Mathematics, and Science
- FAIR - Reading
- SAM – Mathematics
- DSSA (District Science Screening Assessment)
- CELLA - ELL students
- Charlotte Writes

F.S. 1008.21; 1008.25(4)

Remediation

FCAT Levels for Remediation

The acceptable level of performance on FCAT at each grade level is Level 3 – “meets expectations.”

- Grade 3 retention: Level 1 in reading (i.e. below expectations”);
- Grades 3,4,5 remediation: Below level 3 in reading, and/or Science; and
- In grades where there is no FCAT, 80% mastery of standards in math and reading.

For students who have not reached the desired level of performance, progress monitoring is through the following:

- Kindergarten-Grade 5 reading: FAIR (Florida Assessments for Instruction in Reading) and Harcourt Benchmark Assessments;
- Kindergarten – Grade 2 mathematics –enVision;
- Grades 3 - 5 reading: FAIR;
- Grades 3 - 5 math: SAM (Standard Assessment Module) ; and
- Grade 5 Science: DSSA (District Science Screening Assessment).

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the school-based *Progress Monitoring Plan*, the student may be retained.

Students who have been promoted for “good cause,” must participate in the school-based *Progress Monitoring Plan* which must include an altered instructional day, diagnostic information, and reading strategies for each student.

The appropriate placement for a student who has been retained two or more years is the next year with a *Progress Monitoring Plan*.

Progress Monitoring Plans

Any student who has been identified through the data teams as not meeting state or district expectations for proficiency in reading, writing, science or mathematics must participate in the school-wide *Progress Monitoring Plan* which is developed in consultation with the student’s parent/guardian. The plan must include immediate intensive remedial instruction in the areas of weakness.

Intensive remediation is defined as instruction designed to specifically concentrate additional time and effort on the specific diagnosed deficiencies of the individual student.

The plan must contain the following elements:

1. Additional diagnostic assessment which includes the following:
 - a. Identification of the specific diagnosed academic needs to be remediated;
 - b. Identification of the success-based and/or research-based strategies to be used;
 - c. Identification of how, when, how often, by whom, and how long intensive
 - d. Identification of monitoring and re-evaluation activities to be employed;
2. Reassignment at the end of the remediation period to determine if the district and/or state proficiency level in designated area(s) has been attained;
3. Student learning style must be taken into account when planning remediation;
4. Progress Monitoring Plans are discussed with a parent or guardian; and
5. If a student is enrolled in ESE, ELL or an Intensive Literacy Unit, the plans developed for these programs can serve as the *Progress Monitoring Plan* if these plans address the specific area of need identified for reading, writing, science, and/or mathematics as well as the specific strategies for addressing those needs.

Reading Deficiencies

ANY student in ANY grade who is identified as having a deficiency in reading must participate in the school-wide *Progress Monitoring Plan*, which must identify the following:

- The student's specific areas of deficiency in phonemic awareness, phonics, vocabulary, fluency, and comprehension;
- The desired level of performance in these areas;
- The instructional strategies and support services to be provided to meet the desired levels of performance; and

READ Initiative

K-3 students who are at risk of retention or 3rd grade students who have not met the standards for promotion to grade four (4) as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary and comprehension will be provided intensive immediate instruction through the Reading Enhancement and Acceleration Development program during regular school hours in addition to the regular reading instruction using a state-identified reading curriculum.

F.S. 1008.25 (4) (b); 1008.25(4) (c); 1008.25(7) (b) (7)

Progress Monitoring Plan and Grade Level Performance

A student who performs below grade level is placed on the school-wide *Progress Monitoring Plan*. Below-level performance can be indicated through classroom work, portfolios, teacher/staff observation, teacher assessments, and data from the following district and state assessments:

Kindergarten – Grade Two

- FAIR - Reading;
- Harcourt Benchmark Assessments - Reading;
- CELLA - ELL students;
- Charlotte Writes; and
- enVision - Mathematics Assessment.

Grade Three

- Performance Matters/SAM (Standard Assessment Module) - Mathematics;
- FAIR;
- CELLA for ELL students; and
- Charlotte Writes.

Grade Four

- 3rd grade FCAT Reading and/or Mathematics (Level 1 or 2);
- Performance Matters/SAM - Mathematics;
- CELLA for ELL students; and
- Charlotte Writes.

Grade Five

- 4th Grade FCAT Reading and/or Mathematics (Level 1 or 2);
- FCAT writing (below 4.0);
- CELLA for ELL students;
- Charlotte Writes; and
- DSSA (District Science Screening Assessment)

F.S. 1008.25 (1); 1008.25 (2) (b)

Promotion and Retention

Promotion

- Each student's progression from one grade to another is determined in part by grade level proficiency in reading, writing, mathematics, and science as assessed by classroom work, portfolios, teacher/staff observation, teacher assessments, and data from district and state assessments.
- Promotion/retention for grades K-5 will not be determined solely on the basis of a single test/method except in grade 3. Grade three students who do not score at level 2 in reading on FCAT will be retained except for those students who are promoted for good cause.
- The primary responsibility for determining and documenting each student's level of performance and ability to function academically, socially, and emotionally at the next grade level is that of the student's teacher(s), subject to review and approval of the school principal.
- No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.
- The principal has the final authority to determine the placement of students except for good cause promotions at grade three (3) which must be reviewed by the superintendent.

Retention-Grades K-5

- The following are considered when retention of a student is a possibility:
 - FCAT scores (when available);
 - SAT 9 scores (when available);
 - SAT 10 scores (when available);
 - The *Progress Monitoring Plan*;
 - Progress Monitoring Assessments (FAIR, SAM, DRA, DAR, etc.);
 - Report card;
 - Remediation services (before, during, and after school programs);
 - Title I services;
 - Exceptional Student Education (ESE) services;
 - English Language Learner services (ELL) ; and
 - Prior retentions.
- Any child being considered for retention should be referred to the Child Study Team who will analyze the contents of the cumulative record prior to a recommendation for retention. This team will also gather input from related classroom teachers and other appropriate school personnel.

- When retention is the recommendation, parents/guardians must be advised immediately, through a parent conference, at which time future program modifications will be discussed.
- When students are retained, they must be enrolled in an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.
- The principal has the final authority to determine the placement of students except for good cause promotions at grade three (3) which must be reviewed by the superintendent.

F.S. 1008.25(1); 1008.25(2) (a); 1008.25(2) (b); 1008.25(5) (c) (1) (2) (3); 1008.25(6) (z)

Retention and FCAT

- The acceptable level of performance on FCAT in grades 3-5 is level 3, "meets expectations."
- Students scoring at level 1 and 2 are considered "below expectations-level 1" and "minimally below expectations-level 2."
- In grades K-2 where there is no FCAT, 80% mastery of the standards in the core curriculum is required.

Grade Three (3) Reading and Retention

Any student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments conducted in kindergarten through grade three (3) or through teacher observations, must be given intensive reading instruction immediately and it must be continued until the reading deficiency is remediated. If the student's reading deficiency is not remediated by the end of grade three (3), as demonstrated by scoring at Level 2 or higher on the FCAT in reading for grade three (3), the student must be retained except for good cause. If a student is retained, the parent must be given the reasons the student is not eligible for a good cause exemption.

When any student exhibits a substantial deficiency in reading, the parent/guardian must be given a written description of the current services that are provided and the proposed supplemental instructional services and supports that will be provided to the child. The parent must also be told that if the child's reading deficiency is not remediated by the end of grade three (3), the child must be retained unless he or she is exempt from mandatory retention for good cause.

- Good cause exemptions for reading retention are limited to the following:
 1. Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner (ELL) program;
 2. A student with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate;
 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
 4. Students who demonstrate through a student portfolio that they are reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT;
 5. Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan which reflects that they have received the intensive remediation

in reading for more than two (2) years but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade one (1), or grade two (2); and

6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one (1), or grade two (2) for a total of two (2) years.
- Requests for good cause exemptions from the mandatory retention requirement must include documentation submitted by the teacher to the school principal.
 - The principal must review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained.
 - If the principal determines that the student should be promoted, the principal must make that recommendation in writing to the superintendent who in turn shall accept or reject the principal's recommendation in writing.

F.S. 1008.25(6) (a)

Successful Progression for Third Grade Retention

Third grade students who are retained must be provided intensive interventions in reading as identified by a valid and reliable diagnostic assessment. Intervention must include the following:

- Effective instructional practices;
- One of the following instructional options shall be provided:
 - Supplemental tutoring in research-based reading services;
 - A “Read at Home” plan outlined in a parent contract including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading; or
 - An opportunity for a mentor or tutor with specialized reading training.
- A high performing teacher;
- Participation in the summer reading program;
- Appropriate teaching methodologies;
- Review of the *Progress Monitoring Plan* to address additional support;
- A completed student portfolio; and
- 90 minutes per day of uninterrupted scientifically research-based reading instruction and other strategies which may include but not be limited to the following:
 - small group instruction;
 - reduced teacher-student ratio;
 - more frequent progress monitoring;
 - tutoring or mentoring;
 - transition classes containing 3rd and 4th grade students;
 - extended school day, week, or year; and
 - a summer reading program.

F.S. 1008.25(7) (a) (b) 1, 2, 3, 5, 6, 7

Mid Year Promotion of Third Grade Students

Any retained 3rd grade student may be promoted to 4th grade under the following conditions: shows success as an independent reader by reading at or above grade level; and has a portfolio which demonstrates mastery. Portfolio mastery includes evidence that the benchmarks assessed by the Grade 3 FCAT Reading have been met. Evidence is to include multiple choice items and

passages that are approximately sixty (60) percent literary text and forty (40) percent information text and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests. For each benchmark, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above. The teacher and principal must sign that the work is an accurate assessment of the required reading skills.

Intensive Acceleration Class (IAC) for 3rd Grade

Any student in grade three (3) who scored at Level 1 on the reading portion of the FCAT and who was retained in grade three (3) the prior year shall have an Intensive Acceleration Class (IAC) which includes the following:

- Reduced teacher-student ratio;
- Uninterrupted reading instruction for the majority of student contact time each day;
- Incorporation of opportunities to master the grade four (4) Sunshine State Standards in other core subject areas;
- A reading program that is scientifically based and has proven results in accelerating reading Research-based intensive language and vocabulary instruction (including the use of a speech language therapist); and
- Weekly progress monitoring measures.

F.S. 1008.25 (7) (b) 4

Transition Instructional Setting for Third Grade

Retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade four (4) performance standards while continuing to remediate the areas of reading deficiency.

F.S. 1008.25 (7) (b) 10

Promotion to Middle School

A student who scores below Level 2 on FCAT reading and whose academic progress is inadequate as determined by the principal, must attend the summer reading program if offered in order to be considered for promotion to middle school.

Promotion for Exceptional Education Students

ESE students receiving instruction with ESE support will have the following additional criteria considered for promotion:

- Individual Education Plan (IEP) including how the student's disability affects the student's participation in the general curriculum;
- Classroom performance; and
- Level of mastery of course performance standards.

F.S. 1008.25 (6) (a)

Reporting Student Progress

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

- Teacher/parent conferences;
- Periodic informal written or oral communications;
- Interim reporting at least once per marking period for all students and on a daily, weekly, or as-needed basis for students experiencing difficulty; and
- Student progress reporting which includes proficiency data in reading, writing, mathematics, and science as gathered through the following;
 - Classroom work;
 - Observations;
 - Portfolios;
 - Classroom assessments;
 - District assessments, where appropriate; and
 - State assessments, where appropriate.

Report Cards

- Report cards are issued as follows:
 - Grades K-5 – four (4) times per year; and
 - Year Round School Grades K-5 – three (3) times per year.
- All schools use a standard report card as the primary means of reporting student progress.
- Selected programs utilize a standardized reporting insert in combination with the regular report card.
- Report cards give an annual report of student progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, science, and social studies based on results of district and statewide testing.
- Report cards indicate to parents whether a student is working at a level below that expected for his/her assigned grade placement.
- For students with disabilities, the report card will include progress toward achievement of Individual Education Plan (IEP) goals and objectives.
- For ELL students, progress should be communicated in a language that the parents understand, whenever feasible.

Grading Scale K-2

K-Grade 2 Student Performance Indicators are as follows:

O = Outstanding;

S = Satisfactory;

I = Some progress made, but improvement is needed at this time; and

U = Unsatisfactory.

Rated Areas of Performance

Personal and Social;

Language and Literacy;

Mathematics;

Science; and

Social Studies.

Other basics such as art, music, computer, career education, Spanish, and physical education are rated as follows:

O = Outstanding;

S = Satisfactory;

I = Some progress made, but improvement is needed at this time; and

U = Unsatisfactory.

Grades 3-5 Report Cards

Letter grades for reading, language, mathematics, science/health and social studies are based on the following numerical scale:

A = 90-100;

B = 80-89;

C = 70-79;

D = 60-69; and

F = 0-59.

Other basics such as art, music, computer, physical education, and areas of personal development are rated as follows:

O = Outstanding;

S = Satisfactory;

I = Some progress made, but improvement is needed at this time; and

U = Unsatisfactory.

Student Progression in the Middle School

Grades 6 – 8

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Student Progression in the Middle School

Attendance

School attendance is required of all students, kindergarten through age 16. When a student exceeds nine (9) absences in a semester, he or she may be in danger of failing. It is the responsibility of the parent and student to make arrangements to complete appropriate make-up work. Students who have excessive excused or unexcused absences will be referred to the Student Assistance Team for appropriate interventions. For more information, see the CCPS *Code of Student Conduct*.

F.S. 1003.21

Course of Study

CCPS provides all courses required for middle grades promotion and provides appropriate instruction designed to ensure that students meet State Board of Education adopted standards.

Curriculum

There shall be instruction in any 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 such as English, math, and science may be offered to middle school students who meet the appropriate entrance requirements. Students in grades six (6) through eight (8) will be provided instruction at their appropriate instructional level(s) and will follow curricula that include the following subjects:

- 3 courses in language arts emphasizing literature, composition, and technical text;
- 3 courses in mathematics. Middle schools must offer at least one high school level mathematics course for which students can earn high school credit;
- 3 courses in social studies, one semester of which must include the study of state and federal government and civics education;
- 3 courses in science; and
- 1 semester course in career and education planning to be completed in 8th grade.

The course must

- Use CHOICES for the 21st Century or a comparable cost-effective program;
 - Include the online student advising system FACTS.org;
 - Have a component for a parent meeting in the evening or on the weekend to inform parents about course curriculum and activities; and
 - Result in the completion of a personalized academic and career plan signed by the student, the student's guidance counselor, career teacher, or academic advisor and the student's parent.
- Physical Education – Beginning in the 2009 - 2010 school year, middle school students must take one semester of physical education each year unless a district waiver is secured.

A variety of exploratory experiences may be offered by schools including, but not limited to, the following:

- Applied Technology;
- Art;
- Band;
- Chorus;
- Computer Literacy;
- Drama;
- Spanish; and
- Health.

Earning High School Credit Toward Graduation

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

- Students are considered ninth graders during the periods in which they are enrolled in the high school credit courses offered at the middle school site;
- The courses are listed in the Florida *Course Code Directory* and meet high school requirements;
- Courses are offered for the same number of hours of instruction as currently offered at the high school;
- Students demonstrate mastery of district and state course performance standards; and
- Placement of grades to the high school transcript is as follows:
 - 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; and
 - If the student retakes the course, only the higher grade and credit will be included in the grade point average calculation.
- Successful completion (middle school requirement) of a high school level Algebra I or Geometry course is not contingent on the End-of-Course (EOC) assessment; however,
 - Beginning with the 2011-2012 school year to earn high school credit for Algebra 1, a middle school student must pass the Algebra I EOC Assessment.
 - Beginning with the 2012-2013 school year, to earn high school credit for Geometry I, a middle school student must pass the Geometry I EOC Assessment.

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 which promotes learning.

- 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.

Reading Homework

Students in middle school should read or be read to at least thirty (30) minutes each evening.

Assessment

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

F.S. 1008.21; 1008.25

Grade 6

State

- FCAT – Reading and Mathematics
- FAIR (Florida Assessments for Instruction in Reading)

District

- Performance Matters /SAM (Standard Assessment Module) - Mathematics
- Science – District developed
- Writing – District developed

Grade 7

State

- FCAT – Reading and Mathematics
- FAIR

District

- Performance Matters/SAM - Mathematics
- Science – District developed
- Writing – District developed

Grade 8

State

- FCAT – Reading, Writing, Mathematics, and Science
- FAIR

District

- Performance Matters /SAM - Mathematics
- District Developed-Science and Writing

Remediation

Progress Monitoring/Progress Monitoring Plans (PMP) Process

Note: Progress monitoring must occur 3 times per year

SBR 6A-6.054

Schools have a school-wide *Progress Monitoring Plan* (PMP) for any student entering 6th grade with his or her most recent FCAT score below Level 3 in reading, math, or science. Parents must be aware of the specifics of the PMP, and they must be encouraged to participate in the development of the plan. The plan must be implemented until the student completes the 8th grade or scores at Level 3 or above in reading, math, or science on the FCAT. The *Progress Monitoring Plan* must do the following:

- Identify educational goals and intermediate benchmarks for the student in the core curriculum areas;
- Be based upon academic performance data and the identification of the student's strengths and weaknesses;
- Include academic intervention strategies with frequent progress monitoring; and
- Provide innovative methods to promote the student's advancement which may include the following:
 - Flexible scheduling;
 - Tutoring;
 - Focus on core curriculum;
 - Online instruction; and
 - Alternative learning environment.

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 reading, writing, mathematics, and/or science.

See the individual school's *Student Success Plans* for more specific information.

Reading Deficiencies

Striving Readers at Middle School

Striving readers are defined as students in any grade who are identified as having an assessed deficiency in reading. In order to ensure these students' needs are met and in keeping with the guidelines of the Department of Education, remediation and instructional placement in Charlotte County Public Schools is provided as follows:

- ❖ Note: Remedial instruction is not in lieu of English course completion requirements for promotion.
- For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year.

- Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.
- Reading courses shall be designed and offered as they are described in the District's Comprehensive Reading Plan.

F.S. 1011.62(9)

ANY student in ANY grade who is identified as having a deficiency in reading must participate in the school-wide *Progress Monitoring Plan (PMP)*, which must identify the following:

- The student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary;
- The desired levels of performance in these areas; and
- The instructional and support services to be provided to meet the desired levels of performance.
- The PMP information is to be maintained by each student's reading teacher.
- Progress monitoring must occur three(3) times per year.

Progress Monitoring Plan (PMP) Process for Math

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year which may be integrated into the student's required mathematics course.

- The school-wide plan must contain the following elements:
 - Additional diagnostic assessment;
 - Identification of the specific diagnosed academic needs to be remediated;
 - Identification of the success-based and/or research-based strategies to be used;
 - Identification of how, when, how often, by whom and how long intensive remedial instruction is to be provided; and
 - Identification of monitoring and re-evaluation activities to be employed.
- Students will be reassessed at the end of the remediation period to determine if the district and/or state proficiency level in designated area(s) has been attained.
- Remediation must take into account a student's learning style.

F.S. 1008.25 (4) (b); 1008.25 (4) (c)

Progress Monitoring Plans (PMP) and Grade Level Performance

Students are served by a school-wide PMP using the following criteria:

Grade 6

State

- FCAT – Reading and/or Mathematics
 - Scoring in Levels 1 or 2 in grade five (5).
- FAIR (Florida Assessments for Instruction in Reading) - Reading

District

- Performance Matters/SAM - Mathematics
- Writing – District developed
- Teacher observation

Grade 7

State

- FCAT – Reading and/or Mathematics
 - Scoring in Levels 1 or 2 in grade six (6)
- FAIR

District

- Performance Matters/SAM - Mathematics
- Writing – District developed
- Teacher observation

Grade 8

State

- FCAT – reading and/or mathematics
 - Scoring in Levels 1 or 2 in grade seven (7)
- FAIR - Reading

District

- Performance Matters /SAM - Mathematics
- Writing – District developed
- Teacher observation

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the school-wide *Progress Monitoring Plan*, the student may be retained.

Promotion and Retention

Promotion/retention will not be determined solely on the basis of a single test/method. Promotion from middle school to high school requires the successful completion of the following:

- 3 courses in Language Arts emphasizing literature, composition, and technical text;
- 3 courses in mathematics. Middle Schools must offer at least one high school level mathematics course for which students earn high school credit;
- 3 courses in social studies, one semester of which must include the study of state and federal government and civics education;
- 3 courses in science; and
- 1 semester course in career education.
- If a student fails both semesters of 2 core courses, the student will be retained.
- Promotion to the next grade shall be based upon a student making adequate progress and demonstrating an appropriate level of achievement of the essential concepts in the academic core.
- Student performance must be judged on the basis of a number of measures taken over time (see grading criteria).
- No student can be assigned a grade level based solely on age or other factors that constitute social promotion.

- A student who scores below Level 2 on FCAT reading and whose academic progress is inadequate, as determined by the principal, must attend the summer reading program if offered in order to be considered for promotion. This includes promotion to high school.

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

Performance Based Course Completion

Successful course completion can be awarded for performance-based learning as well as for courses with approved modifications as a strategy for drop out prevention at The Academy.

F.S. 1003.413 (3) (a)-(k)

Promotion Between Grade Levels

Promotion between grade levels is determined by 2 successful course completions in core subjects each year. Successful course completion is defined as passing a core course with a grade of “D” or better.

Promotion to high school is determined by 12 successful core course completions. i.e., 3 in language arts, 3 in mathematics, 3 in science and 3 in social studies. In addition, students must take a one semester course in career education.

The principal has the authority to determine the final placement of students.

Course Recovery

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

Attendance Requirement for Course Completion

School attendance is required of all students, kindergarten through age 16.

A student with more than nine (9) absences in a semester can earn half of the successful course completion only if he/she has demonstrated mastery of the course performance standards in the course of study by achieving a grade of “C” or better on the semester examination or an alternate assessment, each of which covers all the standards. If the student does not meet the above requirements, he/she will receive a final grade of “F” and no successful completion for the course. All the other policies governing successful course completions, semester averages, and grade promotion must be met as outlined in the CCPS *Student Progression Plan*. Hardship cases should be referred to the Student Assistance Team.

Additional information regarding CCPS attendance policies, class work, make-up privileges, etc. can be found in the CCPS *Code of Student Conduct*.

F.S. 1003.436

Reporting Student Progress

Grade Point Average and Participation in Interscholastic Activities

To be eligible to participate in interscholastic activities, a student will need an overall Grade Point Average of 2.0 or above for the preceding grading period.

Grading Criteria

Middle school students shall be expected to demonstrate achievement of the essential concepts (state standards) in the core subject areas. Student progress reporting will include proficiency data in reading, writing, mathematics, science, and social studies.

- Grading criteria must be based on a variety of assessments which may include the following:
 - Classroom work;
 - Projects/presentations;
 - Classroom assessments;
 - Observations;
 - Portfolios; and
 - Other relevant information.
- All of the above provide opportunities for all students to demonstrate mastery of the course-specific benchmarks as outlined in the state course descriptions. Student progress reporting will include proficiency data in reading, writing, mathematics, and science.
- Conduct and effort reflect student work habits, not academic achievement of course-specific benchmarks, and therefore should not be included in the academic grade.
- Students must be advised of the grading criteria used in the school and in each class at the beginning of the course of study.

Semester Exams

Semester exams based on subject performance standards will be given at the end of both semesters in all grades.

Grade Point Average

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

Grading Scale

The district grading scale for grades six through eight is as follows:

Grade	Percentage	Quality Point Value	Progress
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress

C	70-79	2	Adequate Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
Blank	N/A	N/A	Incomplete

F.S. 1007.27

Semester Grades

Semester grades will be determined in the following way:

- Letter grades are averaged to determine semester final grades as follows:

First nine weeks	40%
Second nine weeks	40%
Semester exam	20%

The process is repeated for the second semester.

Grades for high school courses taken in middle school have the same percentages as high school as follows:

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

Report Cards

It is the firm belief of CCPS that excellence in education requires community commitment, and one of the cornerstones of this belief is communication between home and school. Good communication is informative, purposeful and ongoing. It should include the following:

- Interim reports at the 4 ½ week period for all students;
- Interim reporting—daily, weekly, or an “as needed basis” for students performing below grade level;
- Nine week report cards to include information on the following:
 - absences and tardies;
 - grades which reflect;
 - ✓ mastery of performance standards as outlined in the state course descriptions
 - ✓ proficiency levels in reading, writing, mathematics, and science as appropriate; and
 - indication to parents when a student is working at a level below that expected for his/her assigned grade placement.
- Annual report of student progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science, based on results of district and statewide testing; and
- For ESE and ELL students, the report will include progress toward achievement of the goals and objectives in the student’s education plan.

F.S. 1008.25

Student Progression in the High School Grades 9-12

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Student Progression in the High School Grades 9-12

Introduction

The mission of the Charlotte County Public Schools is to provide an innovative educational environment that allows and inspires success for everyone.

All incoming ninth grade students and their parents or guardians shall be active participants in choosing an end-of-high school student destination and putting in place preliminary four or five-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.

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.

The grades 9-12 assessment system will provide information that will help all students graduate with the skills, attitudes, and knowledge to be successful and responsible.

F.S. 1007.21

Career and Professional Academies

A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an industry-driven career curriculum. Students completing career and professional academy programs receive the following:

- A standard high school diploma;
- The highest available industry certification; and
- Post secondary credit if the academy partners with postsecondary institution.

F.S. 1003.493

Considerations When Creating a Four Year Plan

- Computer literacy is an expectation in all high school courses.
- Students going to selective universities are advised to take Advanced Placement courses 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 (4) years of the same foreign language.
- Students are encouraged to participate in leadership roles, community service and in depth extracurricular activities.

Admissions

Home School Student Access to Courses

Home school students wishing to take courses at the high school level beyond those which are connected to out of school activities, may do so in accordance with compliance of class size reduction requirements. Home school students must register for these courses during the 2 week period before school begins each year.

Foreign Exchange Student Program Requirements

The sponsoring organization must have an approved application on file in the CCPS District Office before contacting the school. A complete copy of the CCPS *Foreign Exchange Student Policy and Guidelines* will be provided for the organization to accept and follow.

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

- Be at least 16 but not more than 18 years of age at the date of enrollment;
- Have sufficient knowledge of the English language to participate in high school courses;
- ELL screening/placement as appropriate;
- Obtain permission of the principal. The principal may admit a maximum of five (5) foreign exchange students annually;
- Be in attendance the first day of school;
- Declare at time of enrollment whether or not the student is seeking a diploma from the school; and
- Complete all graduation requirements for a Florida Standard Diploma in order to be eligible for graduation and to obtain a high school diploma.

Credit

The Board recognizes that circumstances may permit students in grades eight (8) through twelve (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 Sunshine State Standards.

In such cases, each school department and/or grade level will identify and submit in writing to the principal for approval, 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 Credit

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 the state standards.

- One-half credit is defined as the equivalent of one-half of the requirements for one full credit.
- 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.
- Three semester hours of college credit earned through dual enrollment and satisfying the requirements of the district's inter-institutional articulation agreement, shall also equal one-half (0.5) high school credit unless otherwise designated by the Articulation Coordinating Committee or the Florida Department of Education.
- A complete list is available in the Florida *Course Code Directory*.
- All courses will be offered and grades assigned in one-half (0.5) credit increments unless otherwise designated.

F.S. 1003.25; 1003.436

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide standardized EOC assessment if the student attains a specified score on the assessment. Credit shall be awarded 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 as defined in Florida Statute on the corresponding statewide, standardized EOC assessment. A student who is not enrolled in the course or who has not completed the course may take the standardized EOC assessment during the regular administration of the assessment.

F.S 1008.22(3)(c)5

Performance Based Credit

Credit can be awarded for performance-based learning as well as for courses with approved modifications as a strategy for drop out prevention at The Academy.

F.S. 1003.413 (3) (a)-(k)

High School Courses Taken Below Grade Nine

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; and
- 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.

Graduation Options

Choosing the Right Standard Diploma Option

❖ NOTE: Students must have a full schedule of classes each semester. Any exceptions must be approved by the Deputy Superintendent and the Executive Director for Learning.

Students should choose their options carefully. Once the option is chosen, the student is committed for the entire school year (2 semesters).

An option can only be changed during spring registration for the following year.

Students should consider carefully the following questions in determining which diploma option is right:

- What would be the impact on my college and career plans?
- How would this impact my chances to get scholarships?
- What would be the impact on my participation in athletics or in extracurricular activities?
- Would this affect my ability to earn a Bright Futures Scholarship?
- How would this affect my ability to take free college courses through advanced placement or dual enrollment, or to complete free technical training while in high school?
- What would be the impact on my ability to participate in areas of interest such as drama, band, the arts, student government, and senior activities?

Diploma Options

4-year option

3-year college preparatory option – see Appendix I

3-year career preparatory option – see Appendix II

For all options Florida Statute 1003.429 states that “If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements (4 Year Standard Diploma) for high school graduation” which includes 24 credits.

FS. 1003.429

Requirements for Standard Diploma Options

In all options, students must pass the appropriate end of course exams, the appropriate FCAT tests or receive a concordant score on the SAT or ACT.

A transfer student must be in attendance for at least one semester unless there are exceptional or compelling circumstances.

Four-year Standard Graduation Requirements for Students Entering High School in 2007-2009

- 4 credits in English (major concentration in composition and literature);
- 4 credits in mathematics (must include Algebra I);
- 3 credits in science (two of which must include a lab component);
- 1 credit in United States history;
- 1 credit in world history;
- .5 credit in economics;
- .5 credit in American government;
- 1 credit in performing fine arts;
- 1 credit in HOPE (Health Opportunities Through Physical Education);
- 8 credits in electives; and
- Have a cumulative unweighted grade point average of 2.0 on a 4.0 scale.

Four-year Standard Graduation Requirements for Students Entering High School in 2010-2011 and Thereafter

- 4 credits in English (major concentration in composition and literature);
- 4 credits in mathematics (must include Algebra I or equivalent, geometry (or equivalent)
 - Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine include the following:
 - 2010-2011
 - one of the four(4) credits in mathematics must be in Geometry I or a series of courses equivalent to Geometry I ;
 - Algebra I EOC Assessment performance will constitute 30% of the student’s final course grade, if enrolled.
 - 2011-2012
 - Earn a passing score on the Algebra I EOC Assessment in order to earn course credit unless taken as an 8th grader

- Geometry EOC Assessment performance will constitute 30% of the student's final course grade, if enrolled.
 - 2012-2013
 - Earn a passing score on the Geometry I EOC Assessment in order to earn course credit
 - One of the four(4) credits in mathematics must be Algebra II or equivalent
 - 3 credits in science (two of which must include a lab component);
 - Beginning with the following school years, additional science graduation requirements for students entering grade nine (9) include the following:
 - 2011-2012
 - One of the three(3) credits in science must be Biology I or a series of courses equivalent to Biology I.
 - Biology I EOC Assessment performance will constitute 30 % of the student's final course grade, if enrolled.
 - 2012-2013
 - Earn a passing score on the Biology I EOC Assessment in order to earn course credit.
 - 2013-2014
 - Three (3) credits must include one credit of
 - Biology I or equivalent
 - chemistry or physics or equivalent
 - 1 credit in an equally rigorous course as determined by the State Board of Education.
 - 1 credit in United States history;
 - 1 credit in world history;
 - .5 credit in economics;
 - .5 credit in American government;
 - 1 credit in performing fine arts speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination as identified through the *Course Code Directory*;
 - 1 credit in HOPE (Health Opportunities Through Physical Education);
 - 8 credits in electives; and
- Note: For students entering high school in 2011-2012 and thereafter, 1 credit must be taken virtually
- Have a cumulative unweighted grade point average of 2.0 on a 4.0 scale.

Credit Restrictions or Qualifications

- **Sequential Courses**
Subject area courses that depend on sequential information are to be taken in sequential order. Typically, in such courses, a student who fails to pass will not be allowed to enroll in the next higher course level until the failed course has been successfully completed.
- **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 proficiency. Level 1 courses are listed in the Florida *Course Code Directory*.

- **Physical Education**

For student entering high school before SY 2007-2008 (Class of 2011), personal fitness must be used to satisfy one-half (0.5) credit of this requirement. Students may choose participation in an interscholastic sport at junior varsity or varsity level for two full seasons and pass a competency test developed by the Department of Education on personal fitness with a grade of "C" or better to satisfy the one-credit requirement in physical education. Students satisfying the physical education requirement through sports participation do not receive course credit for this option and will need 9.5 elective credits for graduation. Only interscholastic sports in the categories approved by the Florida High School Activities Association can be used.

- Completion, with a grade of "C" or better, of one semester in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity will satisfy one-half of the one-credit requirement in physical education. Students satisfying the physical education requirement through marching band do not receive double credit. Students must still complete a minimum of 24 credits to meet graduation requirements. This half credit may not be used to satisfy the personal fitness requirement.
- Participation in ROTC counts as credit for physical education (1 semester ROTC = 1 semester physical education) = .5 credit. This half credit may not be used to satisfy the personal fitness requirement.
- Adaptive P.E. will satisfy the requirement for those exceptional education students seeking a standard diploma who cannot be assigned to personal fitness pursuant to physical education guidelines in the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.
- Students entering high school in school year 2007-2008 and beyond must take Health Opportunities through Physical Education (HOPE-PE Variation) which will replace physical education and personal fitness. The following waivers apply:
 - ✓ Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels AND a passing grade of "C" on the Personal Fitness Competency test satisfies the full 1 credit physical education requirement.
 - ✓ Completion of two years in a Reserve Officer Training Corps (R.O.T.C.) class satisfies the full 1 credit physical education and the full 1 credit Performing Arts requirement.
- ❖ Note: Completion of only one year of R.O.T.C. and /or one year of junior varsity/varsity sports will not satisfy .5 of the graduation credit. The student must completely fulfill the waiver.

- **Limit on Remedial Credits**

Any grades 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.

- **Job Preparatory Programs**

Any high school student who enrolls in a job preparatory program may substitute up to two (2) equivalent credits as specified in the *Course Code Directory* for a portion of the required credits in English, mathematics and science. A student who completes a job preparatory program and substitutes part of this program for business English, business math, pre-algebra, general science, or anatomy and physiology may not take any of these courses and receive additional credit. See the current Florida *Course Code Directory* for more specific information.

- **Certificate of Completion**

Students who have successfully completed all the credit requirements for graduation but have not met the state requirement for FCAT and/or achieved the minimum grade point average, are eligible for a Certificate of Completion.

Any student who is entitled to or receives a Certificate of Completion may elect to remain in high school for up to one additional year, or in the case of exceptional students, until the end of the school year in which the student reaches the age of 22, and receive instruction designed to remedy his or her identified deficiencies. Upon meeting all requirements, a Standard Diploma will be awarded.

- **Special Course Content**

Members of the instructional staff at all schools will teach the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day.

F.S. 1003.42; 1003.43; 1003.43(3)

Attendance Requirement for Course Credit

School attendance is required of all students, kindergarten through age 16.

A student may not be awarded a credit for any course if he/she has not attended class for the minimum number of hours unless he/she has demonstrated mastery of the student performance standards for the course.

A student with more than nine (9) absences in a semester or more than five (5) absences per nine weeks for an extended period can earn a half credit only if he/she has demonstrated mastery of the course performance standards in the course of study by achieving a grade of "C" or better on the semester examination or an alternate assessment, each of which covers all the standards. If the student does not meet the above requirements, he/she will receive a final grade of "F" and no credit for that semester of the course. All the other policies governing earning credits, semester averages, and grade promotion must be met as outlined in the *CCPS Student Progression Plan*. Hardship cases should be referred to the Student Assistance Team subject to the principal's approval.

Additional information regarding CCPS attendance policies, class work, make-up privileges, etc. can be found in the CCPS *Code of Student Conduct*.

F.S. 1003.436

Transfer Credit

Work or academic credit may be transferred into CCPS 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 FCAT tests or concordant scores.
- 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 CCPS students to graduate.

F.S. 1003.25 (3)

Making up Required Credits

Students who fail required courses will have several opportunities to make up credits. See *Remediation* for specific information.

Student Progress

As students progress through school, they are reminded that academic honesty is an expectation for all students.

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.

Class Enrollment Requirements

- Every student in grades 9 through 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 alternate school programs. Other exceptions must be referred to the Deputy Superintendent and the Executive Director of 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 Deputy Superintendent and the Executive Director of 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.

Interscholastic/Extracurricular Activity Requirements

- 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 Athletic Association and maintain satisfactory conduct, as defined by the district *Code of Student Conduct*.
- Home school students, who wish to participate in extracurricular activities, may only do so in the high school in the district they reside. The only exception is if the student applies for an out-of-district reassignment.
- In order for students to be eligible to participate in extracurricular activities, they 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*.
- If a student is convicted of an on or off-campus felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student’s participation in interscholastic extracurricular activities will be suspended for the balance of the school year.

Grading Scale

The Florida Uniform Statewide Grading Scale for grades 9-12 is as follows:

Grade	Percentage	Quality Point Value	Progress
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Adequate Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
No Grade	N/A	N/A	Incomplete

Courses Earning Weighted Grade Point Value

1.0 Additional Point Value for

- Core courses (Math, English Science Social Studies) at the Advanced Placement or Dual Credit level.

.5 Additional Point Value for

- Core courses (math, English, science, social studies) at the honors level as designated in the *Course Code Directory*;
- Adult courses taken as dual credit at Charlotte Technical Center (CTC);
- Foreign language courses at Level III and above; and
- Courses recommended by the District Curriculum Committee and approved by the Superintendent or designee(s).

❖ Note: The District Curriculum Committee will meet as needed to make recommendations to the Superintendent or designee(s) for weighted courses.

Grading Criteria

Grading criteria must be based on a variety of assessments which may include the following:

- Classroom work;
- Projects/performance tasks;
- Classroom assessments;
- Observations;
- Portfolios; and
- Other relevant information.

Teachers shall be responsible for assuring student achievement of the student performance standards (based on the Sunshine State Standards) which are incorporated into their course standards.

- Students must be advised of the grading criteria used in the school and in each class at the beginning of the course of study.
- Conduct and effort reflect students' work habits, not their academic achievement on benchmarks and should not be included in their academic grade.
- Promotion/retention will not be determined solely on the basis of a single assessment/method. The primary responsibility for determining and documenting each student's level of performance and ability to function academically is that of the student's teacher(s), subject to review and approval of the school principal.

Calculating 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 unweighted and weighted basis.

- Letter grades are averaged to determine semester final grades as follows:

First nine weeks	35%
Second nine weeks	35%
Semester exam or EOC	30%
- 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.

Calculating 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

- For graduation, a cumulative minimal GPA of 2.0 or above on a 4.0 scale is required.
- Any course grade not replaced according to the 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 the 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: forgiveness policies, second chance option, and/or modified curriculum.

F.S. 1003.43 (5) (e)

Reporting Student Progress

It is the firm belief of CCPS that excellence in education requires community commitment, and one of the cornerstones of this belief is communication between home and school. Good communication is informative, purposeful, and ongoing. 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; and
- 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. These reports will contain information on the following:
 - Absences and tardies;

- Student conduct and behavior; and
- Grades which will reflect the following:
 - ✓ Mastery of performance standards as outlined by the CCPS Essential Learnings and as determined by teacher observation, classroom assignments, classroom tests, projects and other relevant information; and
 - ✓ Proficiency levels in reading, writing, mathematics and science as appropriate.
- An annual report of student progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science based on results of district and statewide testing.

Even if a student is eighteen (18) years of age or older, the parent will be notified in writing during a grading period 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 or principal will be provided.

Grade Level Classification

Under normal circumstances, students are classified at the end of each school year.

- To be classified as a tenth (10th) grade student, the student must have completed one year of high school and been awarded a minimum of five (5) credits to include one of four (4) credits in mathematics and one of four (4) credits in English or meet the grade nine (9) FCAT Level 2 in math and reading.
 - To be classified as an eleventh (11th) grade student, the student must have completed two years of high school and been awarded eleven (11) credits to include two of four (4) credits in mathematics and two (2) of four (4) credits in English or meet the 10th grade FCAT Level 2 in math and reading.
 - To be classified as a twelfth (12th) grade student, the student must have completed three (3) years of high school and been awarded a minimum of sixteen (16) credits, or at the beginning of the third (3rd) year of high school, the student must have signed an 18 credit option form.
- ❖ Note; The Academy has a different grade level classification, based on the needs of its population.

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. For more information, see the section on *Progress Monitoring Plans*.

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.

Senior End of Course Exam Waiver

NOTE: Official State of Florida End of Course (EOC) Exams cannot be waived.

- Only seniors can waive exams; however, no one can waive End of Course (EOC) exams..
- Exam waivers do not pertain to AP tests and dual credit exams required by colleges, nor do they pertain to official State of Florida End of Course (EOC) exams..
- The semester exam in a course that is year long, 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.

Assessment

The statewide assessment program will be changing over the next several years to phase in new assessments aligned to Florida’s new expectations for student learning. These new assessments will be named FCAT 2.0 and Florida End-of-Course (EOC) Assessments.

The Florida EOC Assessments will be very different from the FCAT—students will participate in these assessments on the computer at the conclusion of specific high school courses. The following information shows how these assessments will affect graduation requirements. Every student must participate in statewide assessment tests unless exempt under certain criteria established by the Commissioner of Education.

High School Graduation Test Requirements **by** **9th Grade Year of Entry**

9 th grader in...	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Graduation Requirements	Gr. 10 FCAT 2.0 Reading: 300 (FCAT linked score) Gr.10 FCAT Math:300	Gr. 10 FCAT 2.0 Reading: Level 3 Algebra 1 EOC 30% of Course Grade*	Gr. 10 FCAT 2.0 Reading: Level 3 Algebra I EOC: Level 3 Geometry I EOC 30% of Course Grade* Biology I EOC 30% of Course Grade*	Gr. 10 FCAT 2.0 Reading: Level 3 Algebra I EOC: Level 3 Geometry I EOC: Level 3 Biology I EOC: Level 3	Gr. 10 FCAT 2.0 Reading: Level 3 Algebra I EOC: Level 3 Geometry I EOC: Level 3 Biology I EOC: Level 3

*This requirement does not apply to students who complete the course prior to this year.

F.S. 1008.22

Students must take the grade level FCAT that corresponds to the grade in which they are enrolled, even if they have been retained. Off-grade-level testing is not permitted. Students in grade 9 (regardless of whether they have been retained) are not permitted to take the grade 10 FCAT.

When the student reaches Grade 11, even if he has never taken the Grade 10 test, he meets the criteria to participate in the Retake version of the Grade 10 test.

Grade Nine (9) Testing

State Assessments

- FCAT - Reading
- EOC exam - Algebra I

District

- FAIR - Reading
- Performance Matters/SAM (Standard Assessment Module) - Mathematics
- District developed - Writing

Grade Ten (10) Testing

State Assessments

- FCAT Reading and Math – PASSING SCORE REQUIRED FOR GRADUATION
- FCAT Writing
- ACT PLAN

District

- FAIR - Reading
- Performance Matters/SAM - Mathematics
- District developed - Writing

Other Assessments

- PSAT (optional) NOT a National Merit qualifying year
- ACT, SAT, CPT or PERT (Postsecondary Education Readiness Test), or Performance Matters/SAM - Mathematics – Spring test – one is required for students planning to enroll in dual credit courses in grade 11

Grade Eleven (11) Testing

State Assessments

- FCAT/ if needed
- FCAT - Science

District

- FAIR – Reading if needed Reading
- Performance Matters /SAM – Mathematics if needed

Other Assessments

- PSAT (optional) Recommended- National Merit qualifying year
- ACT, SAT I, or CPT or PERT (optional)– spring administration]
- SAT II (optional) Recommended upon completion of specified honors and advance placement courses ASVAB

Grade Twelve (12) Testing

State Assessments

- FCAT - if needed

District

- FAIR – Reading if needed
- Performance Matters/SAM – Mathematics if needed

Other Assessments

- ACT, SAT I – retakes (Optional)
- SAT II (optional) Recommended upon completion of specified honors and advance placement courses or retakes
- PERT(optional)

FCAT Levels for Promotion and Retention

The acceptable level of performance on FCAT at each grade level is Level 3 - “meets expectations.”

Remediation

Making up Required Credits

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. When the grade forgiveness policy is used, only the higher grade will be averaged into the GPA.
- All grades, whether replaced or not, will appear on the student transcript.
- Courses must be taken in the proper sequence as much as possible.
- Honors courses can only be repeated during a regular school year or through Florida Virtual School. However, if a student chooses to take a general level class to replace a failed honors course, then the general course and grade obtained will replace the honors course. The original honors grade will not be used to compute the student’s GPA.
 - ✓ For required courses, the “D” or “F” will be replaced with the grade of “C” or better earned subsequently in the same or comparable course.
 - ✓ In elective courses, the “D” or “F” will be replaced with the grade of “C” or better earned subsequently in the same or comparable course.
 - ✓ If the student repeats a course where an “F” was the original grade, and subsequently only earns a “D,” the “D” will replace the original grade.
 - ✓ Any course grade not replaced shall be included in the calculation of the cumulative grade point average.

F.S. 1003.43 (5) (e)

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;
- The student earns a “C” or higher on the second semester exam; and

- The student has met the attendance requirements for the second semester.

Additional Make-Up Credit Opportunities

Students in need of make-up credit may earn additional credits through programs such as Ed Options, virtual schools, or correspondence courses from accredited and/or approved programs. In addition, student may enroll in out-of-district summer school or night school programs with prior approval from the principal (or designee).

Progress Monitoring Process

Students who have been identified as not meeting state or district expectations for proficiency in reading, writing, science or mathematics must participate in the school-wide *Progress Monitoring Plan*. The plan must include intensive remedial instruction in the areas of weakness. Progress monitoring can be accomplished through an IEP, or the school-wide plan. Each school's *Student Success Plan* details the method(s) of progress monitoring

Intensive remediation is defined as instruction designed to specifically concentrate time and effort on the specific diagnosed deficiencies of the individual student.

Any student who has not earned a passing FCAT score based on Grade 10 FCAT standards must participate in the school-wide *Progress Monitoring Plan*.

Reading Deficiencies

Striving Readers in High School

Striving readers are defined as any student in any grade who is identified as having an assessed deficiency in reading. In order to ensure these students' needs are met and in keeping with the guidelines of the Department of Education, remediation and instructional placement in Charlotte County Public Schools is provided as follows:

Note: Remedial instruction is not in lieu of English credit requirements for graduation.

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.

- ANY student in ANY grade who is identified as having a deficiency in reading must participate in the school-wide *Progress Monitoring Plan*.

Mathematics Deficiencies

For each year in which a student scores at Level 2 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses .

The school-wide *Progress Monitoring Plan* process for reading, writing, science, and math must contain the following elements:

Additional diagnostic assessment;

- Identification of the specific diagnosed academic deficiency to be remediated;
- Identification of the research-based strategies to be used;
- Identification of how, when, how often, by who, and how long intensive remedial instruction is to be provided; and

- Identification of the monitoring and re-evaluation activities to be employed.
 - ❖ Note: Remedial instruction may not be in lieu of English and mathematics credit requirements for graduation.

Students will be reassessed at the end of the remediation period to determine if the district proficiency level in the designated area(s) has been attained. Remediation continues until proficiency level is attained as documented by state test, graduating from high school, or the student no longer is subject to compulsory school attendance. All remediation must be documented and be placed in the student’s cumulative record. Remediation must take into account a student’s learning style.

Performance Criteria for Progress Monitoring Plans

A student must participate in the school-wide *Progress Monitoring Plan* if the student meets any of the following criteria:

Grade 9	Grade 10	Grade 11	Grade 12
TESTING	TESTING	TESTING	TESTING
<ul style="list-style-type: none"> • Scoring in Levels 1 and 2 on 8th grade FCAT and/or Mathematics 	<ul style="list-style-type: none"> • Scoring below 10th grade FCAT passing requirements on the 9th grade FCAT 	<ul style="list-style-type: none"> • Failing to achieve passing scores on 10th grade FCAT 	<ul style="list-style-type: none"> • Failed FCAT
GPA	GPA	GPA	GPA
<ul style="list-style-type: none"> • GPA below 2.0 	<ul style="list-style-type: none"> • GPA below 2.0 	<ul style="list-style-type: none"> • GPA below 2.0 	<ul style="list-style-type: none"> • GPA below 2.0
WRITING			
<ul style="list-style-type: none"> • Scoring below 4.0 on 8th grade FCAT Writing 		<ul style="list-style-type: none"> • Scoring below 4.0 on 10th grade FCAT Writing 	

Additional Programs and Opportunities

Dual Enrollment

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 the 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, Charlotte Technical Center, and Edison State College. The number of credits a student may earn is determined by the college.

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

through Charlotte Technical Center or Edison College. Restricted course offerings are also available through Manatee Community College for Lemon Bay High students. Students dually enrolled in the regular school year are exempt from tuition, fees, and textbook costs.

- Criteria for Dual Enrollment at Edison State College includes the following:
 - The student is enrolled in a Charlotte County high school or alternative school;
 - The principal, parent/guardian, and superintendent (or designee) have given prior approval for the student to participate;
 - The student has passed all sections of the FCAT;
 - The student is a junior or senior with a 3.0 cumulative unweighted grade point average;
 - The student applies all credits to high school graduation requirements;
 - The student must have completed one of the following tests and have an entry level test score appropriate for college level instruction prior to enrollment: American College Testing Program (ACT), Florida College Entrance Level Placement Test (FCELPT), Florida Postsecondary Education Readiness Test (PERT), or Scholastic Assessment Test (SAT-I);
 - Dual enrollment courses will be graded using the college standards for grading. The dual enrollment grade will be reported the same for high school report card and college transcript; and
 - 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 his/her administrative designee. Materials should be returned in the same condition as when initially issued to the student.

- Criteria for Charlotte Technical Center (CTC) Dual Enrollment includes the following:
 - The dual enrollment program is available for all qualified Charlotte County high school students;
 - The selection of candidates for the dual enrollment program at CTC is based upon established CTC dual enrollment criteria;
 - Students who are selected will be required to attend an orientation with their parent/guardian. The students will be assigned a date to take the Test of Adult Basic Education (T.A.B.E.) and must pass the test prior to the following year.
 - The students remain 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 technical training programs.

Early Admission Under Dual Enrollment

Early admission as a type of dual enrollment is available to juniors and/or seniors who wish to spend their senior year on the campus of a postsecondary institution with which CCPS has an articulation agreement. Currently this type of enrollment is open to students attending either Edison State College or Florida Gulf Coast University. Students who wish to participate in this must meet the criteria set forth in the articulation agreements. These students maintain their enrollment at their home high schools and are still considered to be part of the high school graduating class.

College Early Admission Not Included Under Dual Enrollment

The Early Admission Program is designed as an alternative plan for graduation for those seniors who have demonstrated through academic achievement and maturity the required ability and motivation to succeed in such an accelerated program. A senior who meets the established requirements for the Early Admission Program may be admitted to the early admission program of any college or university in lieu of completing his/her senior year at high school. In order to be recommended for this program, a student must meet the following requirements:

- Have completed the credit and course requirement to be classified as a senior as outlined in the *Student Progression Plan*;
- Be a senior with a 3.0 or higher cumulative unweighted grade point average;
- Apply all credits to high school graduation requirements;
- Have passed the FCAT;
- Have completed one of the following entry level tests and have an entry level test score appropriate for college level instruction prior to enrollment: ACT, FCELPT, or SAT-I;
- Acceptance from a postsecondary institution; and
- Be recommended by the principal.

The student will receive a high school diploma at the end of the senior/first college year if the student has done the following:

- Completed and received such credits as required and approved by the principal to meet equivalent course requirements for high school graduation; and
- Maintained at least a “C” average.

The following rules apply to the relationship between the home high school and a student who is in a College Early Admissions Program Not Under Dual Enrollment:

- Will no longer be considered a high school student;
- May participate in graduation, but will not be eligible to be honored as a National Honor Society member;
- Will not receive recognition as a summa, magna, or cum laude graduate; and
- May contact his/her home high school guidance counselor to obtain scholarship information and assistance.

College Credit in Escrow

If a student enrolls in a college course after regular school hours or during summer break, the cost of such course work is the obligation of the student. Such course work does not count toward fulfilling graduation requirements unless the principal has given written, prior approval. The college may award credit in escrow for these courses.

Florida Virtual School – Charlotte Franchise

CCPS now has a Florida Virtual Franchise where students can take virtual courses from our district teachers.

Florida Virtual School

Students who wish to accelerate their learning or who wish to make up credits are encouraged to take courses from Florida Virtual High School.

Florida Virtual High School is an Internet-based high school funded by the Florida legislature. The courses offered are based upon the state standards and provide Florida’s students with an

alternative way to earn credits for high school graduation. A major characteristic of this system is the expectation that students assume full responsibility for learning by locating, evaluating and using a wide range of resources. It is therefore most suited to students who are self-motivated, committed, and fully matured independent learners.

All courses taken must follow the Charlotte County Guidelines and be approved by the principal and guidance counselor.

Requirements for Registration

- The student must be recommended by his/her high school counselor and principal (or designee). School representatives reserve the option to deny a request based on academic or behavioral record which indicates that the student would not be best served by this program.
- Students can register online at www.flvs.net. This registration will not be confirmed until Florida Virtual School personnel have evidence that permission has been secured from the student's home school to participate in the program.
 - Admissions are limited and students may be placed on a "wait" list for the next available placement. Registration is an ongoing process with students entering and leaving the system as they complete coursework.

Student Expectations

There are very specific student expectations that should be considered before applying for a distance learning course. Students must be able to demonstrate the following:

- organizational skills in a self-paced environment;
- ability to apply critical thinking and problem-solving strategies;
- ability to satisfactorily complete assignments;
- willingness and capability to participate actively in on-line chat-room discussions;
- ability to work independently of continuous face-to-face monitoring;
- word processing skills; and
- basic internet skills (search, research, and etiquette)

In addition, students will do the following:

- direct their own learning environment and methods to fulfill course requirements to achieve individual academic success;
- must have a strong commitment to organize and plan their learning;
- take responsibility for meeting at a designated site to return instructional materials and take final exams; and
- provide transportation and accept all liability for any transportation needed in association with any course.

Edison State College On-line Classes

Students who wish to accelerate their learning and who wish to earn dual enrollment college credit are encouraged to take Edison State College courses on-line. Students must have the required GPA and SAT/ACT or CPT 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.

Diplomas/Certificates of Completion

Charlotte County Standard Diploma Criteria

- Passing scores on the Florida Comprehensive Assessment Test (FCAT) or achieving the appropriate concordant scores on approved alternative assessments;
- Minimum GPA of 2.0 on a 4.0 scale or 3.0 on a 4.0 scale for the college preparatory 18 credit option; and
- 24 credits or 18 credits (refer to the section on Graduation Requirements)

Adaptations for Exceptional Education Students

The Individual Education Plan (IEP) committee shall document on the IEP whether the student is pursuing a course of study leading towards a Standard Diploma or a Special Diploma. This shall be documented during the student's eighth grade year or the year prior to the student's fourteenth birthday, whichever comes first, and it must be reviewed annually.

Student Rights and Parent Notification

Nothing contained in this document or in state board rules shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma for Exceptional Students. Any such student shall, upon request, be afforded the opportunity to fully meet all requirements through the procedures established in state law, and thereby qualify for a Standard Diploma. The parents of each exceptional student eligible for a Special Diploma for Exceptional Students shall be notified through the IEP process of the options available.

SBRA6A-195(4); 1.95(4) (f); 6A-1.995(1); 6A-1.0996
F.S. 1003.43

Exceptional Student Education Criteria for a Standard Diploma

An exceptional education student must satisfy the requirements of a Standard Diploma as detailed in the Graduation Requirements section, and shall acquire credit requirements for a Standard Diploma through either of the following methods:

1. Attend exceptional education classes for instruction in basic courses with the same student performance standards as those required of non-exceptional students; or
2. Attend regular classes where the instruction accommodates the student's exceptionality. The determination of strategies to use shall be based on an assessment of the student's needs and this decision shall be reflected in the student's IEP. Accommodations may include an increase or decrease in instructional time, variations in instructional strategies and materials, special teacher certification requirement adjustments, teacher or student use of special communication systems, classroom and district test administration procedures and other evaluation procedures to accommodate the student's disability.
 - When developing modifications for vocational courses, the particular outcomes and student performance standards – which a student must master to earn credit – must be specified on the student's IEP.
 - Some students with disabilities may need modified program requirements. Generally, these are students working toward a special diploma. For these students, expected outcomes and curriculum content can be modified.

- Students seeking a standard diploma may receive accommodations for delivery of content, but not modification of the course requirement or student performance standards.
- Eligible 504 students will receive course modifications as described in their accommodation plans
- In some instances, the IEP committee may determine that the FCAT or EOC (end of course) exam cannot accurately measure the student's abilities, thus the FCAT and/or EOC exam results may be waived for the purpose of receiving a standard high school diploma if the student does the following:
 - Completes the minimum number of credits and other requirements;
 - Does not pass the grade 10 FCAT with allowable accommodations after taking the test twice, once in grade 10 and once in grade 11;
 - Demonstrates proficiency in the core content knowledge and skills necessary for grade-to-grade and high school graduation after being provided instruction; and
 - Takes but does not pass the EOC exam, and has demonstrated mastery of the course standards and benchmarks.

F.S. 1003.43

Exceptional Student Education Criteria for Special Diploma

The Special Diploma options are provided for students who have been properly identified as intellectually disabled (InD), Hearing impaired (HI), specific learning disabled (SLD), physically impaired (PI), dual-sensory impaired, emotionally/behaviorally disordered, on the autism spectrum (ASD) or language impaired (LI). Language impaired is only for students whose ability to communicate orally or in writing is seriously impaired.

Requirements for a Special Diploma do not include passing FCAT or a minimum GPA of 2.0

Option 1: The student will master access points of the State of Florida standards and complete 24 credits as prescribed in this plan.

Option 2: The student will demonstrate mastery of specified employment community competencies. The student will be successfully employed at a job in the community, based on industry standards, employed for at least 180 days, demonstrate mastery of the annual goals and short-term objectives related to employment and community competencies specified on the student's Transition Individual Education Plan, demonstrate mastery of the competencies specified in the Employment and Community Competencies Training Plan, and paid at least a minimum wage in compliance with the requirements of the Fair Labor Standards Act.

Students with disabilities entering grade nine (9) in 2000-2001 and thereafter, mastery of the State of Florida standards will be certified through completion of courses that address the relevant access points through use of alternative assessment procedures at the student's level of functioning.

If the student does not take Grade 10 FCAT, or demonstrate mastery of the performance standards for ESE students, but does meet all other graduation requirements, the student will receive a Special Certificate of Completion. For more specific information on Special Diploma, refer to the CCPS *Exceptional Student Education Diploma Options Manual*.

F.S. 1003.438
SBR 6A-1.0996

State of Florida High School Performance-Based Diploma/Exit Option Diploma (GED/FCAT)

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 a dropout prevention, teenage parent or Department of Juvenile Justice 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, the student must do the following:

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

Certificate of Completion

Students who have successfully completed all the credit requirements for graduation but have not met the state requirement for FCAT and/or have not achieved the minimum grade point average are eligible for a Certificate of Completion.

Any student who is entitled to or receives a Certificate of Completion may elect to remain in high school for up to one additional year, or in the case of exceptional students, until the end of the school year in which the student reaches the age of 22, and receive instruction designed to remedy his or her identified deficiencies. Upon meeting all requirements, a Standard Diploma will be awarded.

A Certificate of Completion is limited to those students who are in the 24-credit high school graduation program.

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 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 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.

Scholarships and Awards

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 Scholars Award;
- Florida Merit Scholar Award; and
- Gold Seal Scholars Award.

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 or on the Bright Futures website: <http://www.firn.edu/doe/brfuture>.

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.

Appendix I

18 Credit Graduation Options

For all options Florida Statute 1003.429 states that “If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements (4 Year Standard Diploma) for high school graduation” which includes 24 credits.

FS. 1003.429

In all options, students must pass the appropriate end of course exams, the appropriate FCAT tests, or receive a concordant score on the SAT or ACT.

The grade point average (GPA) for a three-year graduation plan is calculated on the specific eighteen (18) credits required to graduate. Students graduating in three (3) years cannot be excluded from activities traditionally provided for graduating students during their anticipated graduation year.

Restrictions for College Preparatory Diploma or Career Preparatory Diploma

To enter a 3-year option, a student must complete the following:

- Prior to selecting a program, the student and the student’s parents must meet with designated school personnel to receive an explanation of the requirements, the advantages and the disadvantages of each program;
- Students who choose the 24 credits option are required to satisfy those graduation requirements;
- A student shall have a signed parental consent;
- The student shall have achieved the following FCAT scores on the most recent testing:
 - ✓ Reading – Level 3 or above;
 - ✓ Mathematics – Level 3 or above; and
 - ✓ Writing – Level 3.5 or above. Students who are sophomores in 2010-2011 must achieve a 4.0 or above.
- Selection must be made prior to the end of grade 9; and
- Transfer students from out-of-state or private schools entering after grade 9 have until the end of the first semester in grade 10 to make their selections.

Automatic Change of Program

A student who selects one of the 3-year programs shall automatically move to the 4-year program under the following conditions:

- Exercises his or her right to change during spring registration;
- Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
- Does not achieve a score of 3.5 (4.0 for students who are sophomores in 2010-2011) or higher on the grade 10 FCAT Writing assessment; and
- At the end of grade 11, does not meet the FCAT graduation requirements and the grade point average requirements.

Appendix II

Three-year Standard College Preparatory Program (18 credits)

At least 6 of the 18 credits required for this program must be received in classes that are honors, dual enrollment, or advanced placement. In each of these weighted classes, students must receive a weighted GPA of 3.0 on a 4.0 scale in the courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least a 3.0 grade point or its equivalent in each of the 18 required credits. All 18 credits required for the three-year college preparatory program, including three electives, must satisfy the course distribution requirement for state university admissions.

- 4 credits in English (major concentration in composition and literature);
- 3 credits in mathematics (Algebra I or higher)-For students entering high school in 2010-2011 and beyond, 4 credits of mathematics will be required.
- 3 credits in science (two of which must include a lab component);
- 1 credit in United States history;
- 1 credit in world history;
- .5 credit in economics;
- .5 credit in American government;
- 2 credits in the same second language or demonstrated proficiency in another language other than English;
- 3 credits in electives; and
- Have a cumulative weighted grade point average of 3.0 on a 4.0 scale in the courses required and earn a weighted or unweighted grade of at least 3.0 or its equivalent in each of the 18 required credits. For students entering high school in 2006-2007 and thereafter, the cumulative weighted grade point average requirement is 3.5 on a 4.0 scale, or its equivalent in the courses required for the college preparatory accelerated 3-year high school graduation.

Appendix III

Three-year Career Preparatory Program (18 credits)

Completion of a three-year career preparatory program requires a minimum of 18 academic credits in grades 9-12. The 18 primary credit requirements shall be distributed as follows:

- 4 credits in English (major concentration in composition and literature)
- 4 credits in math one of which must be Algebra I. Beginning with the following school years, additional mathematics graduation requirements for students entering grade nine(9) include the following:
 - 2010-2011 – one (1) of the four (4) credits in mathematics must be in Geometry I or a series of courses equivalent to Geometry I as approved by the State Board of Education; Algebra I EOC Assessment performance will constitute 30 percent of the student's final course grade.

- 2011-2012 – earn a passing score on the Algebra I EOC Assessment in order to earn course credit; Geometry EOC Assessment performance will constitute 30 percent of the student’s final course grade.
- 2012-2013 – earn a passing score on the Geometry I EOC Assessment in order to earn course credit; one(1) of the four (4) credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II as approved by the State Board of Education.
- 3 credits in science, two (2) of which must have a laboratory component. Beginning with the following school years, additional science graduation requirements for students entering grade nine(9) include the following:
 - 2011-2012 – one of the three (3) credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education; Biology I EOC Assessment performance will constitute 30 percent of the student’s final course grade.
 - 2012-2013 – earn a passing score on the Biology I EOC Assessment in order to earn course credit.
 - 2013-2014 – three (3) credits must include one (1) credit of each of the following:
 - Biology I or a series of courses equivalent to Biology I as approved by the state Board of Education;
 - Chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the State Board of Education; and
 - A course in an equally rigorous course as determined by the State Board of Education.
- 3 credits in social sciences, which must include one (1) credit in United States history, one (1) credit in world history, one-half (.5) credit in United States government, and one-half (.5) credit in economics
- 3 credits in a single vocational or career education program, three (3) credits in career and technical certificate dual enrollment courses, or four (4) credits in vocational or career education courses.
 - Note: A single vocational or career education program consists of a sequential program of studies and requires at least three (3) secondary school career and technical credits taken over at least two (2) academic years that will qualify a student for the Florida Gold Seal Vocational Scholars (GVS) award.
- 2 credits in electives unless four credits are earned pursuant to FS 1003.429 (1)(c) 5.