



STUDENT PROGRESSION PLAN

~Introduction~

2017-2018

Steve Dionisio
Superintendent of Schools

One Voice. One Team. One Message.



The School Board of Charlotte County, Florida

Ian Vincent
Chairman
District Four

Bob Segur
Vice Chairman
District Three

Lee Swift
District One

Kim Amontree
District Two

Wendy Atkinson
District Five

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

The School Board of Charlotte County 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.

STUDENT PROGRESSION PLAN

TABLE OF CONTENTS

I. PREFACE.....	5
II. STANDARDS.....	6
A. Next Generation Sunshine State Standards.....	6
B. Florida Standards.....	7
III. ALLOCATION OF RESOURCES.....	7
IV. STUDENT ASSESSMENT PROGRAM.....	7
V. ASSESSMENT AND SUPPORT.....	8
VI. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS).....	8
VII. PROMOTION & RETENTION.....	9
VIII. ACHIEVEMENT LEVELS FOR COMPREHENSIVE STATEWIDE ASSESSMENTS.....	10
A. Alternate Passing Scores.....	12
B. FSAA - Performance Task Scale Scores.....	13
IX. PROMOTION AND RETENTION STATISTICS.....	14
A. 2016-2017 FSA ELA Performance.....	14
B. 2016-2017 Retentions.....	14
C. 2016-2017 Promotions for Good Cause.....	15
X. VIRTUAL SCHOOL OPPORTUNITIES.....	15
A. Charlotte Virtual School.....	16
a. Student Eligibility.....	16
b. Application Process.....	17
c. Withdraw Procedures.....	17
B. Florida Virtual School.....	17
XI. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING OPTIONS (ACCEL)	18
A. Eligibility and Procedural Requirements.....	19
B. Award of a Standard High School Diploma Under the 18 Credit ACCEL Diploma Option	19
XII. CREDIT ACCELERATION PROGRAM (CAP).....	20
XIII. GRADE POINT AVERAGES (GPA).....	21
A. GPA for Graduation.....	21
B. GPA for Participation in Interscholastic and Intrascholastic Extracurricular Activities.....	21
C. GPA for Participation in Dual Enrollment Programs.....	22
XIV. DISTRICT PHYSICAL EDUCATION PROGRAM	22
A. Grades K-5.....	22

B.	Grades 6-8.....	22
a.	Available Waivers.....	22
C.	Grades 9-12.....	23
a.	Available Waivers.....	23
XV.	INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN.....	24
XVI.	TRANSFERRING STUDENTS.....	25
A.	Uniform Transfer of High School Credits.....	25
B.	Uniform Transfer of Students in the Middle Grades.....	25
a.	Transfer Students and the Civics Requirement.....	26
C.	Transferring Student Grade Placement.....	26
XVII.	HOMELESS STUDENTS.....	26
XVIII.	FOREIGN EXCHANGE STUDENTS.....	27
XIX.	EXCEPTIONAL STUDENT EDUCATION (ESE).....	28
XX.	HOSPITAL/HOMEBOUND.....	29
A.	Eligibility for Hospital/Homebound.....	29
B.	Hospital/Homebound Services.....	29
XXI.	ENGLISH LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT STUDENTS	30
XXII.	FLORIDA’S ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS.....	30
XXIII.	HOME EDUCATION (“Home School Students”).....	31
A.	Home Education Students and Extracurricular Activities.....	32
B.	Home Education Transfer Student Grade Placement.....	32
C.	Home Education Student Access to Courses.....	33
XXIV.	TEACHER TRANSFER REQUEST PROCESS.....	33

District Vision

Student Success!

District Mission

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

Core Values

Collaboration

Integrity

Leadership

Excellence

Safety

PREFACE [F.S. 1008.25]

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

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

When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

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

STANDARDS [F.S. 1003.41]

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

Next Generation Sunshine State Standards

Next Generation Sunshine State Standards established the core content of the curricula to be taught in the state and specified the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student's core content knowledge and skills over time.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills. The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards.

Florida Standards

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

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

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

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

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

STUDENT ASSESSMENT PROGRAM [F.S. 1008.22]

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

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

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

Each student must participate in the statewide, standardized assessment program required by [s. 1008.22](#). Each student who does not achieve a Level 3 (satisfactory) or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Targeted instructional support to students with identified deficiencies in English Language Arts, mathematics, science, and social studies will be provided. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans, pursuant to [s. 1008.22](#):

1. a federally required student plan such as an individual education plan (IEP);
2. a school wide system of progress monitoring for all students, except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
3. an individual progress monitoring plan

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

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

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

Core components of the MTSS framework include:

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

- An integrated systemic approach focused on student outcomes.
- A guiding framework for school improvement activities and strategic planning.
- A team of professionals from different disciplines focused on improving student performance.
- A continuum of services with timely interventions matched to student needs.

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

Charlotte County Public Schools has developed an Early Warning System (EWS) at all grade levels in accordance with the requirements of Senate Bill 850 and House Bill 7069 and after review of the research on the benefits of employing an EWS. Utilizing data systematically to identify at-risk students as early as possible will allow for the application of more effective prevention and early intervention services.

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

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

For more information regarding specific EWS indicators, please access the Elementary School, Middle School, and High School Student Progression Plans.

PROMOTION & RETENTION [F.S. 1008.25]

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

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

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

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

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

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

FSA Subjects/Grade Levels Tested

- Grades 3–10 English Language Arts (Writing component in grades 4–10)
- Grades 3–8 Mathematics
- Algebra 1 EOC Assessment
- Geometry EOC Assessment

NGSSS Subjects/Grade Levels Tested

- FCAT 2.0 Reading Retake
- Grades 5 and 8 Statewide Science Assessment
- Biology EOC Assessment
- US History EOC Assessment
- Civics EOC Assessment

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

Note: In accordance with [Section 1008.22\(3\)\(b\)1.](#), Florida Statutes, “Middle grades students enrolled in Algebra I or Geometry must take the statewide, standardized EOC assessment for those courses and are not required to take the corresponding grade-level FCAT.”

[SBE Rule 6A-1.09422](#) presents the following achievement levels for the comprehensive statewide assessments:

FCAT 2.0 Reading Developmental Scale Scores					
GRADE	LEVEL 1	LEVEL 2	*LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
9	178-221	222-239	240-252	253-267	268-302
10	188-227	228-244	*245-255	256-270	271-302

**Students entering grade 9 in the 2012-2013 school year must pass the grade 10 Reading assessment or earn the ACT/SAT concordant score.*

NGSSS ALGEBRA 1 RETAKE EOC Assessment Scale Scores *Assessment administration discontinued at the conclusion of the Summer 2017 state assessment window. Students still needing to pass this assessment (per cohort rules) in order to earn a standard diploma must now participate in the FSA Algebra 1 EOC assessment windows for retake purposes.

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
325-374	375-398	399-424	425-436	437-475

NGSSS BIOLOGY EOC Assessment Scale Scores

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

NGSSS GEOMETRY EOC Assessment Scale Scores

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
325-369	370-395	396-417	418-433	434-475

NGSSS US HISTORY EOC Assessment Scale Scores

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

NGSSS CIVICS EOC Assessment Scale Scores

LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
325-375	376-393	394-412	413-427	428-475

STATEWIDE SCIENCE Assessment Scale Scores

GRADE	LEVEL 1	LEVEL 2	LEVEL 3 (PASSING)	LEVEL 4	LEVEL 5
5	140-184	185-199	200-214	215-224	225-260
8	140-184	185-202	203-214	215-224	225-260



**Florida Standards Assessments Scale Scores for Each Achievement Level
Based on Commissioner's Proposed Cut Scores**

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts Scale Scores (240-412) for Each Achievement Level	Grade 3 ELA	240-284	285-299	300-314	315-329	330-360
	Grade 4 ELA	251-296	297-310	311-324	325-339	340-372
	Grade 5 ELA	257-303	304-320	321-335	336-351	352-385
	Grade 6 ELA	259-308	309-325	326-338	339-355	356-391
	Grade 7 ELA	267-317	318-332	333-345	346-359	360-397
	Grade 8 ELA	274-321	322-336	337-351	352-365	366-403
	Grade 9 ELA	276-327	328-342	343-354	355-369	370-407
	Grade 10 ELA	284-333	334-349	350-361	362-377	378-412
Mathematics Scale Scores (240-393) for Each Achievement Level	Grade 3 Mathematics	240-284	285-296	297-310	311-326	327-360
	Grade 4 Mathematics	251-298	299-309	310-324	325-339	340-376
	Grade 5 Mathematics	256-305	306-319	320-333	334-349	350-388
	Grade 6 Mathematics	260-309	310-324	325-338	339-355	356-390
	Grade 7 Mathematics	269-315	316-329	330-345	346-359	360-391
	Grade 8 Mathematics	273-321	322-336	337-352	353-364	365-393
End-of-Course Assessment Scale Scores (425-575) for Each Achievement Level	Algebra 1 EOC	425-486	487-496	497-517	518-531	532-575
	Geometry EOC	425-485	486-498	499-520	521-532	533-575
	Algebra 2 EOC	425-496	497-510	511-528	529-536	537-575

ALTERNATE PASSING SCORES (APS)

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

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

Florida Standards Alternate Assessments-Performance Task Scale Scores for Each Achievement Level

The table below includes the final achievement level cut scores established in Rule 6A-1.09430 on May 17, 2017.

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

PROMOTION & RETENTION STATISTICS [F.S. 1008.25(8)(b)]

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

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

2016-2017 FSA ELA Performance

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

Florida Standards Assessment (FSA) ELA Achievement										
2016-2017: LEVELS 1-5										
Grade Level	FSA ELA		FSA ELA		FSA ELA		FSA ELA		FSA ELA	
	Level 1		Level 2		Level 3		Level 4		Level 5	
	Number	%	Number	%	Number	%	Number	%	Number	%
3	132	11.58%	259	22.72%	352	30.88%	304	26.67%	93	8.16%
4	179	17.51%	245	23.97%	300	29.35%	200	19.57%	98	9.59%
5	225	20.31%	298	26.90%	286	25.81%	214	19.31%	85	7.67%
6	214	21.10%	277	27.32%	241	23.77%	215	21.20%	67	6.61%
7	293	27.41%	296	27.69%	217	20.30%	174	16.28%	89	8.33%
8	266	23.86%	265	23.77%	298	26.73%	199	17.85%	87	7.80%
9	284	21.42%	348	26.24%	291	21.95%	272	20.51%	131	9.88%
10	234	18.98%	337	26.98%	287	22.98%	256	20.50%	132	10.57%

2016-2017 Retentions

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

Grade Levels	Academically Promoted	Retained in Same Grade	Number of Students	Percentage of Students Retained
K	952	68	1020	6.67%
1	979	67	1046	6.41%
2	1043	34	1077	3.16%
3	1177	16	1183	1.35%
4	1128	5	1133	0.44%
5	1226	0	1226	0.00%
6	1123	13	1136	1.14%
7	1162	41	1203	3.41%
8	1201	49	1250	3.92%
9	1453	18	1471	1.22%
10	1417	1	1418	0.07%

2016-2017 Promotions for Good Cause

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

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

Limited English Proficient students with less than 2 years of instruction in ELL based on the initial date of entry into a school in the United States.	2
Students with disabilities whose IEP indicates participation in the statewide assessment plan is not appropriate.	6
Students who demonstrate an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.	15
Students who demonstrate through a student portfolio that the student is performing at least at Level 2 on the statewide, standardized ELA assessment.	0
Students with disabilities who take the standardized ELA assessment and who have an IEP or 504 plan that reflects that the student has received intensive instruction in reading or ELA for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.	33
Students who have received intensive intervention in reading for two or more years but still demonstrate a deficiency in reading who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.	18
TOTAL NUMBER OF STUDENTS PROMOTED FOR GOOD CAUSE	74

VIRTUAL SCHOOL OPPORTUNITIES [F.S. 1002.455]

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

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

- [Section 1002.20\(6\)](#), related to educational choice, lists virtual instruction programs and Florida Virtual School as educational choice options.
- [Section 1001.42\(23\)](#), related to virtual instruction, requires school boards to provide students with access to virtual instruction programs, including Florida Virtual School and other approved providers, and to award credit for successful completion of such courses.
- [Section 1002.37\(3\)\(c\)](#) states that school districts may not limit student access to courses offered through Florida Virtual School.
- [Section 1002.45\(1\)\(b\)](#) requires school districts to provide all enrolled public school students within its boundaries the option of participating in part-time and full-time virtual instruction programs.
- [Section 1003.498\(2\)\(a\)](#), related to district virtual course offerings, allows students enrolled in the district to register and enroll in online courses offered by their school district.
- [Section 1003.498\(2\)\(b\)](#), related to district virtual course offerings, allows students enrolled in the district to register and enroll in an online course offered by any other school district in the state.

- [Section 1003.498\(3\)](#) requires that access to these online courses shall be available during the school day and that a district may not require a student to take an online or blended-learning course outside the school day which is in addition to the student's courses for a given term or on school grounds.
- [Section 1003.4282\(4\)](#), related to the online course graduation requirement, states that a school district may not require a student to take the online or blended-learning course outside the school day or in addition to a student's courses for a given semester. This requirement can be met through an online course offered by Florida Virtual School, district virtual schools, traditional district schools or through dual enrollment. The online course graduation requirement does not apply to a student who has an individual education plan under s. 1003.57 which indicates that an online or blended-learning course would be inappropriate, or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school.
- [Section 1007.27\(1\)](#), related to articulated acceleration mechanisms, specifies that articulated acceleration mechanisms must be available for secondary students and include dual enrollment, advanced placement and credit earned through Florida Virtual School.

Charlotte Virtual School (CVS)

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

CVS partners with Florida Virtual School for middle and high school curriculum. For grades K-5, CVS partners with Lee County Virtual and features Calvert curriculum.

For more information, please visit the Charlotte Virtual School's website at <http://www.charlottetechcollege.net/charlotte-virtual-school.html>.

Student Eligibility

Pursuant to [F.S. 1002.455](#), a student may enroll in a virtual instruction program provided by the school district. Public school, private school, charter school, home education students and students new to Charlotte County are eligible to apply. Each student enrolled in a virtual instruction program must take statewide assessments pursuant to F.S. 1008.22. Statewide assessments may be administered within the school district in which such student resides. If requested by the approved provider, the district of residence must provide the student with access to the district's testing facilities.

Virtual instruction options include:

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

In order to be eligible and accepted as a full time student with Charlotte Virtual School, the student must meet the following criteria:

- Be successfully promoted to the next grade level at the end of the previous school year with a 2.0 GPA or better. For mid-year entrance, student must have demonstrated success in first semester courses (grades of C or better)
- Attain one of the following minimum scores on previous year standardized tests:
 - a) FSA Level 3 or higher
 - b) Grade level proficiency on an official standardized test administered by another state public school system
 - c) Homeschool students that have demonstrated a minimum grade level reading skills (Must have a portfolio available for review, if needed)

*Accepted students must meet all of Charlotte County criteria as specified in the Charlotte County Public School's Student Progression Plan in order to participate in the CVS full-time program. Such criteria include meeting minimum FSA (or current state test) scores, course requirements, immunization, etc. Students who meet these requirements must submit a full time student application, must attend an orientation, and must participate in a first day face-to-face open lab.

Application Process

To apply for Charlotte Virtual School's full time program, please access the online application at <http://www.charlottetechcollege.net/charlotte-virtual-school.html>.

Withdraw Procedures

- Grace Period: The first 28 days the student is enrolled in the course is considered the "grace period." If the student is not on pace and/or not demonstrating academic success in the course during the grace period, the student will be dropped from the course.
- Once a student completes more than 50% of a course, the course will be reflected on the student's transcript.
- The student must pass the segment exam in order to pass the course.
- A student must be enrolled in the course for a minimum of 14 days (28 days for personal fitness and HOPE) in order to be awarded credit.

Florida Virtual School (FLVS) [F.S. 1002.37]

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

Districts may not:

- Limit a student from enrolling in FLVS courses at any time
- Require students to enroll in district courses in the same subjects as FLVS courses
- Require public school students to pay for FLVS courses
- Require students to take FLVS courses in addition to a full-time schedule at the school
- Restrict students from taking FLVS courses for core subjects (allowing students to take FLVS courses only for electives)

Students enrolled in Charlotte County Public Schools are subject to district policies relating to student progression. While a student's enrollment in FLVS courses will not be artificially limited by the district, if the

student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, the district still has the authority and responsibility to provide academic guidance to the student. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student was not academically qualified.

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

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

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

Requirements for registration:

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

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

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

At a minimum, each school must offer the following ACCEL options:

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

Additional ACCEL options may include, but are not limited to, the following:

- enriched science, technology, engineering, and mathematics coursework;
- an intensive reading acceleration course for retained 3rd grade students who were previously retained in kindergarten, grade 1, or grade 2;
- enrichment programs;
- flexible grouping;
- advanced academic courses;

- combined classes;
- self-paced instruction;
- rigorous industry certifications that are articulated to college credit and approved pursuant to [ss.1003.492](#) and [1008.44](#);
- work-related internships or apprenticeships;
- curriculum compacting;
- advanced-content instruction;
- telescoping curriculum.

Eligibility and Procedural Requirements

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

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

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

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

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

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

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

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

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

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

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

Pursuant to [section 1003.436\(1\), F.S.](#), the definition of high school credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as provided through the Credit Acceleration Program (CAP) under [s. 1003.4295\(3\), F.S.](#) The hourly requirements for a half credit are 67.5 hours.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History, or Biology if the student passes the statewide, standardized assessment administered under [s. 1008.22](#). The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment (this score is a level 3 indicating satisfactory performance). Students interested in this option should confer with the Certified School Counselor.

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

*The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment established by the state assessment calendar.

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

*The PERT comparative score of 97 or higher cannot be used to earn Algebra 1 credit via the Credit Acceleration Program (CAP).

Important Note:

*House Bill 7029 amended [F.S. 1003.4295](#), *Acceleration options*, to add two other options for a student to earn high school credit via the Credit Acceleration Program (CAP). House Bill 7029 now allows a student to earn high school credit in courses required for high school graduation through passage of an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding [s. 1003.436](#), a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the Advanced Placement Examination or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. Students wishing to utilize CAP through an Advanced Placement examination or CLEP are highly encouraged to speak to their Certified School Counselor as implications to the timeliness of awarding course credit upon the availability of certain Advanced Placement Examinations scores may have impact on graduation status, GPA calculation, diploma awards and designations, etc.

*House Bill 7069 allows a student to satisfy the online course requirement for earning a standard diploma by completing a course in which the student earns a nationally recognized industry certification in information technology identified on the CAPE Industry Certification Funding List pursuant to

s. [1008.44](#) or passing the information technology certification exam without enrolling in or completing the corresponding course or courses, as applicable.

GRADE POINT AVERAGES (GPA)

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

GPA for Graduation [F.S. 1003.4282]

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in the unweighted GPA calculation unless the grade has been forgiven or replaced. Any course grade not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript. *Please refer to the High School Student Progression Plan for additional information.*

Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements. The district's forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA.

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

GPA for Participation in interscholastic and intrascholastic extracurricular activities [1006.15(2)(3)(a)]

Interscholastic extracurricular student activities are an important complement to the academic curriculum. Participation in a comprehensive extracurricular and academic program contributes to student development of the social and intellectual skills necessary to become a well-rounded adult. The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

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

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

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

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

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school grade point average and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average.

Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement. Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction.

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

DISTRICT PHYSICAL EDUCATION PROGRAM [F.S. 1003.455]

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

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

Physical education requirements consist of the following:

- Grades K-5: [Section 1003.455, F.S.](#), requires 150 minutes of physical education each week for students in grades K-5 and 100 minutes per week of supervised, safe, and unstructured free-play recess. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided.
- Grades 6-8: [Section 1003.455, F.S.](#), requires one semester of physical education each year for students enrolled in grades 6-8. Such instruction may be provided by any instructional personnel as defined in [s. 1012.01\(2\)](#), regardless of certification, who are designated by the school principal.
 - The requirement shall be waived for a student who meets one of the following criteria:
 - The student is enrolled in or required to enroll in a remedial course.

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

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

The Governor is authorized and directed to execute the Interstate Compact on Educational Opportunity for Military Children on behalf of this state with any other state or states legally joining therein. The purpose of the Interstate Compact on Educational Opportunity for Military children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The compact seeks to make transition easier for the children of military families so they are afforded the same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals. This applies to the children of active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders, members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death. The compact does not apply to the children of inactive members of the National Guard and military reserves, members or veterans of the uniformed services now retired except as previously stated, and other US Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members. The compact requires that upon receipt of education records by the school in the receiving state, the school shall enroll and appropriately place the student as quickly as possible based on the information provided, pending validation of the official education records. Pending receipt of official education records, the student's receiving school must accept the unofficial education records.

A special power of attorney (relative to the guardianship of a child of a military family) is sufficient for enrollment, as well as official or unofficial records will be accepted to expedite student enrollment, 30 days will be given for proper immunizations, students are allowed to continue their grade level enrollment if transfer is during the school year, students must be able to continue with special courses (ELL, ESE, gifted, honors, AP, etc.), students who meet criteria for special academic programs will be given first preference for admission, and students placed in the care of a non-custodial parent who lives in a school's jurisdiction different from that of the custodial parent may continue to attend the school in which he or she enrolled. Schools must facilitate the inclusion in extracurricular activities, regardless of application deadline to the extent the student is otherwise qualified; and schools must facilitate on time graduation by waiving courses required for graduation if similar coursework has been satisfactorily completed. In addition, if a transfer student's transcript shows a final grade and credit in Algebra 1, Geometry, Biology I, or U.S. History, the transferring course final grade and credit is honored without the student taking the requisite statewide, standardized EOC assessment, and without the assessment results constituting 30 percent of the student's final course grade. However, in order for the student to earn a scholar diploma designation, specific EOC assessments must be passed.

If a military student transitioning in his or her senior year is ineligible to graduate from the receiving school after all alternatives have been considered, both the sending and receiving school must ensure the receipt of the diploma from the sending school if the students meets the graduation requirements of the sending school. The student is allowed to participate in the receiving school's graduation ceremony. If one of the states in question is not a member of the Military Compact, the member state shall use its best efforts to facilitate the on-time graduation of the student.

Please access the full text of the Interstate Compact by clicking here:

http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1000.36&URL=1000-1099/1000/Sections/1000.36.html

TRANSFERRING STUDENTS

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

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

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

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

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

Uniform Transfer of Students in the Middle Grades [SBE Rule 6A-1.09942]

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

(1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

(2) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing

each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

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

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

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required.

Rulemaking Authority [1003.4156\(4\)](#), [1003.25\(3\) FS](#).

Transfer Students and the Civics requirement

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

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

Transfer Student Grade Placement

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

HOMELESS STUDENTS

Charlotte County Public Schools adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students, as defined by the McKinney-Vento Act, have equal access to all PK-12 programs and services and are entitled to immediate enrollment in schools. In the case of homeless children and families, the Homeless Education Liaison is responsible for ensuring their rights under the law. The Liaison will coordinate efforts to assist these students with school nurses, social workers, school counselors, and registrars. Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. Homeless children and youth who meet relevant eligibility criteria to enroll in a summer school, magnet school, career and technical education, advanced placement, online learning, or charter school, but missed an application or enrollment deadline during a period of homelessness, are provided access to those programs. It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable

to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency. Homeless students will receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. The Homeless Liaison will identify eligible students and work to eliminate barriers to school success. For more information, please reference the Homeless Students School Board Policy 5111.01.

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

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

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

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

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

- (A) Attendance for a minimum of two semesters (one full school year). Students must be in attendance the first day of school.
- (B) Must be a minimum of 16 but not more than 18 years of age on the date of enrollment.
- (C) Not yet graduated from the sending home country school.
- (D) Completed formal application which includes:
 - 1. An English translation of the student's school transcript must be included in the application with a brief description of each class taken in grades 9-12 which includes the focus of the course content
 - 2. Pertinent information about the student, family, and host family
 - 3. The student's health record including all immunizations in accordance with Florida Statutes
 - 4. Evidence of appropriate medical insurance coverage
- (E) Placement with a host family who resides within Charlotte County
- (F) The Foreign Exchange agency area representative must reside within Charlotte County
- (G) Must have sufficient reading and speaking knowledge of the English language to be able to successfully participate in regular high school classes (Levels 3, 4 or Fluent English Speakers [FES]).
- (H) Written approval of the principal or his/her designee. The principal may admit a maximum of five (5) foreign exchange students per year.

Student Admissions— The sponsoring organization must apply for and obtain written approval from the principal for admission of the student by May 1 of the upcoming school year. At the time of application, it shall be determined whether the student will attempt to earn a high school diploma. Students who are

interested in earning a high school diploma will be referred to the Assistant Superintendent for Learning or designee for review. Written approval or denial for admission shall be given to the sponsoring organization by the principal.

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

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

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

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

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

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

EXCEPTIONAL STUDENT EDUCATION (ESE)

Nearly 20 percent of the student population in Charlotte County Public Schools have been identified as exceptional and are receiving exceptional student education services. These services are delivered in regular elementary and secondary schools, specialized centers, and at home or in hospitals by certified teachers, school psychologists, program and staffing specialists, liaisons, administrators and support staff. It is the goal of the Charlotte County Exceptional Student Education Department to guarantee the right to a complete educational opportunity to every child by providing the special learner with programs designed to meet individual needs.

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

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

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

HOSPITAL/HOMEBOUND [SBE Rule 6A-6.03020]

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

Eligibility for Hospital/Homebound

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

The student

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

Hospital/Homebound Services

The Hospital/Homebound program is a temporary ESE service requiring an Individual Education Plan. Student participation in course work assignments and parent cooperation with scheduling instructional sessions are required. The curriculum follows that of the regular school, accommodating the medical needs of the student. The instructional program is individualized.

The student’s classroom teacher(s) will work cooperatively with the homebound teacher to provide

appropriate assignments, assessments, and determine grading procedures. Secondary students receive instruction in and credit for successful completion of core academic subjects. Long-term participation in the hospital/homebound program will require a change to the student's schedule and can impact credits and the graduation timeline. The hospital/homebound service may be terminated upon recommendation of the physician, recovery from the illness or injury, and/or the ability to participate in the regular school/work program.

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

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

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

FLORIDA'S ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS

The *Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS 2.0 for ELL's)* is the annual summative English language proficiency assessment that will be administered to all Kindergarten through 12th grade ELL students. The assessment is aligned with the World-class Instructional Design and Assessment (WIDA) English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. ACCESS for ELLs 2.0 monitors students' progress in acquiring academic English. The Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0 (grades 1-12), and Alternate ACCESS for ELLs, an assessment for English language learners with significant cognitive disabilities (grades 1-12) will be administered per the Charlotte County Public Schools Assessment Calendar.

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

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

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

To establish a Home Education Program under [Florida Statute 1002.41](#), a parent must:

1. Notify the district school superintendent of the county in which the parent resides of his or her intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent’s office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education program shall be filed in the district school superintendent’s office within 30 days after said termination. (CCPS provides an enrollment form and termination form).
2. Maintain a portfolio of educational records to include: A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used, and samples of any writings, worksheets, workbooks, or creative materials used or developed by the student. The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district school superintendent, or designee, upon 15 days’ written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
3. Provide for an annual educational evaluation documenting the student’s demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the Charlotte County School District’s superintendent’s office.
4. The annual educational evaluation shall consist of one of the following:
 - A teacher selected by the parent shall evaluate the student’s educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
 - The student shall take any nationally normed student achievement test administered by a certified teacher;
 - The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
 - The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of Florida Statute 490.003(7) or (8); or
 - The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student’s parent resides.
5. The district school superintendent’s office/designee shall review and accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district

school superintendent's office shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in [Florida Statute 1002.41\(1\)\(c\)](#). Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

6. Home education students may participate in the Bright Futures Scholarship Program in accordance with the provisions of [F.S. 1009.53-1009.538](#).
7. Home education students may participate in dual enrollment programs in accordance with [F.S.1007.27\(4\)](#) and [1007.271\(13\)](#). Home education students do not pay for dual enrollment tuition; however, home education students are responsible for all textbook and other instructional materials cost.
8. Home education students are eligible for admission to Florida College System institutions in accordance with the provisions of [F.S. 1007.263](#).
9. Home education students are eligible for admission to state universities in accordance with the policies and guidelines of the Board of Governors.

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

Home education students may participate in interscholastic, extracurricular activities at their district assigned school as long as they meet the requirements of [Florida Statute 1006.15](#). Home education students participating in interscholastic extracurricular activities must meet the same immunization requirements as students attending any non-home education program. In order to participate in extracurricular activities 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 of the extracurricular activity; The student must meet the requirements of the home education program, the residency requirements and the behavior requirements as other students;
- A student who transfers from a home education program before or during the first grading period of the school is academically eligible to participate during the first grading period provided the student has a successful evaluation from the previous year; ineligible students need to successfully complete one grading period;
- During the period of participation, the home school student must demonstrate educational progress in all subjects taken in the home education program by a method agreed upon by the parent and the school principal which may include the following:
 - Review of the student's work by a certified teacher chosen by the parent;
 - Grades earned through correspondence;
 - Grades earned in courses taken at a community college, university or trade school; and
 - Standardized test scores other methods according to law.

Home Education Transfer Student Grade Placement

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

- Assessment of academic achievement;
- Portfolio of work completed in home education;

- Previous record in public and/or private school; and
- Age and maturity.

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

Home Education Student Access to Courses

Home school students in grades 6-12 may access courses through Charlotte Virtual School. Home school students wishing to take courses at the elementary, middle, or high school level beyond those which are connected to out of school activities, may do so in accordance with compliance of class size reduction requirements. Home school students must register for these courses during the 2-week period before school begins each year and prior to the beginning of the second semester.

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

Important Note: House Bill 7029 created [F.S. 1003.3101](#), *Additional educational choice options*, requiring each school district to establish a process for a parent to request that his or her child be transferred to another classroom teacher. Additionally, [F.S. 1012.42](#), *Teacher teaching out of field*, was amended to require school districts to establish a policy for a parent of a student assigned an out-of-field teacher to request that the child be transferred to an in-field teacher. Effective July 1, 2016:

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

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

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

- *Class Size*
- *Academic Consideration*
- *Social and Emotional Consideration*
- *Out-of-Field Teacher*

