



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation
And Caring is a Commitment"*

September 1, 2017

ADMINISTRATIVE HEARING: 3:00 P.M.

REGULAR MEETING: 4:00 P.M.

PUBLIC HEARING: 5:30 P.M.

CITRUS COUNTY SCHOOL BOARD

SEPTEMBER 11, 2017

THOMAS KENNEDY
DISTRICT 1

VIRGINIA BRYANT
DISTRICT 2

DOUGLAS A. DODD
DISTRICT 3

SANDRA COUNTS
DISTRICT 4

LINDA B. POWERS
DISTRICT 5

AGENDA:

ADMINISTRATIVE HEARING: 3:00 P.M.

PUBLIC HEARING: 5:30 P.M.

- A. Approve the 2017-2018 Millage Rates, the Final Five-Year Work Plan and the Final Budget of the Citrus County School Board (copy to be distributed)
- B. Approve 2017-2018 Student Progression Plan
- C. Approve the revision to Policy 2.95, Wellness Policy
- D. Approve the new Policy 4.115, Grade Forgiveness
- E. Approve the new Policy 4.74, Educational Stability for Students in Foster Care

REGULAR MEETING: 4:00 P.M.

Opening Exercise and Pledge of Allegiance

- I. ADOPTION OF AGENDA AS RECOMMENDED BY SUPERINTENDENT
- II. CITIZEN COMMENTS
The first Citizen Comments is reserved for comments on the items requesting approval on the agenda. A second opportunity is available for any subject at 5:15 p.m.
- III. APPROVE CONSENT AGENDA – (Recognition of donation)
- IV. PRESENTATION(S): 5:00 P.M.
 - A. Citrus County Education Foundation Update – Shaunda Burdette
 - 1) Citrus County Education has secured grant funding for Citrus County Schools totaling \$65,175 for informational purposes

V. SCHOOL OPERATIONS, MIKE MULLEN

A. Educational Services

- 1) Approve the Carl D. Perkins Career and Technical Education Grant for the Department of Juvenile Justice (Cypress Creek)
- 2) Approve Carl D. Perkins Secondary, Section 131 Continuation Grant
- 3) Approve the purchase of network switches for network upgrades
- 4) Approve the purchase of wireless access points for network
- 5) Approve Clinical Affiliation Agreement between Crystal River High School and Citrus HMA, LLC (FL) dba Seven Rivers Regional Medical Center
- 6) Approve Out-of-State Travel for Lecanto High School boy's and girls' basketball teams to Scottsville, Kentucky December 27-31, 2017
- 7) Approve Out-of-State Travel for Lecanto High School FFA to attend the FFA convention in Indianapolis, IN October 22-29, 2017
- 8) Approve the Cooperative Agreement between Citrus County School Board and the Department of Juvenile Justice
- 9) Approve Out-of-State Travel for Citrus High School FFA students to attend the Sunbelt Agriculture Expo in Moultrie, Georgia on October 18, 2017
- 10) Approve 2017-2018 School Volunteers
- 11) Approve Master Inservice Plan (copy available in Professional Development)

VI. SCHOOL SUPPORT SERVICES, JONNY BISHOP

A. Facilities and Construction, Alan Burcaw

Approve Pre-Qualification of Contractors for Educational Facilities

B. Human Resources, Suzy Swain

Approve Instructional and Support Recommendations (copy to be distributed)

VII. FINANCE AND RISK MANAGEMENT, KENNY BLOCKER

- A. Approve the \$3,500 donation to the Career and Technical Education Department from United Way of Citrus County
- B. Approve the \$1,000 donation to Rock Crusher Elementary School from Rock Crusher Church of God
- C. Approve \$25 Walmart gift card donations to 49 Pleasant Grove Elementary School teachers (valued at \$1,225) from First Baptist Church of Inverness
- D. Approve the \$1,137 grant donation to Lecanto Primary School from GenYOUTH Foundation

- E. Approve the \$1,500 donation to Lecanto Middle School from Love Honda, Village Toyota and MacRae's
- F. Approve the golf cart donation (valued at \$5,137.03) to Inverness Middle School from Mike Scott Plumbing
- G. Approve the \$606 incentive reward program donation to Crystal River Middle School for the Future Farmers of America Program from Red Brand's Home Grown
- H. Approve the \$1,500 donation to fund the school-wide incentive programs at CRP, CRM, and CRH from Insight Community Foundation, Inc.
- I. Bids:
 - 1) Approve award of Bid #2017-34 Bus and Auto Parts and Supplies to Section 1, Lot 1, 2 and 3 to Maudlin International; Sections II & III to various vendors; Sections IV No bids
 - 2) Approve award of Bid #2018-06P Tires, New Piggyback of School District Osceola County SDOC-15-B-067-KB to Earl W. Colvard, Inc. dba Boulevard Tire Center
- J. Approve Disposal of Active Surplus Property
- K. Approve Re-activation of previously Surplused Property
- L. July 2017 Cash and Investment Report for informational purposes
- M. Approve Budget Amendment #10 June 2017 (copy to be distributed)
- N. Approve the 2016-2017 Annual Financial Report (copy to be distributed)
- O. Approve five additional AED's for District sites – Lecanto bus compound, Crystal River bus compound, Inverness bus compound/Maintenance, DSC Building 100 and DSC Building 200
- P. Approve renewal of self-funded health insurance rates for the plan year 2018. Total premium cost per month to increase by 8%.

VIII. APPROVE MINUTES

IX. ATTORNEY, LEGAL MATTERS

X. BOARD MEMBER COMMITTEE REPORTS AND ANY OTHER BUSINESS THAT NEEDS TO COME BEFORE THE SCHOOL BOARD

- A. Community Leadership Summit January 19, 2018

XI. ADJOURNMENT

Any person requiring reasonable accommodations at this meeting because of a disability or physical impairment should contact the Superintendent's Office at 726-1931, ext. 2206, prior to the date of the scheduled School Board meeting.

MM

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for September 11, 2017 School Board Meeting.
Requested by Scott Hebert, Department of Educational Services
Additional contact(s)/originator David Roland
Document Title 2017-2018 Student Progression Plan

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval 2017-2018 Student Progression Plan

(This wording should be your actual motion to appear on the agenda)

Backup Materials: attached X available in district office _____ other _____

Executive Summary / Highlights:

Approve the Student Progression Plan for the 2017-2018 School Year.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- Other/Operational Activity

Strategies Include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparation;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Scott C. B...

(Form Board Approved 7/10/07)

STUDENT PROGRESSION PLAN CHANGES FOR 17-18
Changes made as of June 27, 2017

GENERAL INFORMATION (GRADES PK-12 TH)		
Pg. - Section Header	Paragraph / Sentence	Changes
1 - McKinney- Vento Act	3 rd bullet point	remove "or awaiting foster care placement "
4 - Hospital Homebound	1 st paragraph, 4th line	Add the following sentence after the sentence ending "time." "Hospital/Homebound services can be provided at the student's home, in a hospital, through telecommunications, computer devices, or other specified settings."
6 - Hospital Homebound	1 st bullet point - top of page	Add the following sentence as a new bullet: "A student who has solely been determined eligible as a student with a disability through the hospital/homebound program is not eligible for a waiver of statewide, standardized assessment results."
6 - Virtual Options	Delete entire section (Teenage Parent Alternative) stays	See Attachment A - Virtual Instruction
12 - Dual Enrollment	Entire section replaced	See Attachment B – Dual Enrollment
15 - Florida Kindergarten Readiness Screener (FLKRS)	2nd bullet	Include citation " <u>s. 1002.69 F.S.</u> " at the end of the bullet; Insert sentence at the end of the bullet: "Beginning in the 2017-2018 school year, STAR Early Literacy will be used as the Florida Kindergarten Readiness Screener."
16 - Florida Standards Alternate Assessment (FSAA)	1st bullet – replace information	See Attachment C – FSAA
18 - Chart (FSA Algebra 1 EOC)	Changes within chart	Add two asterisks after 497 Add the following beneath the statement following the table: "***Applies to first-time test takers in Spring 2016 and retakes in the future. 489 was applied to first-time test takers in Spring, Sumer, Fall, and Winter 2015 and retake scores in the future"
20 - Table 5 College Readiness Scores	Table (New SAT column)	Merge the first two cells and replace TBD with "Evidence-based 24" Replace TBD in the math cell with "24"
29 - Exceptional Student Education	Diploma Options	See Attachment D – Diploma Options (replaced entire section)

ELEMENTARY EDUCATION		
32 - ESOL Placement	2 nd sentence	Remove "highly" to match the new wording outlined in ESSA, not NCLB
32 - ESOL Placement	2 nd bullet under criteria	Remove FAIR-FS from list of assessments – not used anymore
33 - ESOL Assessment	2 nd paragraph	Change CELLA to ACCESS for ELLs 2.0
43 - Portfolio Review	2 nd paragraph - 1 st sentence	Confusing wording; Change to: "The district must provide the student an opportunity to demonstrate successful performance, and inform parents of the results from diagnostic assessment(s) and progress monitoring."
MIDDLE SCHOOL EDUCATION		
55 - Course Curriculum – Career Education	4 th bullet	See Attachment E – replaced entire section
56 - High School Courses taken by MS students	1 st bullet	Add the following phrase after retake: "or Pass a concordant exam".
HIGH SCHOOL EDUCATION		
62 - Termination of School Placement at age 16	2 nd bullet	Parent(s) and student meet with counselor
63 - Special Programs	Academy of Environmental Science	See Attachment F – replaced entire section
63 - Special Programs	MYcroSchool	See Attachment G – replaced entire section
67 - Honors and Advanced Courses of Study	1 st bullet - Credit Acceleration Program 8 th line	Add the following after CLEP: "at the expense of the requesting party"
68 - Advanced Placement (AP)	4 th line	Add the following phrase after "exams": "except under special circumstances approved by the Principal;
74 & 75 (16-17 SPP) Advanced Placement(AP)	Additional Program Options	Career and Technical Education – delete second, third and fourth paragraphs - this section moved to page 12 in 17-18 SPP - Attachment B
71 - Cooperative Diversified Education	7 th line	Change "two" to "one"
71- Cooperative Diversified Education	8 th line	Change "credits" to "credit"
71- General Graduation Requirements	1 st set of bullets	Add a 5 th bullet to say: "At least one course completed through online learning"
73 - Four Year Standard Graduation Requirements	Curriculum Credits – 2 nd bullet - 7.5 Credit electives	See Attachment H – entire section replaced
75 - Grade Point Average for Graduation	2 nd sentence	Removed "not replaced by a grade forgiveness"
79 - Graduation Participation	4 th paragraph	Added the following after "to": "graduate or to"

79 - Graduation Participation	5 th paragraph	Added the following: Under extenuating circumstances, the Principal may approve or deny a student's participation in the zoned school's graduation ceremony.
80 - Awards and Honors for Standard Diploma Students	Cum Laude Awards System	See Attachment I
80 - Gold and Silver Seal of Biliteracy	1st paragraph, 4th line	Made this a new paragraph Added "silver" before "seal" Added "a student who:"
80 - Gold and Silver Seal of Biliteracy	1st bullet	Removed "A student who" Capitalized "has" Added "AND" after "diploma"
80 - Gold and Silver Seal of Biliteracy	2nd bullet	Added "OR" after scale
80 - Gold and Silver Seal of Biliteracy	3rd bullet	Added "accepted" after "a" Added the following to the end of third bullet: "or through the maintenance of a portfolio of language performance pursuant to rule 6A-1.09951"
80 - Gold and Silver Seal of Biliteracy	2 nd Set of bullets added	Added a new line which reads: "The gold seal is awarded to a student who:" Added the following bulleted list: <ul style="list-style-type: none"> • "Has earned a standard high school diploma AND • Has earned a Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) AND • Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale OR • Has achieved a qualifying score on an accepted foreign language assessment or through the maintenance of a portfolio of language performance pursuant to rule 6A-1.09951"
82 - Out of State High School Diploma Programs	3rd line	Changed: "Has contracted with Ed Options Academy" to "contracts with designated provider"
82 - Out of State High School Diploma Programs	4th line	Deleted "Virginia"
82 - Interscholastic Extracurricular Eligibility	2nd paragraph, 2 nd line	Added "unweighted" before "cumulative"
82 - Interscholastic Extracurricular Eligibility	3rd paragraph	Add "unweighted" before "cumulative"

84 - Florida Bright Futures Scholarship Program	Set of three bullets	Added "Florida" before "Gold" in the third bullet - Added a fourth bullet to read: "Florida Gold Seal Cape Scholars Award"
84 - Grading Procedures	1st paragraph, third line	Added the following sentence after the sentence ending "period.": "Parents may contact guidance to request a printed copy of the interim progress report (mid-term)."
85 - Grading Procedures	3rd paragraph	Added the following after the third paragraph: "Note: Students participating in state-tested EOC courses do not take nine-week finals/end-of-term tests."
86 - High School Grading System	2nd line after grading scale – beginning "A grade is not)	See Attachment J - Replaced entire sentence
93 - Standard Diploma Options Chart	8 Credit Electives	Removed the bullet which read: "1 credit in World Geography"

STUDENT PROGRESSION PLAN CHANGES FOR 17-18
Changes made as of July 25, 2017

GENERAL INFORMATION (GRADES PK-12 TH)		
Pg. - Section Header	Paragraph / Sentence	Changes
6- Citrus Virtual Options	2 nd paragraph	Replaced "Students may qualify to access the services of Florida Virtual School (FLVS), Seminole County Virtual School, or other providers of virtual instruction. School districts may offer individual online courses for students in grades K-12; students can take these courses from other districts. See the comprehensive list of providers at http://app4.fldoe.org/coursecatalog/ " with "Citrus County Virtual School (CCVS) is the provider of first choice for virtual instruction; however, in situations in which CCVS cannot fulfill the need, students may access the services of Florida Virtual School (FLVS), or other providers of virtual instruction. See the comprehensive list of providers at http://app4.fldoe.org/coursecatalog/ "
6- Citrus Virtual Options	1 st bullet	Deleted all bullets regarding restrictions and enrollment per HB7069.
6- Virtual Options Chart	Chart	Remove chart
13- State Assessment Programs	End of 1 st paragraph on page 13	Added the following sentence: "Concordant and comparative assessments and scores are under review by the FDOE and are subject to change during the 2017-18 school year."
13- State Assessment Programs	3 rd paragraph	Deleted "Algebra 2 EOC"
13- State Assessment Programs	4 th paragraph	Deleted "Algebra 2 EOC"
13- Table 1	1 st row	Changed "FSA-ELA CBT" to "FSA-ELA PBT" for 3 rd grade.
14- Table 1	10 th row	Deleted "Algebra 2" row
15- Table 3 Assessment Requirement by School Year	All Rows	Replaced with chart that distinguishes between ELA requirement via cohort and Algebra requirement via year tested.
16- Graduation Assessment Options	1 st bullet	Deleted "Algebra 1 EOC Assessment"
16- Graduation Assessment Options	2 nd bullet – 5 th line to 9 th line	Deleted "FCAT 2.0 concordant scores for students entering grade 9 in 2010-11 and after were established in January 2013 by the Department of Education. These

		concordant scores and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013. Concordant scores for the new FSA will be provided as soon as they are available. “
16- Graduation Assessment Options	2 nd Bullet- 11 th line	Added the following to line. Table 4 shows the concordant and comparative scores students must achieve based on the year they entered grade 9 “(ELA) or the year they took the assessment as a first-time test taker (Algebra 1).”
16- Table 4 Concordant & Comparative Scores	All Rows	Replaced with chart that distinguishes between ELA requirement via cohort and Algebra requirement via year tested.
16- Table 4	Under Table 4	Added the following line under Table 4 “*Please note: Concordant and comparative scores are under review by the FDOE and are subject to change during the 2017-18 school year.”
17- SAT & ACT College Admission Tests	2 nd and 3 rd line	Replaced “SAT has sections of critical reading, math, and optional writing. The redesigned exams will engage students in close reading and honor the best work of the classroom” with “The new SAT has an Evidence-based Reading and Writing section and a Math section.”
17- End of Course Assessments	3 rd bullet	Deleted “Algebra 2”
18- Table 5 College Readiness Scores	3 rd column; 2 nd row	Changed SAT score to reflect the same as our CF articulation agreement “Reading- 24; Writing/Language- 25; Math- 24”
18- District Testing Calendar	Last line of paragraph	Changed to current link for 2017-18
ELEMENTARY EDUCATION		
45- READ Intervention	First bullet	Replace “Provide interventions to all K-3 students at risk of retention as identified by the statewide assessment system. These assessments must measure oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension as measured by scientifically based and reliable assessments that measure those component areas” with “Provide intensive, explicit, systematic, and multisensory reading interventions to all K-3 students

		immediately following the identification of the reading deficiency by the statewide assessment system. These assessments must measure oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension as measured by scientifically based and reliable assessments that measure those component”
46- Curriculum	After 4 th paragraph	Added the following “Beginning with the 2017-18 school year, students in grades K-5 are required to receive 100 minutes of unstructured, free play recess each week. The 100 minutes of recess are in addition to the 150 minutes of physical education that is required each week.”
MIDDLE SCHOOL EDUCATION		
50- Promotion	5 th bullet	Delete “One course in career and education planning to be completed in 6th, 7th, or 8th grade”
52- Course Curriculum	2 nd bullet down	Entire paragraph deleted “One course in career... pursuant to s. 1003.492 or s. 1008.44”
HIGH SCHOOL EDUCATION		
71- 7.5 credit electives	3 rd bullet down	Deleted “HB 7029, Section 13 also states that students can satisfy the online learning requirement through passing an online content assessment without enrolling in industry certification courses.”
74- Table 1	2 nd row; 2 nd column	Delete “AND a grade of “C” or better on the State Personal Fitness Competency Test (see note)”
74- Table 1	2 nd row; 3 rd column	Deleted “1500430-Completion of personal fitness Test Competency waiver (all must be scheduled)”
74- Table 1	2 nd row; 4 th column	Deleted “ <i>Note: A student who completes Personal Fitness course is NOT eligible to have the PE Activity course waived by 2 seasons of sports</i> ”
74- Table 1	Footnote and bullets under table	Deleted entire footnote and bullets pertaining to the Personal Fitness Competency Test.
75- Students Returning for 5 th Year	4 th line and 5 th line	4 th line, deleted “on ACT/SAT” 5 th line, deleted “on PERT
78- Diploma Designation	1 st bullet; 3 rd line	Deleted “Algebra 2”

APPENDIX

89- Appendix B	2 nd Row down (math)	Deleted "Algebra 2"
89- Appendix B	9 th row Electives/Other; 2 nd column	Delete "To include World Geography (Citrus County Required)"
89- Appendix B	Footnotes	Deleted "Algebra 2"
90- Appendix C	Bottom of page	Added the following line at bottom of page "*Please note: Concordant and comparative scores are under review by the FDOE and are subject to change during the 2017-18 school year."

CITRUS COUNTY STUDENT PROGRESSION PLAN
2017-2018



Where Learning is the Expectation and Caring is a Commitment!

www.citruschools.org

**CITRUS COUNTY SCHOOLS STUDENT PROGRESSION PLAN
2017-18**

TABLE OF CONTENTS

<u>GENERAL INFORMATION (GRADES PK-12TH)</u>	1 - 31
<u>ADMISSION</u>	1
General Requirements	
McKinney-Vento Act	
Grade Placement	
Teacher Change Request	
Transfer from Home Education	
Interstate Compact for Military Children	
<u>SPECIAL PROGRAMS</u>	3
Home Education	
Hospital Homebound	
Virtual Learning Options	
Teenage Parent Alternative	
<u>CURRICULUM INFORMATION</u>	7
Academically Challenging Curriculum to Enhance Learning (ACCEL)	
Multi-tiered System of Supports (MTSS)	
The Progress Monitoring Plan (PMP) s. 1008.25(4)(b), F.S.	
Intensive Requirement	
Dual Enrollment	
<u>STATEWIDE ASSESSMENT PROGRAMS</u>	12
Florida Statewide Assessments	
Other Statewide Assessments	
Overview of Standard Diploma and Assessments	
Graduation Assessment Options	
End of Course Assessments (EOC)	
SAT & ACT College Admission Tests	
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)	
Post-Secondary Education Readiness Test (PERT)	
<u>EXCEPTIONAL STUDENT EDUCATION (Grades PK-12th)</u>	18
Eligibility	
Curriculum and Instruction	
Graduation Options	
Student Rights/Parent Notification	
<u>STUDENTS WITH DISABILITIES UNDER Section 504 (Rehabilitation Act)</u>	30
<u>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)</u>	30
Identification	
Placement	
Progress	
Assessment	

ELEMENTARY EDUCATION**32 - 48**

<u>GRADE PLACEMENT</u>	32
Pre-Kindergarten	
Kindergarten	
First Grade	
Special Assignment	
<u>TRANSFERS & WITHDRAWALS</u>	33
<u>PROMOTION & RETENTION</u>	33
General Requirements for Promotion	
Specific Requirements for Promotion	
District Requirements for Promotion	
Retention	
Promotion with Remediation	
Retention Notification	
<u>THIRD GRADE STUDENTS</u>	38
Good Cause	
Request for Good Cause	
Third Grade Retained Students	
Successful Progression of Retained Third Grade Students	
Progress Monitoring Plan Review (PMP) for Third Grade	
Portfolio Review	
High Performing Teacher	
Parent Options	
Intensive Acceleration Class for Retained Third Grade Students	
<u>PARENT NOTIFICATION- NOTICE OF DEFICIENCY</u>	43
Parent Notification K-3	
Parent Notification- All Grades	
Students Who Have Been Retained for Two Years	
<u>PROGRESS MONITORING</u>	44
Remediation/Interventions	
<u>CURRICULUM</u>	46
<u>REPORTING PROCEDURES</u>	46
Report Cards	
Interim Progress Reports (Mid-Terms)	
Assessment Reports	
<u>GRADING PROCEDURES</u>	48
<u>STEP-BY-STEP PROGRAM</u>	48

MIDDLE SCHOOL EDUCATION**49 - 55**

<u>GRADE PLACEMENT</u>	49
<u>TRANSFERS & WITHDRAWALS</u>	49

<u>PROMOTION & RETENTION</u>	50
Promotion	
Special Assignment	
Retention	
Promotion with Remediation Plan	
<u>CURRICULUM</u>	52
Course Curriculum	
High School Courses taken by Middle School Students to meet Graduation Requirements	
<u>REPORTING PROCEDURES</u>	54
Report Cards	
Interim Progress Reports (Mid-terms)	
Assessment Reports	
<u>GRADING PROCEDURES</u>	55
<u>HIGH SCHOOL EDUCATION</u>	57 - 86
<u>GRADE PLACEMENT WITHIN HIGH SCHOOL</u>	57
<u>TRANSFERS & WITHDRAWALS</u>	57
State Uniform Transfer of High School Credits in accordance to Rule 6A-1.09941	
Section 1003.4282 (8), F.S. Uniform Transfer of High School Credits with EOC	
Assessments Placement of Out-of-State or Out-of-Country Transfer Students	
in Grades 11 or 12 s. 1003.433(1), F.S.	
Placement of Students Age 18 or Older Returning to School	
Course Weighting for Transfer Students	
Termination of School Placement at Age 16 s. 1003.21 (1)(c), F.S.	
<u>SPECIAL PROGRAMS</u>	60
Academy of Environmental Science	
MYcroSchool	
Foreign Exchange Program	
<u>CURRICULUM & INSTRUCTION</u>	62
Mastery of Student Performance Standards	
Course/Program Placement	
High School Credit	
Honors and Advanced Courses of Study	
Advanced Placement (AP)	
International Baccalaureate (IB) Program	
Additional Program Options	
<u>GRADUATION: DIPLOMAS, REQUIREMENTS, OPTIONS, AND GUIDELINES</u>	69
General Graduation Requirements	
Four-Year Standard Graduation Requirements for Students Entering 9th Grade	
in 2011- 12 and Thereafter s. 1003.4282, F. S.	
Grade Point Average for Graduation	
Certificate of Completion	
PERT Eligible Certificate of Completion	
Students Returning for 5th Year	

Early Graduation Provision	
High School Equivalency Diploma	
Graduation Participation	
<u>AWARDS AND HONORS FOR STANDARD DIPLOMA STUDENTS</u>	77
Cum Laude Awards System	
Gold and Silver Seal of Biliteracy	
<u>DIPLOMA DESIGNATIONS</u>	78
High School Diploma Scholar Designation	
High School Diploma Merit Designation	
<u>HIGH SCHOOL COURSEWORK BY MIDDLE SCHOOL STUDENTS</u>	79
<u>OUT OF STATE HIGH SCHOOL DIPLOMA PROGRAMS</u>	80
<u>INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY 1006.15 F.S.</u>	80
<u>POST-SECONDARY INFORMATION</u>	81
<u>GRADING & REPORTING PROCEDURES</u>	82
Grading Procedures	
High School Grading System	
Assessment Reports	
Progress Toward Annual Goals	
Grade Weighting	
Grade Forgiveness	
Grade Forgiveness for High School Credit Earned in Middle School	
<u>NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)</u>	86
APPENDICIES	87 - 94
<u>APPENDIX A- INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (s. 1000.36, F.S.)</u>	87
<u>APPENDIX B- STANDARD DIPLOMA REQUIREMENTS AND DIPLOMA DESIGNATIONS</u>	89
<u>APPENDIX C- ACCEL 18 CREDIT GRADUATION OPTION</u>	90
<u>APPENDIX D- STANDARD DIPLOMA OPTIONS FOR STUDENTS WITH DISABILITIES FOR STUDENTS ENTERING 9TH GRADE IN 2014-15 AND AFTER</u>	91
<u>APPENDIX E- MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)- ELEMENTARY</u>	92
<u>PUBLIC NOTICE TO PARENTS AND GUARDIANS</u>	94

CITRUS COUNTY SCHOOLS STUDENT PROGRESSION PLAN

2017-2018

GENERAL INFORMATION (Grades PreK-12th)

ADMISSION

General Requirements

In order to be admitted to Florida schools, the parent(s) or legal guardian(s) of a student transferring from an out-of-state school must provide the following data within 30 school days of initiating enrollment:

- Evidence of a medical immunization against communicable diseases as required in Florida Statutes 1003.22 (actual records, a temporary certificate, or an exemption is required on the first day of entrance)
- Evidence of date of birth in accordance with 1003.21, F.S.
- Evidence of medical examination completed within the last twelve (12) months in accordance with 1003.22, F.S.
- Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school
- An official letter of transcript from proper school authority, which shows record of attendance, academic information, and grade placement of the student
- Evidence of legal guardianship/custody, when appropriate

McKinney-Vento Act

The Citrus County School District adheres to the McKinney-Vento Act. Students of families in transition are defined as a child or youth who:

- Shares the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters
- Is abandoned in hospital
- Lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings

Displaced students shall be permitted to enroll in the Citrus County Public Schools. They shall not be placed in a separate school or program within a school based on their displaced status, and shall be provided services comparable to those offered to other students enrolled in the school.

It is the responsibility of the enrolling school to immediately contact the school last attended so relevant records can be obtained. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A displaced 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. The District has the option to verify residency through a home visit.

McKinney-Vento students 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. A displaced child shall be granted a temporary exemption from entrance requirements for 30 school days. If McKinney-Vento status was incorrectly awarded or the District received false information, services may be discontinued. The parent then has the right to file a Dispute Resolution. This form can be obtained through District Student Services.

For additional information, parents or guardians may contact the registrar/school counselor of the school in which their child will enroll.

Grade Placement

For students transferring from another Florida school district, records from the previous district are required in order to assist in proper placement. These official records will include the information listed above.

The grade placement of students transferring from other states, countries, counties, home education or private schools will be determined by the Principal or designee of the receiving school. A student entering our district from a private or non-public school or home education will be assigned to a grade level based on placement tests, age, previous educational records, and any other objective data which the Principal deems helpful to determine placement. Credits should be interpreted on an equivalency basis so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for grade placement in the school from which the student is transferring.

Teacher Change Requests

Parents have the right to request his or her child be transferred to another classroom teacher; however, parents do not have the right to choose a specific classroom teacher. Parents wishing to request to have his or her child transferred to another classroom must do so in writing to the school Principal. The school Principal must approve or deny the transfer within two (2) weeks of receiving the request. If denied, the school must notify the parent and specify the reason 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, however parents do not have the right to choose a specific classroom teacher. The parent wishing to request to have his or her child transferred must do so in writing to the school Principal. 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 pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial.

Transfer from Home Education

Florida Statute 1002.41 defines home education program. For more information, visit FLDOE Office of Independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/>.

To register for home education, contact Student Services in the Citrus County School District by phone. Students entering Citrus County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by 6A-1.09941, F.A.C.

Elementary: Grade placement of students transferring from Home Education will be determined by age, portfolio, an annual evaluation from a Florida Certified Teacher, and other pertinent material furnished through the Home Education program. A student may be temporarily placed in an age appropriate grade until such time as district assessments may be reviewed and analyzed by the Problem Solving Team to determine the best academic placement.

Middle: Grades earned and offered for acceptance shall be based on an annual evaluation from a Florida Certified Teacher. If an evaluation cannot be provided, the student will be temporarily placed in an age appropriate grade. Successful completion of courses shall be validated through academic performance during the first grading period of the student's attendance.

High: Home Education students entering the 9th grade must have a completed 8th grade annual evaluation from a Florida Certified Teacher indicating proficiency in 8th grade skills. The grade placement of a student entering beyond the 9th grade requirements will be based on an annual evaluation from a Florida Certified Teacher and the Principal of the receiving school. Courses shall be interpreted on an equivalency basis so that the requirements for promotion and graduation are not retroactive.

Interstate Compact for Military Children

Citrus County Schools complies with the Educational Opportunities for Military Children. The purpose of the Interstate Compact on Education Opportunity for Military Children is to uniformly address various educational transition issues faced by children of active duty military families. Note: The Compact may be found in Appendix A in the back of this document.

SPECIAL PROGRAMS

Home Education

Florida Statute 1002.41 defines home education programs. For more information, visit FLDOE Office of Independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>.

To register for home education, contact Student Services in the Citrus County School District by phone. Students entering Citrus County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by 6A-1.09941, F.A.C.

The Citrus County School System specifies that a home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he/she would be assigned to attend based on the district's attendance area policies, or develop an agreement to participate at a private school provided the following conditions are met:

- The student must meet the requirements of the home education program s. 1002.41, F.S.
- During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school Principal, which may include:
 - Review of the student's work by a Florida certified teacher chosen by the parent.
 - Grades earned through correspondence.
 - Grades earned in courses taken at a community college, university, or trade school.
 - Standardized test scores above the 35th percentile, or any other method in s. 1002.41, F.S.
- The student must meet the same residency requirements as other students in the school at which he/she participates.
- The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
- 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 which the activity in which he/she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

A student who transfers from a home education program to public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.

Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, s. 1006.15(3)(a)2, F.S., to become eligible to participate as a home education student.

Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time. Hospital/Homebound services can be provided at the student's home, in a hospital, through telecommunications, computer devices, or other specified settings. The medical diagnosis shall be made by a licensed physician. Licensed

physician is defined in Chapters 458 and 459, F.S as one who is qualified to assess the student's physical or psychiatric condition.

A student is eligible for specially designed instruction and related services as a student who is homebound or hospitalized if the following criteria are met:

- A licensed physician must certify:
 - That the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively
 - That the student is confined to home or hospital
 - That the student will be able to participate in and benefit from an instructional program
 - The student is under medical care for illness or injury that is acute, catastrophic or chronic in nature
 - The student can receive an instructional program without endangering the health and safety of the instructor or other student with whom the instructor may come in contact
- The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services unless other eligibility criteria are met (see ESE department for specific details)
- A parent, guardian or primary caregiver signed parental agreement concerning homebound or hospitalized polices and parental cooperation
- The minimum evaluation for determining eligibility shall include:
 - An annual medical statement from a Florida physician(s) that includes a description of the disabling condition or diagnosis with any mediation implications for instruction is required. This report must state the student is unable to attend school, describe the plan of treatment, provide recommendations regarding school re-entry, and give an estimated duration of condition or prognosis. The team determining eligibility may require additional evaluation data. This additional evaluation data must be provided at no cost to the parent.
 - A physical reexamination and a medical report by a licensed physician(s) may be required by the administrator of exceptional student education or the administrator's designee on a more frequent basis than required by this rule, and may be required if the student is scheduled to attend school part of a day during a recuperative period of readjustment to a full school schedule. This physical examination and medical report shall be of no cost to the parent.
- The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are homebound or hospitalized
- Secondary students will receive Hospital/Homebound (H/H) instruction only in academic subjects required for graduation. For graduating seniors, the subjects taught will be adjusted for graduation requirements.
- Course credit can be awarded for H/H instruction under the following conditions:
 - A long term (full semester [quarter]) H/H student can earn credit in a course provided student completes assignments and demonstrates mastery of the course

standards by receiving a passing grade on a combination of homework assignments, mastery test(s) and final exam developed for that course. Course goals, objectives, and evaluation procedures are to be listed on the TIEP. A short term (less than a full semester [quarter]) H/H student may maintain progress in a course, provided assignments and exams are successfully completed as appropriate. This should be indicated on the student's TIEP.

- A student who has solely been determined eligible as a student with a disability through the hospital/homebound program is not eligible for a waiver of statewide, standardized assessment results.
- The H/H teacher issues grades for that portion of the grading period that the student is enrolled in the H/H program. The subject area teacher issues grades for portion of the grading period the student is not on H/H program. These grades are averaged to provide the student with final report card grade and course credit assignment.
- A student who has solely been determined eligible as a student with a disability through the hospital/homebound program is not eligible for a waiver of statewide, standardized assessment results.

Citrus Virtual Options

Citrus County Schools has established multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction.

Citrus County Virtual School (CCVS) is the provider of first choice for virtual instruction; however, in situations in which CCVS cannot fulfill the need, students may access the services of Florida Virtual School (FLVS), or other providers of virtual instruction. See the comprehensive list of providers at <http://app4.fldoe.org/coursecatalog/>.

Student Eligibility Section 1002.455, F.S.

A student may participate in virtual instruction in the school district in which he or she resides if the student meets the eligibility criteria below.

A student who enrolls in a virtual school program is expected to successfully complete all the required course work in that program. For this reason, students who are not maintaining their attendance and/or are not keeping up with their assignments are subject to dismissal from the program after sufficient warning.

Parents are expected to either serve as learning coaches to their students or provide an adult who will serve in this capacity. It is the responsibility of the learning coach to assist the student in their instruction and insure the student is carrying out the required lessons.

Teenage Parent Alternative

This program is designed to help teenage parents complete the requirements for a high school diploma and provide learning experiences to meet the unique needs of this group of students.

Documentation of parenthood or pregnancy is required. The following conditions apply:

- The student must be enrolled in a class dealing with pre-natal care, parenting and family management
- When the child is born and/or the student completes the special course (see above), the student may transfer back to the regular high school. All high school credits earned will be accepted by the zoned high school.
- If a teen parent desires to participate in graduation ceremonies at their zoned school, he/she must declare his/her intention no later than the start of the second semester of their senior year. This does not include participation in any other event at the zoned school such as prom, Grad Bash, and any other activity so designated by the high school Principal.

CURRICULUM INFORMATION

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL Options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Each school must offer the following as ACCEL options:

- Whole-grade and mid-year promotion
- Subject-matter acceleration
- Virtual instruction in higher grade-level subjects
- The Credit Acceleration Program under s. 1003.4295, F.S.
- 18 credit option (A student who meets the requirements of s. 1003.4282(3)(a)-(e), F.S., earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma) (See Appendix C)

Additionally, schools may also offer options that include, but are not limited to the following:

- Enriched science, technology, engineering, and mathematics (STEM) coursework
- Enrichment programs
- Flexible grouping
- Advanced academic courses
- Combined classes
- Self-paced instruction
- Curriculum compacting
- Advanced-content instruction
- Telescoping curriculum

ACCEL Eligibility Requirements- At a minimum, the student's:

- Performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22, F.S.
- Grade point average
- Attendance
- Conduct record

Additionally:

- Recommendations from one or more of the student's teachers in core-curricula courses as defined in s. 1003.01(14)(a)-(e), F.S.

- A recommendation from a certified school counselor if one is assigned to the school where the student is enrolled
- Other factors may need to be considered specific to entry requirements into programs such as dual enrollment courses, International Baccalaureate and certain academies

ACCEL Procedural Requirements- A student may be recommended by a teacher, administrator, certified school counselor, or school psychologist. Requests made by parent, legal guardian or student must be submitted in writing to the school Principal.

The Principal (or his or her designee) will convene a Problem Solving Team (PST) to determine the most appropriate available learning environment for the recommended student. This committee may be comprised of the following:

- Parent and/or legal guardian of the student (or parental designee)
- Principal or assistant Principal from the child's current school; and receiving school if applicable
- Current teacher(s) of the student
- Teacher at the grade level to which the student may be accelerated (with the exception of students recommended for possible early graduation from high school)
- Gifted education coordinator or teacher of the gifted
- ESE specialist and/or school psychologist
- Certified school counselor with expertise in the appropriate use of academic acceleration
- TOSA or Program Specialist with expertise in the curriculum
- Student

The Problem Solving Team shall consider the following regarding ACCEL placement:

- Student's own thoughts on possible accelerated placement
- Student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22, F.S.
- Student's grade point average
- Student's attendance and conduct record
- Recommendations from one or more of the student's teachers in core-curricula courses as defined in s. 1003.01(14) (a)-(e), F.S.
- Recommendation from a certified school counselor if one is assigned to the school where the student is enrolled

If the PST determines that an ACCEL option is appropriate for meeting the student's needs, a Citrus County Placement Form is completed. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the form.

If an ACCEL Option written request is made by a parent or a student, a Performance Contract must be developed. The Performance Contract (if applicable), at a minimum, must require compliance with minimum student attendance requirements; minimum student conduct requirements; and ACCEL option requirements established by the Principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

If the PST determines that an ACCEL option is not appropriate for meeting the student's needs, the Principal will notify the parent and the student will continue with their current placement

Placement in ACCEL Options- During a specified transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the Principal shall consult with the student's parents regarding academic implications.

At any time during a specified transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the Principal shall direct the Problem Solving Team to consider other ACCEL options and issue a decision upon receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the Problem Solving Team, the student's Citrus County Placement form shall be revised accordingly, a new transition period shall be specified, and a Performance Contract will be developed.

At the end of a specified transition period, the ACCEL placement shall become permanent. The student's records shall be modified accordingly and the Citrus County Placement form, as well as the Performance Contract, if applicable, shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Multi-tiered System of Supports (MTSS)

Multi-tiered System of Supports (MTSS) is a model to improve educational outcomes and meet the academic and behavioral needs of all students. The district will provide high quality instruction and/or intervention(s) matched to student needs and will use learning rate and level of performance to drive instructional decisions—including decisions regarding promotion, acceleration, retention, and remediation. This databased problem-solving method will guide decisions about the allocation of resources and intensity of instruction and interventions needed to improve learning and/or behavior. For more information regarding the elementary MTSS process, see Appendix E

The Progress Monitoring Plan (PMP) s. 1008.25(4) (b), F. S.

The school in which the student is enrolled must develop and implement in consultation with the student's parent, a Progress Monitoring Plan (PMP). A PMP is intended to provide the school district and the school flexibility in meeting the academic and/or behavioral needs of the student and reduce paperwork. The PMP may be incorporated into a parent/teacher conference, may be part of a progress report or report card, may be included as part of general orientation at the beginning of the school year, or may be provided by electronic mail or other written correspondence. A PMP shall be implemented for students who score below Level 3 in ELA, Mathematics, and/or Algebra 1 on the most recently administered statewide, standardized assessment and must be implemented until the student completes the eighth grade or achieves a score at Level 3 or above in ELA, Mathematics, and/or Algebra 1 on the statewide, standardized assessment, whichever occurs first. A student who is not meeting the school district or state requirements for proficiency in ELA, Mathematics, and/or Algebra 1 shall be covered by one of the following plans to target and identify ways to improve his or her academic achievement and/or behavioral performance:

- A federally required student plan such as an Individual Education Plan (IEP)
Transition Individual Education Plan (TIEP)

- A school wide system of progress monitoring for all students
- An individualized Progress Monitoring Plan

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(9) F. S. shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

The PMP must:

- Identify educational goals and intermediate benchmarks for the student in the core curriculum areas, which will prepare the student for high school
- Be based upon academic and/or behavioral performance data and an identification of the student's strengths and weaknesses
- Include academic and/or behavioral intervention strategies with frequent progress monitoring
- Provide innovative methods to promote the student's advancement, which may include, but not be limited to: flexible scheduling, tutoring, and focus on core curricula, online instruction, alternative learning environment, or other interventions that have been shown to accelerate the learning process
- Be developed in consultation with parents; however, it does not require parent approval nor does it give parents the right to veto a PMP plan

If the student's federally required plan does not address the student's deficiency in ELA, mathematics, and/or Algebra 1 as required by Florida law, then the school must address these deficits in either a school-wide progress-monitoring system or an individual progress-monitoring plan s. 1008.25(4) (b) F. S.

District school boards shall allocate remedial and supplemental instructional resources to students in the following priority:

- Students who are deficient in reading by the end of grade 3
- Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression

Intensive Requirement

Citrus County Schools continues our commitment to provide support to students who are below grade level in English Language Arts. In addition to the double block of time in the English Language Arts course, and using available testing data, student placement will take the form of one or more of the following:

- Intensive reading
- Regular reading
- Content area course in which reading strategies are delivered

Any deviation from this requirement would be subject to Principal approval.

For each year in which a student scores at Level 1 or Level 2 on the statewide, standardized mathematics assessment, the student may receive additional support the following year, which may be integrated into the student's required mathematics course.

Dual Enrollment

Qualified students may be eligible for dual enrollment by meeting district and state standards. Students may earn college credit or college clock hours as well as high school credit when enrolled in dual enrollment courses.

All dual enrollment courses taken by a student, whether during regular school day or not, must be pre-approved by high school guidance and must be a part of the student's planned academic program. Students dually enrolled in the State university, state college system, or district technical colleges are exempted from tuition and fees. Citrus County Schools must have a dual enrollment agreement with any state college, technical college, or university for the student to enroll as a dual enrollment student.

Students are held to the course drop dates established through the dual enrollment facility. Grades will be posted to the student's academic history upon receipt of college or university transcript. Courses must be completed and added to academic history prior to use for promotion, graduation, or award designations according to timelines established for each. **NOTE:** Grades from Dual Enrollment courses are transferred into the high school based upon the letter grade issued. No +/- grades are added to the high school transcript nor is there an effect on the high school GPA for any +/- grade that may have been earned at the college. If a student withdraws from a dual enrollment class and receives a grade of "W", it will also be posted to the student's high school transcript.

To qualify for college credit dual enrollment students must demonstrate readiness for college-level coursework, have at least a 3.0 unweighted GPA, and have qualifying test scores as defined in the district dual enrollment agreements if they are to be enrolled in college courses.

To qualify for career and technical dual enrollment students must demonstrate readiness for career-technical level coursework, have at least a 2.0 unweighted GPA, and have qualifying test scores as defined in district dual enrollment agreements if they are to be enrolled in Career and Technical Programs. For the program to qualify as a Career and Technical Program for dual enrollment status, the program must lead to an industry certification.

Students must also meet any additional requirements that may be included in district guidelines developed to ensure student readiness for postsecondary instruction. Dual enrollment courses will be graded using college standards. Students must meet college catalog pre-requisites for any course in which they are dually enrolled. Students should exhaust all possible offerings at home school before pursuing options at other sites.

Dual enrollment may be limited by the capacity of the college. Additionally, students who are disruptive to the learning process may lose the opportunity to participate in dual enrollment even though the student may be qualified to continue.

Any exceptions to the requirements must be approved by both the high school and college's Dual Enrollment Petitions Committee. Students and their parents should contact the Dual Enrollment Coordinator to request a meeting with the DE Petitions Committee. Students and their certified

school counselors are notified of the committee's decision by phone within one week following the meeting.

State College or State University Dual Enrollment

Students must be in grades 6-12 and have earned at least 4 high school credits. Additionally, students must have met the state graduation assessment requirements for consideration for dual enrollment courses. Students needing statewide assessment or EOC remediation will not be eligible for dual enrollment. Students are no longer eligible for dual enrollment once they successfully complete 4 full years of high school enrollment or attain graduation, whichever comes first. Additionally, a student who receives a grade of "D" or "F" in a dual enrollment class will no longer be eligible for dual enrollment.

Only seniors (based upon Citrus County Student Progression grade classification) will be allowed to enroll full-time (12 credit hours to a maximum of 18 credit hours in any given semester) through dual enrollment.

Withlacoochee Technical College Dual Enrollment

Students must successfully have completed at least 4 semesters of high school. Additionally, students must have good attendance and discipline history, attained the minimum age for their career and technical program (16 in most cases, 18 for some), and maintain a minimum 2.0 GPA. Students should score within 2 grade levels of the recommended score on the T.A.B.E. for the career and technical program in which they enroll.

Students seeking full-time dual enrollment (6 to 6.75 clock hours per day) must meet the additional criteria of having achieved all criteria to be eligible for high school graduation, including but not limited to earning all required high school credits and passing all state testing requirements for graduation. Full-time students are also responsible for their own transportation.

High school credit is only awarded at the completion of each course. As each course is competency based and courses vary in estimated completion times from 75 to 600 hours, students needing to use the elective credits earned from dual enrollment for graduation should work closely with their counselor to make sure that they earn the required credits. To dual enroll in a course, students must be able to complete the course prior to their graduation date.

Due to State of Florida dual enrollment requirements, high school students in Withlacoochee Technical College's cosmetology program will be enrolled in high school course numbers until their graduation date. After graduation from high school students will transition to post-secondary students and will be responsible for all payments and fees.

Note: Some career and technical programs are unavailable to high school student's due to licensure restrictions.

STATEWIDE ASSESSMENT PROGRAMS

The Florida Statewide Assessment Program measures a student's content knowledge and skills in reading, writing, mathematics, science, and social studies. The content knowledge and skills measured by this assessment must be aligned to the core curricular content established in the Florida Language Arts Standards (LAFS), the Florida Mathematics Standards (MAFS), and the Next Generation Sunshine State Standards (NGSSS).

The Florida Standards Assessment – English Language Arts (FSA-ELA) shall be administered annually in grades 3 through 10 with a Writing component for grades 4 through 10. FSA-Mathematics (FSA-MATH) shall be administered annually in grades 3 through 8. Students in grades 6 through 8 who are enrolled in Algebra 1 or Geometry and take the statewide, standardized End-of-Course (EOC) assessment, will not take the corresponding grade-level FSA-Mathematics assessment. Students in grades 5 and 8 must take the Statewide Science Assessment.

Promotion from grade 3 to grade 4 will be based on proficiency requirements with options for those students who may not meet those expectations, Good Cause (detailed in Citrus County Elementary Student Progression Plan: Placement of Students). Graduation requirements include a passing score on the 10th Grade FSA ELA assessment or earning a concordant score on the ACT or SAT test, and a passing score on the FSA Algebra 1 assessment or earning a comparative score on the Post-Secondary Education Readiness Test (PERT). Concordant and comparative assessments and scores are under review by the FDOE and are subject to change during the 2017-18 school year.

The FSA Program will include Algebra 1 EOC and Geometry EOC. The NGSSS assessments will include Biology EOC, Civics EOC, and US History EOC. Statewide, standardized EOC assessments will constitute 30 percent of the student’s overall grade. Students enrolled in all courses associated with an EOC must take the EOC assessment. Each student's performance on the Algebra 1 EOC assessment shall constitute 30 percent of the student's final course grade and the student must meet the proficiency requirement of the Algebra 1 assessment or a comparative score on the PERT to meet the Florida graduation requirements. Credit for courses with EOC tests will be awarded to students who complete the course with a passing grade.

Students may choose to earn high school credit by passing the statewide assessment without enrollment in the course. This credit acceleration program (CAP) includes the following courses; Algebra 1, Geometry, U.S. History, and Biology.

Table 1: Florida Statewide Assessment Program by Grade/Subject/Test Format

GR/SUBJ	READING	WRITING	MATH	SCIENCE	SOCIAL STUDIES
3	FSA-ELA PBT		FSA-MATH CBT		
4	FSA-ELA CBT	FSA-ELA WR PBT	FSA-MATH CBT		
5	FSA-ELA CBT	FSA-ELA WR PBT	FSA-MATH CBT	NGSSS-SCIENCE PBT	
6	FSA-ELA CBT	FSA-ELA WR PBT	FSA-MATH CBT		
7	FSA-ELA CBT	FSA-ELA WR PBT	FSA-MATH CBT		
8	FSA-ELA CBT	FSA-ELA WR CBT	FSA-MATH CBT	NGSSS-SCIENCE PBT	
9	FSA-ELA CBT	FSA-ELA WR CBT			
10	FSA-ELA CBT	FSA-ELA WR CBT			
Algebra 1			FSA-MATH CBT		
Biology				NGSSS-BIO CBT	
Civics					NGSSS-CIVICS CBT
Geometry			FSA-MATH CBT		
US History					NGSSS-US HIST CBT

EXPLANATION OF TERMS	
FSA	Florida Standards Assessment
NGSSS	Next Generation State Sunshine Standards
ELA	English Language Arts
WR	Writing
MATH	Mathematics
PBT	Paper Based Test Format
CBT	Computer Based Test Format
<i>Italicized-Bold</i>	Proficiency score required for either promotion or graduation

Table 2: Types of Test Items on Florida Standards Assessments

ONLINE AND PAPER-BASED TEST ITEMS	TEXT-ENHANCED ITEMS (ONLINE ONLY)
Multiple Choice	Open Response
Multi-select	Editing Task (Choice or Fill-in)
Evidence-Based Selected Response	Hot Text (Selectable or Drag-and-Drop)
	Equation Editor (Mathematics)
	Graphic Response Item Display (ELA: drag-and-drop to place text or images; Mathematics: use the point, line or arrow tools to create a response on a graph)
	Matching Item (Mathematics)
	Multimedia Content
	Table Item (Fill-in) (Mathematics)

Other Statewide Assessments

- Florida Voluntary Prekindergarten Assessment (VPK)**- The VPK is administered to all prekindergarten students throughout the year. The purpose of the VPK is to provide teachers with valid and reliable feedback regarding students' progress in attaining the skills in the Florida Development and Early Learning Standards for Four-Year-Olds. Teachers use this information to guide instructional decisions in the VPK classroom. s.1002.67 F.S.
- Florida Kindergarten Readiness Screener (FLKRS)**-The FLKRS assessment is administered to all kindergarteners within the first 30 days of school. Its purpose is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. FLKRS results are also used to calculate VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares 4-year-olds to be ready for kindergarten based on the standards. Beginning in the 2017-2018 school year, STAR Early Literacy will be used as the Florida Kindergarten Readiness Screener. s.1002.69 F.S.
- Florida's Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLS 2.0)**-The ACCESS for ELLs 2.0 test is administered each school year to students in grades K-12, currently classified as English Language Learners (ELL), with a code of "LY". The ACCESS for ELLs 2.0 is a criterion-

referenced test administered to measure students' proficiency and gains in English in four domains: reading, writing, listening, and speaking.

- Florida Standards Alternate Assessment (FSAA)**- All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points (FS-AP) in Language Arts, mathematics, science, and social studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. Beginning in 2016-2017, the FSAA program will include two assessment components. The FSAA Performance Task (FSAA-PT) is designed to assess students at three levels of complexity and results are reported through achievement levels.

The FSAA-Datafolio is a new assessment alternative designed to address the needs of a small population of students who typically do not have a formal mode of communication and may be working at pre-academic levels. Student work is aligned to pre-determined standards and submitted via an online portfolio system during three collection periods throughout a school year. Scoring outcomes are designed to show progress along a continuum of access to academic content via reduced levels of assistance and increased accuracy. Regardless of the component with which a student is assessed, it is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA program.

More Information online at Florida Department of Education, Florida Standards website: <http://www.fldoe.org/asp/altassessment.asp>

Overview of Standard Diploma and Assessments

According to Florida law, students must meet all academic requirements in order to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Table 3: Assessments Requirement by School Year

	Year Student Entered 9 th Grade	
	2013-2014	2014-2015 & Beyond
FSA ELA-Gr. 10	349	350
	Year Test Was Taken as a First-Time Test Taker	
	2014-2015	2015-2016 & Beyond
FSA Algebra 1	489	497

Graduation Assessment Options

- Retaking the Statewide Assessments**—Students can retake the Grade 10 FCAT 2.0 Reading test, Grade 10 FSA ELA test, or FSA Algebra 1 EOC Assessment each time the test is administered until achieving a passing score, and students can enroll beyond the twelfth-grade year should they need additional instruction to pass an assessment. Students currently have up to five opportunities to pass the Grade 10 Reading/ELA test before their scheduled graduation. Students who do not pass these tests in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on when students first take the test, since they typically take it at the conclusion of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.
- Concordant and Comparative Scores Option**—A student can also graduate by receiving a score concordant to the FCAT 2.0 or FSA ELA passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment passing score on the Postsecondary Education Readiness Test (PERT) (for FCAT concordant scores, see Table 4). Table 4 shows the concordant and comparative scores students must achieve based on the year they entered grade 9 (ELA) or the year they took the assessment as a first-time test taker (Algebra 1). Even if they have achieved a concordant or comparative score before the grade 10 ELA assessment or FSA Algebra 1 EOC, all students enrolled in grade 10 or the Algebra 1 course are required to participate in the statewide assessments in accordance with section 1008.22, Florida Statutes (F.S.). Additional guidance regarding concordant scores is posted at <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>

Table 4: Concordant & Comparative Scores

	Year Student Entered 9 th Grade	
	2013-2014	2014-2015 & Beyond
FSA ELA-Gr. 10	349	350
ACT Reading Concordant	19	19
SAT Reading Concordant	430	430 (Evidence-Based Reading and Writing) or 24 (Reading)
	Year Test Was Taken as a First-Time Test Taker	
	2014-2015	2015-2016 & Beyond
FSA Algebra 1	489	497
PERT Math Comparative	97	97

***Please note: Concordant and comparative scores are under review by the FDOE and are subject to change during the 2017-18 school year.**

- Waivers for Students with Disabilities**—Students with disabilities who are working toward a standard high school diploma are expected to participate in statewide, standardized assessments; however, legislation provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), F.S., for whom the individual education plan (IEP) team determines that the statewide,

standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the Bureau of Exceptional Education and Student Services at <http://www.fldoe.org/academics/exceptional-student-edu>.

- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a State of Florida High School Diploma, the state’s equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study that graduating seniors should know and be able to do, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® Test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Local adult education programs sponsored by school districts, colleges and community organizations may assist students with determining how to best prepare for the test. Additional information and resources regarding the GED® Test and the high school equivalency program may be accessed at <http://www.fldoe.org/academics/career-adult-edu/hse/>.

End of Course Assessments (EOC)

Statewide Standardized End of Course Assessments for middle and high school students are required in the following courses and will constitute 30 percent of the student’s overall grade:

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

SAT & ACT College Admission Tests

The SAT and ACT are college entrance tests. Most colleges and universities accept either. The new SAT has an Evidence-based Reading and Writing section and a Math section. ACT has sections on English, Math, Reading, and Science. There is also an optional writing component on both SAT and ACT. Typically, students should plan to take the SAT or ACT during the early spring of the junior year. Registration for SAT and ACT is online.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT-NMSQT)

All students in grade 10 will have the opportunity to take the pre-college examination, Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT) in October of each school year. In accordance with s. 1007.35(5), F.S., each public high school, including alternative sites and centers of the Florida Department of Juvenile Justice, shall offer all students enrolled in grade 10 the opportunity to participate in the PSAT. A written notice will be provided to parents/guardians informing them that they may request that their student be exempt from taking the PSAT.

Student assessment data from test results will help high school counselors determine student readiness and potential for success in Advanced Placement and other college preparatory courses, and to identify students who may need additional instruction before enrolling in such courses. Materials are also available to assist certified school counselors in using data to recognize students who, with encouragement and an increased understanding of the role of advanced courses in their academic careers, could be successful in such courses. This test is offered again (on a fee-basis) to all 11th grade students with results determining qualification for the National Merit Scholars program. At the beginning of their senior year, students are notified of their participation in this national recognition program that typically identifies the top 2% of the students on a standardized assessment for both reading and mathematics.

Post-Secondary Education Readiness Test (PERT)

Students are considered college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. Likewise, any student interested in dual enrollment, must demonstrate those college and career ready skills prior to admittance. The PERT test and college ready score may be used as part of the dual enrollment application along with the SAT, ACT, and Accuplacer (accepted at selected post-secondary institutions).

Table 5: College Readiness Scores

PERT	SAT	NEW SAT	ACT	ACCUPLACER
Reading 106	Verbal 440	Reading 24	Reading 19	Reading 83
Writing 103		Wring/Lang 25	English 17	Writing 83
Math 114	Math 440	24	Math 19	Elementary Algebra 72

District Testing Calendar

Citrus County’s Testing Calendar, which includes information and administration dates for all district, state, national, and international tests administered throughout the school year may be accessed at http://www.citruseducation.com/news/K12_Uniform_Assessment_Calendar_17-18.pdf

EXCEPTIONAL STUDENT EDUCATION (Grades PK-12)

Eligibility

The Citrus County School District is responsible for providing services to students who are eligible for the following exceptional student education (ESE) programs:

- Autism Spectrum Disorder (ASD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>
- Deaf or Hard-of-Hearing (DHH)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/deaf-or-hard-of-hearing-dhh.shtml>
- Developmentally Delayed (DD): Ages 3-5 Years
<http://www.fldoe.org/academics/exceptional-student-edu/early-education/ages-three-through-five.shtml>
- Dual-Sensory Impairment (DSI): Deaf-Blind

<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/dual-sensory-impairment-dsi.shtml>

- Emotional/Behavioral Disability (E/BD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/emotional-behavioral-disability-e-bd.shtml>
- Gifted
<http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.shtml>
- Homebound or Hospitalized (HH)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/hospital-homebound-hh.shtml>
- Intellectual Disability (InD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/intellectual-disabilities-ind.shtml>
- Language Impairment (LI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/language-impairment-li.shtml>
- Other Health Impairment (OHI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/other-health-impairment-ohi.shtml>
- Orthopedic Impairment (OI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/orthopedic-impairment-oi.shtml>
- Specific Learning Disability (SLD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/specific-learning-disabilities-sld/index.shtml>
- Speech Impairment (SI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/speech-impairment-si.shtml>
- Traumatic Brain Injury (TBI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/traumatic-brain-injury-tbi.shtml>
- Visual Impairment (VI): Blind and Partially Sighted
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/visual-impairment-vi-blind-partly-sigh.shtml>

More Information online at the Florida Department of Education, Exceptional Education & Student Services website: <http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility>

Curriculum and Instruction

The courses listed in Section 4 of the Florida Department of Education, Course Code Directory (CCD) represent a range of exceptional student education (ESE) courses available for students with disabilities and students who are gifted. Some courses include a range of intended student outcomes and may be repeated.

- **Gifted Service Models**

Gifted Courses are designed to meet the needs of students who have met state eligibility criteria and are identified as gifted (Rule 6A-6.03019, FAC). Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC).

Course Number	Course Title
7755040	Advanced Academics: K-5
7855040	Advanced Academics: 6-8
7855042	Advanced Academics & Career Planning: 6-8
7963090	Skills for Students who are Gifted: 9-12
7965010	Research Methodology for Students who are Gifted: 9-12
7965030	Externship for Students who are Gifted: 9-12
7965040	Studies for Students who are Gifted: 9-12

Services for students who are gifted may be provided directly or indirectly. For more information on Gifted Education, please visit

<http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.stml>

- **Access Courses for Students with Significant Cognitive Disabilities**

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are designed to foster higher expectations for students with significant cognitive disabilities. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English/Language Arts and mathematics do not contain these tiers, but contain Essential Understandings (EUs). Essential Understandings consist of skills at varying levels of complexity and are a resource when planning for instruction.

More Information online at Florida Department of Education, Florida Standards website:

<http://www.fldoe.org/asp/altassessment.asp>

Parent Brochure: [https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/2016/07/2016 FSAA Parent Brochure English Web.pdf](https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/2016/07/2016_FSAA_Parent_Brochure_English_Web.pdf)

- **Standard Diploma via Access Courses for Students with Significant Cognitive Disabilities Entering 9th Grade in 2014-15**

Requirements:

- Must take the Florida Standards Alternate Assessment (FSAA) in reading, math and science until replaced by a new general assessment and end-of-course exams
- Must score 4 or above or have results waived
- If results are waived, demonstrate achievement via a portfolio (best practice - collect portfolio artifacts for all students)

- **Fundamental Courses**

Fundamental courses are academic skill-building courses that support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Fundamental courses are not multiple credit courses, and a maximum of one (1) credit may be earned for the successful completion of a fundamental course. These courses are not intended to replace core academic courses required for a standard diploma in grades 9-12.

Additionally, a student who entered 9th grade prior to 2014-15 for which the individual educational plan (IEP) team has determined the general education curriculum, with accommodations and supports, is not appropriate, may take fundamental courses to earn credit toward a special diploma, in accordance with the district's student progression plan. These courses are appropriate for students working towards a special diploma as general education courses may not be modified for this purpose.

Additionally, a student who entered 9th grade prior to 2014-15 for which the IEP team has determined the general education curriculum, with accommodations and supports, is not appropriate, may take fundamental courses to earn credit toward a special diploma, in accordance with the district's student progression plan. These courses are appropriate for students working towards a special diploma as general education courses may not be modified for this purpose.

Legislation passed in Florida during the 2014 session repealed the special diploma law, s. 1003.438, F.S., effective July 1, 2015. See Chapter 2014-184, Section 19, Laws of Florida. Students with disabilities who entered 9th grade prior to the 2014-15 school year, whose IEP was in effect on June 20, 2014, indicated that the student was pursuing a special diploma, may continue to pursue a special diploma authorized in accordance with s. 1003.438, F.S. Students with disabilities who enter the 9th grade in 2014-15 or thereafter, may not earn a special diploma but will have the opportunity to earn a standard diploma in accordance with the provisions of s. 1003.4282, F.S. The requirements related to s. 1003.4282 are further described in Rule 6A-1.09963, F.A.C.

- **Other ESE Courses**

The courses listed under Special Skills Courses are designed to meet the specialized needs of students with disabilities. Some courses are tailored to meet the specific needs of a particular exceptionality. Other courses may be used to meet the individual needs of any student with exceptionalities.

- The courses listed under Miscellaneous are designed to meet the needs of students with disabilities who need to learn special content or skills in these areas.
- The courses listed under Therapy are designed to meet the needs of students with disabilities who need to receive specialized services in identified areas. These courses are not offered for credit.
- The titles listed under Non-Credit represent instructional settings (such as hospital/homebound services) and are included only for the purposes of scheduling.

-
- The courses listed under Career and Technical Education (CTE) for students with disabilities are designed to meet the career and technical skill needs of students with disabilities. These courses are appropriate when it has been determined that modifications, or the use of modified occupational completion points (MOCP), are not sufficient for the successful mastery of regular CTE courses.

- **Career and Technical Education Courses (CTE)**

Students with disabilities may enroll in regular or ESE CTE courses. Districts are encouraged to use allowable accommodations and modifications, or modified occupational completion points (MOCPs), to enable students with disabilities to participate in regular CTE programs.

The courses listed under CTE for students with disabilities are designed to meet the career and technical skill needs of students with disabilities. These courses are appropriate when it has been determined that modifications, or the use of modified occupational completion points, are not sufficient for the successful mastery of regular CTE courses.

- **Modified Occupational Completion Points (MOCP)**

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical course.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular occupational completion point (OCP) or a modified occupational completion point (MOCP). If needed, a student may enroll in the same career and technical course more than once.

- **Accommodations**

Accommodations allow eligible students with disabilities to have access to instruction and the opportunity to demonstrate learning. Accommodations used in assessment situations are the same as the accommodations the student routinely uses in instruction. Accommodations are organized in five categories. Examples include but are not limited to: presentation, responding, scheduling, settings, and assistive technology.

- Presentation – Use specialized formats, including large print, braille, sign language, or oral presentation, and use assistive devices and other presentation supports to access information.
- Responding – Respond to questions or prompts on the assessments in alternate modes, including dictation, sign language, and the use of assistive devices and other response supports.
- Scheduling – Increase the length of time to complete instruction and assessment or change the way the time is organized.
- Setting – Change the location in which instruction and assessment are given or change the conditions of the instruction and assessment setting.

➤ Assistive Technology – Use assistive technology to access information or respond to questions or prompts.

- **Participation in Statewide Assessment**

Each student with a disability has the opportunity to participate in the Statewide Standardized Assessment and any district wide assessment of student achievement with allowable accommodations, if determined appropriate by the Transition Individual Educational Plan (TIEP) team and recorded on the student’s TIEP.

A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide assessments and acknowledge, in writing, the implications of such accommodations.

Students who are identified solely as gifted are not eligible for state assessment accommodations.

- **Allowable Accommodations**

Accommodations identified for testing situations are those identified in the test manual and regularly used by the student in the classroom.

Allowable and appropriate accommodations for Statewide Standardized Assessment are included in the test administration manual and may be accessed online at:

- Accommodations for Florida’s Statewide Student Assessments, Florida Department of Education, Bureau of Exceptional Education and Student Services, (2015) (PDF): <http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>. This manual updates the Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities (2010) and the Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and End of Course (EOC) Assessments (Spring, 2012) published by the Florida Department of Education (FDOE). It is written to assist school district personnel and parents when making decisions about the use of accommodations by students with disabilities on selected statewide assessments.

- **Accommodations Resources Online**

- Selecting Accommodations: Guidance for Individual Educational Plan Teams (PDF): <http://www.fldoe.org/core/fileparse.php/7690/urlt/0070064-selectingaccommodations.pdf> (2013) - A brief explanation of the process the IEP team should follow to determine which accommodations a student with a disability may need.
- Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education (PDF): http://www.fldoe.org/core/fileparse.php/7690/urlt/0070067-310907_accomm.pdf Brochure (Revised 2011) - Identifies accommodations and modifications that students with disabilities in secondary and postsecondary career education and adult general education programs may need.
- Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education (PDF):

http://www.fldoe.org/core/fileparse.php/7690/urlt/0070068-311201_acmod-voc.pdf

Guide (Revised 2011) - Assists school district personnel when making decisions about the use of accommodations and modifications for students with disabilities.

- Accommodations: Assisting Students with Disabilities (2010) (PDF):
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>
Guide to instructional accommodations to assist school district personnel and parents when making decisions about the use of accommodations for students with disabilities.
- Accommodations and Modifications for Students with Disabilities (PDF):
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070070-ac-mod-parents.pdf>
What Parents Need to Know (2003) - Helps parents understand accommodations and modifications. Included are examples as well as information about how decisions are made.

- **Statewide, Standardized Results Waiver for Students with Disabilities**

Section 1008.22(3)(c), F.S., states the following:

A student with a disability, as defined in s. 1007.02, F.S., for whom the IEP team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma.

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities:

<http://info.fldoe.org/docushare/dsweb/Get/Document-7321/dps-2015-16.pdf>

- **Industry Certification Exams**

Documentation should be included in the TIEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP.

- **Extraordinary Exemption**

As used in this section, the term:

- "Circumstance" means a situation in which accommodations allowable for use on the statewide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22(3)(c), F.S. are not offered to a student during the current year's assessment administration due to technological limitations in the testing administration program which lead to results that reflect the student's impaired sensory, manual, or speaking skills rather than the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment.
- "Condition" means an impairment, whether recently acquired or longstanding, which affects a student's ability to communicate in modes deemed acceptable for statewide assessments, even if appropriate accommodations are provided, and creates a situation in which the results of administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment would reflect the student's impaired sensory, manual, or speaking skills rather than

the student's achievement of the benchmarks assessed by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment.

A student with a disability for whom the individual education plan (IEP) team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized end-of-course assessment, or an alternate assessment pursuant to s. 1008.22, F.S.

Student shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with rule 6A-6.03020, F.A.C., is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

The IEP team, which must include the parent, may submit to the superintendent a written request for an extraordinary exemption at any time during the school year, but not later than 60 days before the current year's assessment administration for which the request is made.

A request must include all of the following:

- A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills
- Written documentation of the most recent evaluation data
- Written documentation, if available, of the most recent administration of the statewide standardized assessment, an EOC assessment, or an alternate assessment
- A written description of the condition's effect on the student's participation in the statewide standardized assessment, an EOC assessment, or an alternate assessment
- Written evidence that the student has had the opportunity to learn the skills being tested
- Written evidence that the student has been provided appropriate instructional accommodations
- Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of the statewide standardized assessment, an EOC assessment, or an alternate assessment in prior assessments
- Written evidence of the circumstance or condition as defined in subsection above

Based upon the documentation provided by the IEP team, the superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied. A copy of the school district's procedural safeguards as required in rule 6A-6.03311, F.A.C., shall be provided to the parent. If the parent disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and

recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student's progress must be assessed in accordance with the goals established in the student's individual education plan. If the commissioner denies the exemption, the notification must state the reasons for the denial.

The parent of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an expedited hearing. If the parent requests the expedited hearing, the Department of Education shall inform the parent of any free or low-cost legal services and other relevant services available in the area. The Department of Education shall arrange a hearing with the Division of Administrative Hearings, which must be commenced within 20 school days after the parent's request for the expedited hearing. The administrative law judge at the division shall make a determination within 10 school days after the expedited hearing. The standard of review for the expedited hearing is *de novo*, and the department has the burden of proof.

- **Child with Medical Complexity**

In addition to the exemption option provided for under s. 1008.212, F.S., effective July 1, 2014, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Standards Alternate Assessment (FSAA), pursuant to the provisions of this subsection.

Definition of child with medical complexity.—A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

Exemption options—If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

- One-year exemption approved by the superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FSAA. The superintendent shall report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.
- One- to three-year exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; superintendent approval; the IEP team's determination that the child is a child

with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FSAA, for up to 3 years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.

- Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; superintendent approval of a permanent exemption; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FSAA.

- **Grade Placement**

Grade placement for students seeking a Special Diploma Option will be based on the following criteria:

- To be ranked as a Sophomore, a student must have completed one year of high school and earned a minimum of six (6) credits overall
- To be ranked as a Junior, a student must have completed two years of high school and earned a minimum of twelve (12) credits overall
- To be ranked as a Senior, a student must have completed three years of high school and earned a minimum of seventeen (17) credits overall

Students not reaching graduation status in four years (including those with a certificate of completion special certificate of completion will be provided the opportunity for a fifth year to meet the district's graduation requirements. A completion program approved by the school administrator will be developed to assist students to meet graduation requirements at the high school or at another appropriate site (e.g. adult education). Remediation will also be provided to assist students in passing the FCAT/FSA or appropriate EOC requirement for graduation.

Graduation Options

High School Graduation Requirements for Students with Disabilities

General requirements- Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282(1)-(9) or 1002.3105(5) or 1003.4282(11) and 1003.4285, F.S. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been

granted in accordance with s. 1008.22(3)(c)2., F.S., or participation in a statewide assessment has been exempted in accordance with s. 1008.212 or 1008.22(9), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

Exceptional Student Education

Diploma Options:

Beginning with the 2014-15 9th grade cohort, students with disabilities will have the following diploma options based on Florida Administrative Code Rule 6A-1.09963.

- **Standard Diploma**
Students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements referred to in the Student Progression Plan (Other SPP section to be referenced)

- **Standard Diploma-Access Points:**
The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum.

- **Standard Diploma-Academic and Employment:**
The Standard Diploma-Academic and Vocational pathway includes requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. In addition to the academic requirements, the pathway also includes employment requirements. Such employment must be at minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan for the equivalent of at least one (1) semester.

- **Special Diploma:**
Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

- **Certificate of Completion:**
Students being supported by ESE services, except students eligible for the Gifted Student Program, working towards a Standard Diploma, may participate in all commencement exercises by earning a certificate of completion. A certificate of completion will be awarded to students who earn the required credits required for graduation, but who do

not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted.

Deferred Standard Diploma

Prior to this current school year, when a student with a disability graduated from high school with a standard diploma the school district was no longer obligated to provide FAPE and all services ended. During the 2014 legislative session, s. 1003.4282, F.S. was amended and added the opportunity for certain students with disabilities to defer receipt of their standard high school diploma in order to continue to receive services.

The statute allows a student who meets all graduation requirements to defer the receipt of a standard high school diploma if they have an IEP that prescribes special education, transition planning, transition services, or related services through age 21 and are enrolled in an accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

In order for the students to defer the diploma, the Transition IEP needs to specifically call for specially designed instruction that the student will require in order to have the opportunity to meet with success at the next level. (This typically is a need for the services of an ESE teacher to help the student gain specific skills necessary to be successful in the post-secondary world.)

The decision to accept or defer the standard high school diploma must be made by May 15th of the current school year. The parent (or the student if over 18 years of age and to whom rights have transferred), must sign a document stating whether or not they wish to defer. Failure to attend the graduation ceremony does not constitute a deferral of the diploma.

The IEP team will determine eligibility for deferral. The benefits of deferring receipt of the high school diploma and the programs available to students who defer will be reviewed with eligible students and their parents during an IEP meeting. This IEP will clearly establish the type of skills that the student needs to gain. This might include skills that he/she has not needed thus far in their education.

The student may walk with the graduating class but the student does not receive the diploma. It is held until the student requests their diploma or before their 22nd birthday. When the student receives their standard diploma, the services end.

Student Rights/Parent Notification

Nothing contained in this document, or in Rule 6A-1.95(4) F.A.C., shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma for exceptional students. Any such student shall, upon written request, be afforded the opportunity to fully meet all requirements of S. 1003.43 F. S., through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A- 1.995(1) F.A.C. upon graduation. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified of the options available under Rule 6A-1.95(4) (f) F.A.C. prior to tenth grade testing.

STUDENTS WITH DISABILITIES UNDER Section 504 (Rehabilitation Act)

504 Plan: The "504" in "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the accommodations that will be needed for these students to have an opportunity to perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Identification

Students are identified as English Language Learners (ELL) through a two-step process:

- Completion of the Home Language Survey (HLS) and, pending any affirmative responses on the HLS
- Subsequent assessment to determine English language proficiency. Students who arrive into Citrus County Schools with a designation of English Language Learner from another school system will be evaluated pending review of prior academic records.

Placement

Students identified as ELLs are supported through Title III and the English for Speakers of Other Languages (ESOL) program. These students shall be placed in appropriate courses with qualified teachers trained in ESOL strategies. An ELL committee composed of Principal or designee, certified school counselor, reading/language arts teachers and any other instructional personnel responsible for the instruction of ELLs shall make recommendations for appropriate placement. Parents/guardians will be invited to participate in the meetings.

Criteria used in making placement decisions should include:

- Progress and attendance reports
- Academic performance based upon formal or alternative assessment in English which may include FSA, ELA, FCAT 2.0, and ACCESS for ELLs 2.0
- Number of years in the ESOL program

Progress

English Language Learners are required to meet student performance standards for the appropriate grade level. Academic progress of an ELL, along with any placement decisions or instructional interventions, are captured in the student's ELL plan that is written at the start of each school year as well as reviewed throughout. Documentation of student status, assessment data, programmatic assessment, as well as academic progress in all courses, should be captured in the ELL's plan. Additionally, this plan should be shared with all instructional personnel who support that student.

The student's ELL Plan should address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law.

Assessment

All ELLs participate in statewide assessments. ELLs may receive appropriate testing accommodations listed below. The use of testing accommodations should be recorded in the ELL plan.

- Flexible scheduling
- Flexible time
- Approved heritage dictionary
- Assistance in heritage language

In addition, ELLs will be annually assessed for English proficiency through ACCESS for ELLs 2.0. Copies of the ACCESS for ELLs 2.0 score report will be included in the ELLs school file and a copy sent to the student's home address.

At the discretion of the ELL committee, an ELL who is profoundly limited in English proficiency and who is within his or her first year of being identified as non-English speaking, may be exempted from only the FSA ELA assessment. However, all ELLs must satisfy high school graduation requirements as listed in 1003.4282, F.S. in order to graduate with a high school diploma.

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma, except for passage of the Grade 10 FSA ELA or alternate assessment, may continue to receive supportive services in English language instruction during the summer following their senior year. Students are eligible to take the FSA or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FSA or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

ELEMENTARY EDUCATION

GRADE PLACEMENT

Pre-Kindergarten

To enter the Voluntary Pre-Kindergarten Program in a public school setting, a child must be screened and demonstrate significant need. However, each school site can allow up to 20% of their seats to go to students who do not meet this criteria.

Program eligibility and selection is based on the following criteria:

- The child must be four years of age on or before September 1st or the child has a 5th birthday that falls between February 2nd and September 1st and has not already utilized their Certificate of Eligibility.
- The child must be considered at-risk based on unique educational, economic, and/or social needs.

To enter the Pre-Kindergarten Program for children with disabilities, a child from age three to age five must be eligible for an Exceptional Student Education Program as defined in the Special Programs and Procedures.

Kindergarten

To enter Kindergarten a child must have attained 5 years of age on or before September 1. Before admitting a child to Kindergarten, the Principal shall require a birth certificate or other bona-fide proof of date of birth as described in 1003.21, F.S. Other basic requirements for admittance are health examinations and immunization records as given in 1003.21, F.S. and 1003.22, F.S.

In addition, 1003.21, F.S. requires all children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age, are required to attend school regularly during the entire school term.

All school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each Kindergarten student in the district school system upon the students' entry into Kindergarten. (1002.69, F.S.)

First Grade

To enter First Grade a student must have attained 6 years of age on or before September 1.

In addition, the student must have been enrolled in a public school or have satisfactorily completed the requirements for Kindergarten in a non-public school.

Special Assignment

On the recommendation of the Principal and with the approval of the superintendent, any student may be reassigned to a lower/higher grade so that the student will be able to benefit from instruction at that specified level. A Special Assignment/Accelerated Placement form will be used for

the reassignment recommendation. This form is available through the office of the Director of Elementary Education.

Parent must be notified formally in writing that their child is being assigned to the lower/higher grade. A copy of this notification must be placed in the student's cumulative folder along with the Special Assignment/Accelerated Placement form.

TRANSFERS & WITHDRAWALS

Students transferring from a non-public school must demonstrate satisfactory performance in reading readiness/language development and mathematics development for promotion to First Grade. (1003.21, F.S.)

For Kindergarten and First Grade students transferring in from out of state, the following State Board Rules (S.B.R.) 6a-1.0985 apply:

- Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in F.S. 1A.
- Any student who transfers from an out-of-state non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent must also provide the data required in F.S. 1A.

PROMOTION & RETENTION

General Requirements for Promotion

Each district school board shall establish a comprehensive program for student progression which must include:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Specific levels of performance in English Language Arts, social studies, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from previous year's program and that takes into account the student's learning style.
- Appropriate alternative placement for a student who has been retained for two or more years.

Our district curriculum is designed to be concept and process-oriented, promote active involvement of students, emphasize students' thinking and reasoning abilities, provide a broad range of content, emphasize application to real-life experiences, incorporate applicable Florida Next Generation Sunshine State Standards (NGSSS) and Florida Standards (FS), as appropriate, and meet the developmental needs of all students. The Citrus County Schools' Student Progression Plan includes standards for evaluating student performance on the NGSSS and Florida Standards. Student

promotion in the Citrus County Public Schools is based upon an evaluation of each student's performance on the NGSSS and Florida Standards (s. 1008.25 (2)(a), F.S.).

In addition, student progression from one grade level to another is partially based upon satisfactory performance in English Language Arts, social studies, science, and mathematics (s. 1008.25 (1), F.S.). Guidelines for satisfactory performance are noted on the End of the Year Proficiency Chart. Evaluation of student performance should reflect teacher judgment based on a variety of methods, e.g. classroom assignments/work, observation of performance, progress tests, district and state assessments, and other objective data. Promotion will not be determined solely on the basis of a single test/method. However, at the Third Grade level, students scoring below proficiency on the Florida Statewide Assessment in Reading must be retained unless promoted for Good Cause.

Meeting the district or state requirement does not automatically result in promotion. The primary responsibility for determining and documenting each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the student's teacher(s). The final decision in regard to appropriate placement is the responsibility of the school Principal.

The promotion of students transferring into our district during the last grading period will be determined primarily by the grades and records received from the sending school. The promotion of Third Grade students transferring into our district during the last grading period will be contingent on their ability to read at or above grade level per the Florida Statewide Assessment in English Language Arts. The final placement decision of a student transferring into the district is the responsibility of the Principal.

A school-based committee with approval of the Principal will consider promotion of non-English speaking students on an individual basis.

Promotion decisions are made on an individual basis.

Specific Requirements for Promotion

Each student must participate in statewide assessment tests (s. 1008.25(4), F.S.).

Beginning with grade 1, each student will be evaluated in English Language Arts, social studies, science, and mathematics at each grade level within the first nine weeks or within nine weeks of entry into the Citrus County School System. Any student who does not meet the specific district levels of performance in English Language Arts, social studies, science, and mathematics or does not meet the specific levels of performance on Florida Statewide Assessments (ELA, Mathematics, and Science) must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic need.

Students in grades 3-5 who score below proficiency on Florida's Statewide Assessments in ELA or Math will be required to receive remediation and intensive instruction through a Progress Monitoring Plan, Individual Education Plan, or be retained. Remediation will be provided through all of the following:

- Use of additional diagnostic assessments, determined by the district to identify the nature of the student's difficulty and areas of academic need.
- Implementation of an individual Progress Monitoring Plan (PMP), or an Individual Education Plan (IEP), developed in consultation with a parent that is designed to assist the student in meeting state and district expectations of proficiency.

Utilization of immediate intensive remedial instruction to assist student needs such as:

- Diagnostic/prescriptive approach
- Targeted to specific skill development
- Opportunities for repeated exposure to needed areas of instruction
- Smaller chunks of text or content
- Guided and independent practice
- Skill development and practice integration into all activities
- Frequent monitoring
- Criterion-based evaluation

In addition to the integration of these into the school day, after school remediation, extended year activities, tutorial programs, and Exceptional Education services can be utilized, if available, to meet individual needs.

For reading, the specific areas of deficiency in oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary must be identified along with the desired levels of performance and the instructional and support services to be provided.

If, upon subsequent evaluation after remediation the deficiency has not been remediated in accordance with the PMP, the student may be retained. Any student who has not met minimum state expectations of the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met.

With the exception of Third Grade students, students who have not met the levels of performance for student progression must be:

- Remediated before the beginning of the next school year and promoted
OR
- Promoted and remediated during the following year with more intensive intervention and remediation specified in a revised Progress Monitoring Plan (PMP) or Individual Education Plan (IEP)
OR
- Retained and remediated in a different program

It is the ultimate goal of the Citrus County School system that every student read at or above grade level. Each elementary school must regularly assess the reading ability of each K-3 student (s. 1002.20(11), F.S.). Any student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments conducted in Kindergarten, Grade 1, Grade 2 or Grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must be provided with intensive reading instruction until the reading deficiency is remediated. (s.1008.25(5) (a), F.S.)

If the student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring the designated proficient level or higher on the Florida Statewide Assessment in English Language Arts for Grade 3, the student must be retained, unless exempt for Good Cause. (s. 1008.25 (5) (b), F.S.)

Through the Citrus County Curriculum Alignment Process, the NGSSS and Florida Standards are implemented by core curriculum objectives for each grade level course. Documentation of instruction of these standards in the areas of language arts, mathematics, science, social studies, foreign language, the arts, health & physical education, and applied technology is required at all appropriate grade levels.

District Requirements for Promotion- *Grades PK – 5 students seeking a Standard Diploma*

Each student's progression from one grade to another is determined in part by successful performance of grade level standards in language arts, mathematics, social studies, and science as assessed by classroom work, portfolios, teacher/staff observation, teacher assessments, and data from district and state assessments.

All potential Standard Diploma seeking students will take all designated statewide assessments.

The following are considered when retention of a student is a possibility:

- Statewide standardized assessment (when available)
- SAT 10 scores (when available)
- The Progress Monitoring Plan
- Progress Monitoring Assessments
- Report card
- Exceptional Student Education (ESE) services
- English Language Learner services (ELL)
- 504 plan
- Prior retentions
- Attendance

Promotion for ESE students who are working toward mastery of the Access Points for students with significant cognitive disabilities in grades K-5 will be made on the basis of the following criteria:

- Available standardized/criterion-referenced testing and/or alternative assessment results
- Classroom performance
- Progress in social development
- Progress towards mastery of the Access Points for students with significant cognitive disabilities

Retention

Students who do not satisfactorily meet the levels of performance established for the grade to which they are assigned may be assigned to the same grade in the next school year. Schools may make a determination to assign students who have not met the levels of performance to a special program (e.g. special class within the regular school year or summer program). These students are to be provided in the instruction designed to continue their progress toward the mastery of the required NGSSS/Florida Standards. Student retention is to be used as one administrative procedure to provide students with the additional time to master skills required for success in the next higher grade.

Students who are to be retained should be considered for school counseling services.

When students are retained, they must receive an intensive program different from the previous year. It would include the following:

- Be designed based on the individual student needs in ELA, Math, and Science as demonstrated by the student's performance on the FSA and in the classroom
- Be designed to address the individual student's learning styles
- Provide immediate intensive intervention that includes appropriate targeted instruction in the six areas of reading (oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary) provided by appropriately trained staff
- Provide additional uninterrupted instructional time in the area of need
- Provide for frequent monitoring of the student's progress towards meeting the goals identified in the student's Individual Progress Monitoring Plan (PMP), during the school-wide progress monitoring process, or with an Individual Education Plan (IEP)

Any student who has been retained and is recommended for retention a second year is to be considered for more intensive remedial strategies. The PST should make decisions through discussion. Students who appear to be having difficulty meeting promotion requirements should be referred to the PST.

School personnel should utilize all resources to achieve parent understanding and cooperation regarding a student's grade placement. However, the final decision as to grade placement is the responsibility of the Principal.

Students enrolled in the English for Speakers of Other Languages (ESOL) program may only be retained based on lack of academic skills, not English language deficiency.

Promotion with Remediation

The Principal may "Promote with Remediation" a student who has not met mastery level and all core curriculum objectives, to the next higher grade with a plan for remediation (with the exception of third grade students; see section below titled, THIRD GRADE STUDENTS).

Promotion with Remediation entails a thorough analysis of a student's performance record and other related issues and is not to be construed as a social promotion. A student may not be assigned to a grade based solely on age. Appropriate diagnostic instrument(s) will be used in development of a Progress Monitoring Plan (PMP) or Individual Education Plan (IEP) to address student needs in English Language Arts, social studies, science, and mathematics. The student should also be

considered for more intensive remedial strategies (e.g. Exceptional Student Education or alternative programs).

The student's teacher must submit documentation to the school Principal that indicates the Promotion with Remediation is appropriate and based on the student's academic record. The school Principal shall review and discuss such recommendations with the teacher and, if appropriate, the Problem Solving Team and make the determination as to whether the student should be "Promoted with Remediation" or retained.

In all "Promotion with Remediation" cases, the student's report card should indicate "grade assignment with remediation." Parents must be notified formally in writing that their child is being promoted with a remediation plan to the next higher grade. A statement in the letter to parents must indicate that the criteria for regular promotion has not been met, the major reasons why the promotion with remediation was made, and the name of the Principal who initiated the promotion. A copy of the notification letter must be placed in the cumulative folder and considered permanent information, not to be purged.

Retention Notification

Parents must be notified in writing when it is apparent that the student may need to be retained. Documentation should be kept of such notification. Ongoing communication with the parents should be maintained.

The report card must clearly reflect the student's level of instructional achievement. Parents must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled.

Satisfactory grades in remedial programs must indicate that the student is working satisfactorily in a program below the range acceptable for the grade assignment.

The opportunity for a conference with the teacher or Principal must be provided to the parents of any child who may be retained.

THIRD GRADE STUDENTS

Good Cause

No student shall be assigned to a grade level based solely on age or other factors that constitutes social promotion. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students that have reading difficulties. The district may exempt third grade students from mandatory retention only for Good Cause.

Good Cause exemptions shall be limited to the following:

- Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
- Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
- A student who demonstrates through a student portfolio that he or she is performing at least a Level 2 on the statewide, standardized English Language Arts assessment.
- Students with disabilities who participate in the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) or a Section 504 Plan that reflects that the student has received the intensive instruction in reading or English Language Arts, for more than two years but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3.
- Students who have received the intensive remediation in reading or English Language Arts for two or more years but still demonstrate a deficiency and who were previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two years. [Section 1008.25(6)(b)7, F.S.]
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of two years. A student may not be retained more than once in Grade 3. [Section 1008.25(6)(b)6, F.S.]

Request for Good Cause

The student's teacher must submit documentation to the school Principal that indicates promotion of a student for Good Cause is appropriate and based on the student's academic record.

Documentation should include, but not be limited to, the Progress Monitoring Plan (PMP), Individual Education Plan (IEP), report card, and student portfolio.

The school Principal shall review and discuss such recommendations with the teacher and, if appropriate, the Problem Solving Team and make the determination as to whether the student shall be promoted for Good Cause or retained. If the school Principal determines that the student should be promoted for Good Cause, the school Principal shall make such recommendation in writing to the district school superintendent. The district school superintendent must accept or reject the school Principal's recommendation in writing.

In all promotions for Good Cause cases, parents must be notified formally in writing that their child is being "Promoted for Good Cause". This notification is to include the category being used to promote for Good Cause. The Good Cause Documentation and Recommendation Form must be placed in the cumulative folder and considered as a class A document, not to be purged. Those students who are promoted for Good Cause using the portfolio option must file work papers within the Good Cause folder. This folder is to be kept with the cumulative folder.

Third Grade Retained Students

Transitional Setting

- The district must provide a student who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate areas of deficiency.

Mid-Year Promotion

- Students who have been retained in third grade due to a reading deficiency as required by Section 1008.25 (5)(b), F.S., can be considered for a mid-year promotion. Such mid-year promotions of retained third grade students should occur during the first semester of the academic year.
- To be eligible for mid-year promotion, a student must demonstrate that he/she: is a successful and independent reader as demonstrated by reading at or above grade level; has progressed sufficiently to master appropriate fourth grade reading skills; and, has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
- The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the eligibility requirements of paragraph 2 of this rule including the mastery of third grade reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:
 - Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Florida Standards
 - Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221
 - Successful completion of portfolio elements that meet state criteria in this rule
- To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade English Language Arts Florida Standards. The student portfolio must meet the following requirements:
 - Be selected by the school district;
 - Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - Include evidence of mastery of the standards assessed by the grade three English Language Arts Florida Standards assessment as required by Rule 6A-1.094222, F.A.C. Evidence can include successful completion of multiple choice items and text based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state-provided third grade student portfolio. Portfolios should contain 50% literary and 50% informational texts.
 - Be signed by the teacher and the Principal as an accurate assessment of the required reading skills.
- The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the eligibility requirements in paragraphs 1-3 of this rule and that the student's progress is sufficient to master appropriate grade four level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade four.

- The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years. s. 1008.25(7)(b)3. FS.

Successful Progression of Retained Third Grade Students

Interventions for Retained Third Grade Students

- Retained third grade students who did not meet the proficiency requirement on the FSA for reading the previous year must be provided intensive interventions in reading beyond the ninety minute reading block so that the student's specific reading deficiency is remediated. The PST will identify intervention strategies and monitor progress. The intensive interventions must include valid diagnostic assessments.

A minimum of 90 minutes of daily uninterrupted, scientifically researched-based reading instruction must be provided.

Effective instructional strategies implemented that may include but are not limited to:

- Small group instruction
- Reduced teacher-student ratios
- More frequent progress monitoring
- Tutoring or mentoring
- Transition classes containing 3rd and 4th grade students
- Extended school day, week, or year, if offered
- Invitation to summer reading camps

Appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.

Progress Monitoring Plan Review (PMP) for Third Grade

Each district shall conduct a review of student Progress Monitoring Plans (PMPs) for all Third Grade students who did not score above the proficiency requirement on the reading Florida Statewide Assessment and did not meet the criteria for one of the Good Cause exemptions.

The review must address additional supports and services needed to remediate the identified areas of reading deficiency.

Portfolio Review

The school district will require a student portfolio to be administered for each third grade student. This portfolio will include evidence of the student's mastery of third grade Florida Standards for Language Arts and beginning mastery of the Florida Standards for fourth grade as specified in sub F.S. (2) of this rule. The student portfolio must meet specified requirements.

The district must provide the student an opportunity to demonstrate successful performance, and inform parents of the results from diagnostic assessment(s) and progress monitoring. A parent of Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

Florida Statutes 1008.25 and State Board Rule 6A-1.094221 provides the use of the third-grade student portfolio as a means for good cause promotion. In an effort to assist districts with the delivery of the student portfolio, the Just Read, Florida! office has created the Florida Department of Education Third Grade Portfolio (FDOE Portfolio) in partnership with Flagler, Charlotte, Collier and Sarasota districts. The following information will provide teachers with guidance necessary to complete a portfolio with identified students.

The Florida Department of Education Third-Grade Portfolio must meet the following criteria as stated in state board rule.

Portfolio items must abide by the following guidelines:

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

The Florida Department of Education Third-Grade Portfolio provides classroom teachers with tools and resources which may be used to document evidence of an individual student's mastery of the third-grade standards. Students should be able to read text with fluency, understanding and respond to a variety of questions based on the text read.

The Just Read, Florida! office has generated a collection of assessments/examples which may be used exclusively or in conjunction with other examples of evidence collected by the teacher to create the student's portfolio. School districts may also implement additional ELA specifications on the content of the student portfolio used by their teachers for documentation of performance. It is important to note that all examples of evidence used to document student performance must meet the criteria identified in state board rule as stated above.

Local school district materials may also be used to provide evidence of mastery of the ELA standards including the following resources:

- Adopted Core Reading Program - end of chapter or unit tests
- Teacher, school or district prepared assessment examples

Standards listed coincide with the ELA FSA Test Design Summary and Blueprint therefore, all ELA standards are not listed on the matrix and the class record form. All Florida ELA standards must be taught.

Highly Effective Teacher

Students who are retained in third grade must be provided with a highly effective teacher as determined by the teacher’s performance evaluation under s. 1012.34, F.S.

Parent Options

In addition to required reading enhancement and acceleration strategies, the district must provide parents of third grade students to be retained with at least one of the following instructional options:

- Supplemental tutoring in scientifically research-based reading services in addition to regular reading block, including tutoring before and/or after school
- “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading
- A mentor or tutor with specialized reading training. (s. 1008.25(7) (a)(b), F.S.)

Intensive Acceleration Class for Retained Third Grade Students (Grade 3- FSA – Tier 3)

Students retained in Grade 3 who subsequently score below the proficiency level for a second time (retained twice in Grade 3) shall be placed in an acceleration class. The focus of this class is to increase a child’s reading level at least two grade levels in one year.

The acceleration class must: (s. 1008.25(7), F.S.)

- Have a reduced teacher-student ratio
- Provide uninterrupted reading instruction for a majority of student contact daily
- Incorporate opportunities to master the Grade 4 Florida Standards in the other core subject areas
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- Provide intensive language and vocabulary instruction using a scientifically based program, including the use of a speech therapist in designing the Intensive Acceleration Class and perhaps work with students whose diagnosed reading deficiencies might best be addressed by a speech language therapist.
- Include weekly progress monitoring measures to ensure progress is being made. (This progress monitoring can be informal assessments.) s. 1008.25(7)(b)8, F.S.

PARENT NOTIFICATION -- NOTICE OF DEFICIENCY

Parent Notification K-3

The parent of any student who exhibits a substantial deficiency in reading will be given intensive reading instruction until the deficiency is corrected. Additionally, the parent will be immediately notified of the student’s deficiency. In writing, the parent of any student must be given all of the following:

- A notice that his or her child has been identified as having a substantial deficiency in reading

- Be a description of the current services that are provided to the child.
- Strategies for use in helping their success in reading proficiency
- A description of the proposed supplemental instruction services and supports
- That will be provided to the child that are designated to remediate the identified
- Area of reading deficiency
- A notice that if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained unless the student is exempt for Good Cause from mandatory retention. (s. 1008.25 (6) (c), F.S.)

Each school district shall provide written notification to the parent of any student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided by paragraph (6) (b), 1008.25(7)(b) 3, F.S. A description of the proposed interventions and supports to remediate the identified areas of reading deficiency must be provided. This will be done through the PMP. Parents must be notified of specific criteria and policies for mid-year promotion of third grade students.

Parent Notification-ALL Grades

In addition to the previous notification requirements to parents of a child with a reading deficiency, the district must also inform parents of the following.

- The Florida Statewide Assessment is not the sole determiner of promotion
- That additional evaluation, portfolio reviews and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion
- The district's specific criteria and policies for mid-year promotion (s. 1008.25(5), F.S.)

The parents must be consulted in the development of a detailed PMP. As indicated on the PMP, the cooperation and help of the parent is critical in working with the teacher to meet the child's needs.

Parents must be notified in writing when it is apparent that the student may need to be retained. Documentation of such notification should be obtained. Ongoing communication with the parents should be maintained. The opportunity for a conference with the teacher or Principal must be provided to the parents of any child who may be retained.

Students Who Have Been Retained for Two Years

Students who have been retained for two or more years must have an appropriate alternative placement. The nature of the alternative placement is determined by the school district. This placement should include but not be limited to a program in a different setting. The student should be in a program that meets the student's individual learning needs, including one that addresses his or her individual learning style. (s. 1008.25 (6), F.S.)

PROGRESS MONITORING

Remediation/Interventions

Remediation: Students achieving below district/state standards will be provided remediation.

For those students experiencing difficulty in meeting the levels of performance for student progression, the areas of academic need and intervention strategies will be identified through a problem solving process. Such a process will include the following:

- Effective, researched based, standards driven, initial instruction
- Identification of students with problems through assessment or screening
- Diagnosis of specific problems of the individual student
- Progress Monitoring Plan, Individual Education Plan, addressing diagnosed problems
- Immediate intensive remedial instruction
- Progress monitoring, re-evaluation and redesign of instruction to meet student's needs
- Continued support and reinforcement

Allocation of remedial and supplemental instruction resources for students shall occur in the following priority: (1) students who are deficient by the end of Grade 3 (2) students who fail to meet performance levels required for promotion consistent with the Student Progression Plan. (s. 1008.25 (3)(a,b), F.S.)

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in Kindergarten or Grade 1, Grade 2, Grade 3 or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. MTSS is used as a framework to guide the development and delivery of interventions.

Reading Enhancement and Acceleration Development (READ) Interventions- The focus of READ interventions is to prevent the retention of Grade 3 students and to offer intensive acceleration reading instruction to:

- Grade 3 students who failed to meet standards for promotion to Grade 4
- Each K-3 student who is assessed as exhibiting a reading deficiency and is at risk of retention

READ Interventions will:

- Provide intensive, explicit, systematic, and multisensory reading interventions to all K-3 students immediately following the identification of the reading deficiency by the statewide assessment system. These assessments must measure oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension as measured by scientifically based and reliable assessments that measure those component areas.
- Provide initial and ongoing analysis of each student's reading progress
- Be provided during regular school hours in addition to the regular reading instruction.
- Be provided through a state-identified reading curriculum that has been reviewed by the Florida Center of Reading Research at Florida State University
- Assist students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
- Provide skill development in phonemic awareness, phonics, fluency vocabulary, and comprehension
- Provide scientifically based and reliable assessment

- Provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all subjects
- Entrust district school boards to assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

CURRICULUM

Students in grades Kindergarten through 5 will be provided instruction at their appropriate instructional level(s) and will follow the basic course of study that includes the following subjects aligned with the NGSSS/Florida Standards:

- Reading/Language Arts
- Mathematics
- Science
- Social Studies
- Art
- Music
- Physical Education

All elementary students will be required to pass the same general areas of academic or vocational skills unless specified otherwise in their Individual Education Plan.

Students shall be provided appropriate instruction at all grade levels based upon the Florida NGSSS/Florida Standards. Students who can exceed the grade level indicators and benchmarks set forth in the NGSSS/Florida Standards should be encouraged and provided the opportunity to do so.

Beginning with the 2017-18 school year, students in grades K-5 are required to receive 100 minutes of unstructured, free play recess each week. The 100 minutes of recess are in addition to the 150 minutes of physical education that is required each week.

District personnel and staff at each school are available to assist parents in learning about and/or reviewing curriculum, instructional materials and their delivery as well as address related concerns. The school staff will also assist parents with alternatives in sensitive curriculum matters due to certain factors (e.g. cultural or religious considerations, etc.). Parents are encouraged to become familiar with the course study in which their child will participate.

REPORTING PROCEDURES

An annual written report must be provided to the parent of each student on the student's progress toward achieving proficiency in English Language Arts, science, social studies, and mathematics including results on each statewide, standardized assessment test, classroom work, observations, tests, district assessments, and other relevant information. (s. 1008.25(8), F.S.)

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics, and the student's results on each statewide assessment test. The evaluation of each

student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. (s. 1008.25 (8)(a), F.S.)

Districts must annually publish in the local newspaper the following: the district policies and procedures on student retention and promotion; the number and percentage of all students by grade level performing below proficiency levels on the Florida Statewide Assessment in Reading; the number and percentage, by grade, of all students retained; the total number of students promoted for Good Cause, by each category; and any revisions to the district school board's policy on retention and promotion. (s. 1008.25 (8)(b), F.S.)

Districts shall report to the Department of Education, in the manner described by the department, the progress of students in class at the end of the first semester. (s. 1008.25(7)(b) 8, F.S.)

Districts shall report to the State Board of Education as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports. By September 1, each district school board with a school with a performance grade of "F" must adopt policies for feeder schools that minimize promotion of unprepared students to the next school level.

Report Cards

All schools shall use a standard report card as the primary means of reporting student progress.

With the approval of the assistant superintendent, schools may develop additional or supplementary reporting instruments, which may be used in conjunction with the standard report card.

Report cards are to be issued four times a year. Grades will be issued to all students in attendance at least 15 days of the reporting/grading period. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards are to be issued on uniform dates as adopted annually on the official school calendar. Each student and his or her parent are to be informed of academic progress through report cards.

If a child is receiving services from any of the exceptional student programs, the program and progress will be indicated. ESE students will receive statements toward progress of annual goals. If a student is not making adequate progress toward mastery of the annual goals on his or her IEP, additional strategies or interventions should be implemented, or a meeting should be held to review the IEP and the student's progress. Schools will inform parents of students' progress toward annual goals as defined in the student's IEP at least as often as parents are informed of the progress for their child without disabilities.

Interim Progress Reports (Mid-Terms)

An interim progress report will be made available electronically to all students in grades Kindergarten through 5 throughout the school year. A printed copy will be made available upon request.

Assessment Reports

Parents will receive reports on their child's performance on the Florida Statewide Assessment or any other form of standardized test administered as part of the countywide testing program.

GRADING PROCEDURES

Grades are to provide the student and/or the student's parents with an objective evaluation of scholastic achievement.

Numerical Values for assigning letter grades:

A	90-100
B	80-89
C	70-79
D	60-69
F	50-59
N/A	Not applicable at this time
@	This symbol indicates access courses when preceding a letter grade on the report card.

Non-numerical values for assigning letter grades:

S	Satisfactory performance
NI	Needs improvement
U	Unsatisfactory progress

Values for other grading codes:

P	Performing successfully
I	Inconsistent performance
N	Needs improvement; little or no progress in this subject area

In the case where a teacher is the sole instructor for a subject, that teacher will assign the grade for that area.

For subjects jointly taught, the teachers are to work out a mutually agreeable plan as to how grading and documentation responsibilities are to be assigned. They may assign a grade based upon the percentage of time the student spends with each teacher.

STEP-BY-STEP PROGRAM

The Step-by-Step Program is available for schools that are interested in a staggering start schedule for Pre-K and Kindergarten students. This program enables Pre-K and Kindergarten students to attend their first day in class in a small group setting.

MIDDLE SCHOOL EDUCATION

GRADE PLACEMENT

Validation of courses shall be based upon student's academic performance at the receiving school. A student transferring into a school shall be placed into the appropriate sequential course and is expected to 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.

Alternative Validation Procedure- If academic performance, as described above, is not satisfactory, any one of the following alternatives identified in the district's student progression plan shall be used for validation purposes as determined by the teacher, Principal, and parent:

- Portfolio, equivalent to appropriate grade level shall be evaluated by the superintendent or designee
- Demonstrated performance in courses taken at other public or private accredited schools
- Demonstrated proficiencies on nationally-normed standardized subject-area assessments
- Demonstrated proficiencies on the statewide, standardized assessment; or
- Written review, provided by the former school, of the criteria utilized for a given subject. 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.

TRANSFERS & WITHDRAWALS

State Uniform Transfer of Students in the Middle Grades in accordance to Rule 6A-1.09942 F.A.C.

The purpose of this rule is to establish uniform procedures related to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 who enter Florida's public schools from out of state or out of country. The procedures are as follows:

- Grades earned and offered for acceptance shall be based on official transcript and shall be accepted at face value. However, this procedure is subject to validation if required for 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 academic performance during the first grading period as outlined in subsection (2) of this rule.
- If a student transfers into a middle school and has successfully completed a Civics education course, the decision as to whether the student must take a Civics End-of-Course (EOC) Assessment will be made at the discretion of the school Principal.
- The EOC will not be required if the school Principal determines that the student has demonstrated mastery of course content through one of the five alternative validation procedures above.

PROMOTION & RETENTION

Promotion

Schools composed of Middle Grades 6, 7, and 8 require that students must successfully complete academic courses as follows per s. 1003.4156, F.S.:

- Three middle school or higher courses in English
- Three middle school or higher courses in mathematics
- Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education
- Three middle grades or higher courses in science
- One semester of P.E., unless specific waiver is approved by Principal

For students who have not met the criteria for promotion, the following options and services may be available through a Multi-tiered System of Supports (MTSS):

- Tutoring: before, during, or after school
- Before and after school programs
- Parent obtained tutorial programs
- Retention in current grade level
- Contracted academic services for credit recovery such as Plato, Edgenuity, etc.
- Additional time in curriculum, including placement in next grade with grade recovery option (limited to one course per year)
- Remedial groups within existing classes
- Remedial programs within the school day
- Florida Virtual School for middle school courses (these courses must be approved by the Principal of the middle school and follow prerequisite core courses)

Appropriate diagnostic instrument(s) will be used in development of the Progress Monitoring Plan (PMP) to address student needs. For ELA, the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary must be identified along with the desired levels of performance and the instructional and support services to be provided. District school board shall assist schools and teachers in implementing research-based reading activities proven successful in teaching reading to low-performing students.

If upon subsequent evaluation, the deficiency has not been corrected, remediation will be continued. Additionally, the student may be retained in a program that takes into account student learning style and is different from the previous year's program. Any student who has not met minimum state expectations on state assessments must continue remedial instruction until the expectations are met.

Students who do not satisfactorily achieve established mastery of standards for the grade to which they are assigned, will be assigned to the same grade for the next school year or given an assignment to a special program. These students are to be provided instruction designed to continue their progress toward mastery of the required skills. Student retention is to be used as one administrative procedure to provide students with the additional time to master skills required for success in the next grade. Parents, teachers, and administrators have an obligation to weigh carefully the consequences of retention and to provide timely intervention in an effort to prevent retention of

students who have the potential to overcome academic deficits in selected areas without repeating an entire year of study.

Special Assignment

On the recommendation of the Principal and with the approval of the Superintendent, any student who has been previously retained may be assigned to the next higher grade if the student has completed courses as required by s. 1003.4156 F.S. and that the student will be able to benefit from instruction at the higher grade level. In all cases, the student's cumulative record and report card should indicate special assignment to the next grade and the name of the Principal who initiated the placement.

Middle school students who are two years behind their cohort (same year student enters kindergarten) and who demonstrate a strong desire to meet middle school promotion to high school have the option of participating in a program that affords them the opportunity to re-establish the track for graduation. They will be counseled about the opportunity of transferring to their home-zoned high school to continue working toward a standard diploma. Mid-year promotions are made on a limited, individual basis with approvals of the receiving high school Principal. Exceptions to this will be based on the recommendation of the Principal and with the approval of the Superintendent.

Parents must be notified in writing that their child is being assigned to the next higher grade. A copy of this notification must be placed in the student's cumulative record along with the major reason(s) why the placement was made. This should be considered a class A document, and is not to be purged.

Retention

Any student who has been retained or promoted with remediation may be referred to the Problem Solving Team (PST). When students are retained, they will be placed on a Progress Monitoring Plan (PMP) and in programs based upon their learning needs. Appropriate diagnostic instrument(s) will be used in development of a PMP to address student needs. For reading, the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary must be identified along with the desired levels of performance and the instructional and support services to be provided. Florida statute, pursuant to 1008.25(4)(b), requires PMP plans be developed in consultation with parents, however, it does not require parent approval nor does it give parents the right to veto a PMP plan.

Promotion with Remediation Plan

Promotion with remediation entails a thorough analysis of a student's performance record and other related issues and is not to be construed as a social promotion. A student may not be assigned to a grade based solely on age. At the discretion of the Principal, a student who has not mastered the objectives of the core curriculum may be promoted with remediation to the next grade level provided that remediation can be met at the next grade level. Principals may promote with remediation to comply with meeting state requirement for middle school promotion in the four core subject areas when a student has failed one of the four required courses for that grade. Appropriate diagnostic instrument(s) will be used in development of a PMP to address student needs.

In all promotion with remediation cases, the student's cumulative guidance record and/or report card should indicate the following:

- Student was promoted to grade with remediation
- The major reason why the promotion was made
- The name of the Principal who initiated the promotion

Parents must be notified formally, in writing, that their child is being promoted with a remediation plan to the next higher grade. A statement must indicate that the criteria for regular promotion has not been met, but a remediation plan for bringing student to grade level proficiency will be put in place. A copy of this notification must be placed in the cumulative folder and identified as a class A document, not to be purged.

CURRICULUM

Course Curriculum

Each school must inform parents about the course curriculum and activities. Students entering the sixth grade will be required to successfully complete the following courses while attending middle school:

- Three middle grades courses (or higher) in English Language Arts; These courses shall emphasize literature, composition, and informational/technical text.
- Three middle school or higher courses in mathematics; Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
- Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education;
- One of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with s. 1008.22(3)(c), F.S. and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
- Each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22, F.S. constitutes 30 percent of the student's final course grade.
- A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second semester of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- Three middle school or higher courses in science
- One semester of physical education unless specific waiver is approved by Principal. The equivalent of one class period per day for one semester each year of P.E. is required for students enrolled in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria:
 - The student is enrolled or is required to enroll in a remedial course

- The student’s parent indicates, in writing, to the school at the beginning of each school year, that the student:
 - Is enrolled in another course from among those courses offered as options by the school at a given grade level
 - Is participating in an organized physical activity outside the school, which equals or exceeds the mandated requirement. Documentation of participation in an organized physical activity must accompany the parent’s request for such waiver. The documentation must include a signed and dated letter on league/organization’s letterhead stating the student is an active participant in the league/organization’s program.
- Additional courses may include, but are not limited to:
 - Reading
 - Career and Technical Education: Family and Consumer Science, Business/Computer Skills, AgriScience, and Technology Education
 - Fine Arts: Instrumental Music (Band), Choral Music, Art, Music Appreciation, and Drama
 - Electives: Spanish, Journalism, Gifted Studies, Creative Writing, Critical Thinking Skills, Peer Counseling, Literature, Health, and AVID.

Other programs that will be integrated into the existing curriculum include age-appropriate instruction in the areas listed in s. 1003.42 F. S. which may include, but are not limited to, the following: Affective Education, African-American History, Awareness of Handicaps, Critical Thinking Skills, Energy/Environmental Education, History of Florida, Holocaust Studies, Multicultural Awareness, Safety, Substance Abuse, Veteran Sacrifices, Importance of Free Enterprise, U.S. History, Declaration of Independence, and the U.S. Constitution.

High School Courses taken by Middle School Students to meet Graduation Requirements

Successful completion of a high school level Algebra 1, Geometry, Algebra II, U.S. History or Biology I course is not contingent on the End-of-Course (EOC) assessment for middle school promotion requirement.

- To earn high school credit for Algebra I, a middle grades student must take the statewide standardized Algebra I EOC assessment and pass the course, and in addition, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. In order to earn a standard high school diploma, a student who has not earned a passing score on the Algebra I EOC assessment must earn a passing score on the assessment retake or pass a concordant exam.
- To earn high school credit for Geometry, Biology, U.S. History and/or Algebra II courses, a middle grades student must take the statewide standardized EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Middle school students who take any high school course for high school credit and earn a grade of “C”, “D”, or “F” (or the equivalent) will have an opportunity to improve their grade through grade forgiveness. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher earned subsequently in the same or comparable course. However, they will be required to repeat the entire course, or a comparable course, during the following school year. In all cases of grade forgiveness, only the new

grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

REPORTING PROCEDURES

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in ELA, science, and mathematics and the student's results on each statewide assessment test. Statewide assessment results are given to parents following each administration of the assessment in which the student takes part. The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion. With the approval of the Superintendent (or their designee), schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card. Report cards will be issued to all students four (4) times a year, after each nine-week grading session. Report cards will be issued on uniform dates as adopted annually. Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements. 1003.33 F.S.

Districts may annually publish in the local newspaper the following information on the prior school year:

- The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- By grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the statewide, standardized assessment
- By grade, the number and percentage of all students in grades 3-10
- Information on the total number of students who were promoted for good cause, by each category of good cause
- Any revisions to the district school board's policy on retention and promotion from the prior year

Report Cards

All schools shall use a standard report card as the primary means of reporting student progress for students seeking a standard high school diploma. With the approval of the Superintendent (or their designee), schools may develop additional or supplementary reporting instruments that may be used in conjunction with the standard report card.

In addition to report cards, students receiving services from an Exceptional Student Education Program will receive statements of progress towards annual goals. If a student receiving services from an Exceptional Student Education Program is not making adequate progress toward mastery of the annual goal (s) on his or her Individual Education Plan (IEP), additional strategies or interventions should be implemented, or a meeting should be convened to review the student's progress and IEP. Report cards will be issued for all students four times a year, at the end of each nine-week period.

Grades of students transferring into Citrus County in the last 15 days of a grading period will be based primarily on information and grades received from the sending school.

Interim Progress Reports (Mid-terms)

A county approved interim progress report will be available via Skyward to all students at the midpoint of the regularly established grading period. Parents may contact guidance to request a printed copy of the interim progress report (mid-term).

Assessment Reports

Parents will receive reports of their student's performance on statewide assessments, or any other form of standardized test, administered as part of the testing program.

GRADING PROCEDURES

Report card grades are to provide the student and the student's parents with an objective evaluation of the student's mastery of the state-defined course content standards. Student demonstration of mastery of content standards will be determined through testing or alternative assessments, (e.g. portfolios, performance tasks, teacher observation, etc.). Student work habits and conduct will be reflected through report card comments and conduct grade.

The grading system and interpretation of letter grades used to measure student success in grade 6 through grade 12 courses for students in public schools shall be as follows (S. 1003.437 F. S.):

<u>Grade</u>	<u>Percent</u>	<u>Point Value</u>	<u>Definition</u>
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure to master course standards

Non-numerical guidelines for assigning letter grades:

- S - Satisfactory
- N - Needs Improvement
- U – Unsatisfactory

The student's final grade in courses with state mandated End of Course assessments will be calculated as follows: 30% of the final grade will be determined by the score earned on the End of Course assessment. The score will be converted to a grade using a district set scale. The grade the student earned in the course will compromise the other 70% of the grade. This calculation is also done on a 4-point scale.

When final grade calculations are completed on a 4-point scale, the final result will be issued according to the following chart:

Final Grade Calculation	Final Grade Issued
3.30 to 4.0	A
2.30 to 3.29	B
1.40 to 2.29	C
.60 to 1.39	D
0 to .59	F

The opportunity to replace (or grade forgive) a failing grade in a course may be available through remediation opportunities at the Principal's discretion.

For subjects jointly taught, the teachers are to work out a mutually agreeable plan as to how grading and documentation responsibilities are to be assigned. They may assign a grade based upon the percentage of time the students spend with each teacher.

HIGH SCHOOL EDUCATION

GRADE PLACEMENT WITHIN HIGH SCHOOL

Grade placement for students seeking a Standard High School Diploma or Special High School Diploma Option I (in place prior to June 20, 2014) will be based on the following criteria:

- To be ranked as a Sophomore, a student must have completed one year of high school and earned a minimum of six (6) credits overall
- To be ranked as a Junior, a student must have completed two years of high school and earned a minimum of twelve (12) credits overall
- To be ranked as a Senior, a student must have completed three years of high school and earned a minimum of seventeen (17) credits overall

Students not reaching graduation status in four years will be provided the opportunity for a fifth year to meet the district's graduation requirements s. 1003.4282 (7) F.S. A student who earns the required 24 credits or the required 18 credits under s. 1002.3105(5) F.S. but fails to pass the assessments, required under s. 1008.22(3), F.S. or achieve a 2.0 grade shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Students who select the ACCEL graduation options will maintain grade placement based on credits earned and number of years in high school. At the beginning of the student's last scheduled semester, the student must declare his/her intent to graduate. Students may request that the Principal reclassify the student as a senior for the final semester of their last year. For more information regarding the ACCEL program at the high school level, please see the graduation requirement section.

Grade placement for students seeking a Special High School Diploma Option II (in place prior to June 20, 2014) will be based on the anticipated date of student's graduation, which may not precede the graduation date of their kindergarten class or group.

The grade placement of students in a Department of Juvenile Justice facility will be updated as credits are earned.

TRANSFERS & WITHDRAWALS

Students transferring into a Citrus County high school from home school or other non-accredited institution must meet graduation requirements and earn a minimum of six credits as an enrolled student in district schools during their last full academic year prior to graduation in order to receive a diploma from the district. These credits may include those earned during the same time period through Florida Virtual School or other Southern Association (or other region with same standards) accredited school.

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school or lab schools, for an act which would have been grounds for expulsion according to the Citrus County Schools Code of Student Conduct. (School Board Policy)

State Uniform Transfer of High School Credits in accordance to Rule 6A-1.09941, F.A.C.

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

Effective July 1, 2013 the procedures shall be as follows:

- Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation
- If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule
- Assessment requirements for transfer students under s.1003.4282, F.S. must be satisfied
- Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (4) of this rule.
- 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:
 - Portfolio evaluation by the superintendent or designee
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the Principal
 - Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools
 - Satisfactory performance on nationally-normed standardized subject area assessments
 - Satisfactory performance on a statewide, standardized assessment
 - 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 (3d) and (e) of this rule if required.

Section 1003.4282 (8), F.S. Uniform Transfer of High School Credits with EOC Assessments

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 Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score pursuant to s. 1008.22, F.S., 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, F.S.. If a student's transcript shows a credit in high school reading or English Language Arts II, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized ELA or earn a concordant score on the SAT or ACT as specified by state board rule. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Algebra II, Biology I, or U.S. History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

Placement of Out-of-State or Out-of-Country Transfer Students in Grades 11 or 12 s. 1003.433(1), F.S.

Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the statewide assessments specified in s. 1008.22(3) F. S., or an alternate assessment as specified in s. 1008.22(10) F. S.

Placement of Students Age 18 or Older Returning to School

A person who has attained the age of nineteen years on or before opening of school year shall not be enrolled in any regular senior high program. An enrolled student who is involved in a continuous program of study shall be exempt from this age restriction. At no time will a person's continuous program of study be extended beyond the end of the semester in which the student reaches his/her twentieth year. Additionally, students must complete their continuous program of study within five school years of their initial entry into 9th grade. *

A person who has attained the age of eighteen years on or before opening of the school year, or the person's date of enrollment, may be newly enrolled or re-enrolled in a regular high school program only if the person receives approval of the building Principal. This approval will be based upon the student being no more than one academic year beyond the student's ninth grade cohort graduation date, agreement setting expectations for attendance, behavior, academic achievement, and there are sufficient credits for probable graduation within the academic year.

*Note: Any student with an IEP who has not earned a standard high school diploma and who chooses to continue to receive a free appropriate public education (FAPE), can continue until the student receives a standard high school diploma or the day student reaches age 22, whichever occurs first. (See further information in the ESE section of this document.)

Course Weighting for Transfer Students

Students transferring credits into Citrus County School District will be subject to the current course credit weighting approved by the Citrus County School Board and in alignment with Florida DOE course code directory.

Termination of School Placement at Age 16 s. 1003.21 (1)(c), F.S.

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps will be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment
- Parent(s) and student meet with counselor
- The student's certified school counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school
- The student shall be informed of opportunities to continue his or her education in a different environment.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled

SPECIAL PROGRAMS

Academy of Environmental Science

The Academy of Environmental Science (AES) is a tuition free, public charter school sponsored by Citrus County Schools. It provides a unique learning experience for high school students in grades 9 to 11 preparing students in the sciences, with an emphasis on environmental sciences. Enrollment is by application only. Students will attend the following semesters at AES:

- 9th grade second semester
- 10th grade first semester
- 11th grade first or second semester (semester will be selected by base school counselor determined by student need and AES enrollment)
- Seniors will not attend AES.

2017-2018 Transition Exceptions (exceptions only apply to 17-18)

- During the 2017-2018 transition year, ninth-grade and tenth-grade students may attend first or second semester based on AES enrollment. After the 17-18 transition year, ninth grade will follow the progression.
- During the 2017-2018 transition year, 12th grade students may attend both semesters with approval from AES Lead Teacher and Base School Principal. After the 17-18 transition year, seniors will not attend AES.

AES Course Progression

Students attending AES will adhere to the following course progression.

9 th Grade	
Semester 1	Semester 2
BASE SCHOOL	AES
Math	Science (Environmental Science, Physical Science or Biology)
Social Studies	ELA
Health/PF	Elective (science-related)
Elective (Remediation)	Elective (science-related)
<ul style="list-style-type: none"> Field trip offered to AES cohort during semester 1 to AES. 	

10 th Grade	
Semester 1	Semester 2
AES	BASE SCHOOL
Science (Environmental Science, Physical Science or Biology)	Math
ELA Elective Course	Social Studies
Elective (science-related)	ELA II
Elective (science-related)	Elective

11 th Grade	
Semester 1/2	Semester 1/2
Base School/AES	BASE SCHOOL/AES
Science (Chemistry)	Math
ELA	Social Studies
Elective (science-related; potential AP Science)	Elective
Elective (science-related)	Elective

MYcroSchool

MYcroSchool is a tuition-free public charter high school. The school is made up of small learning communities that provide a high school program for students who need to get back on track for graduation. Additionally, students who are fifth year senior's, may have the opportunity to attend.

Students currently enrolled in Citrus County Schools who are two or more years behind their kindergarten cohort, who feel they have an extenuating circumstance, should contact their high school counselor to set up a meeting with the designated administrator and counselor. If approved, the school will send documentation to MYcroSchool-Citrus.

If a MYcroSchool student is a member of the current cohort of on-time graduates, the student may choose to return to their zoned school. Only those who return to their zoned school and meet the graduation requirements will be allowed to participate in the zoned school graduation ceremony.

Foreign Exchange Program

Placement of Foreign Exchange Students- Sponsoring organization must have an approved application on file before April 1 in the Citrus County Student Services Center before contacting the schools. A complete copy of the Citrus County Policy and Guidelines will be provided for the organization to accept and follow.

- Foreign exchange students must be at least 15 but not more than 17 years of age at the date of enrollment and may only be enrolled in grades 9, 10, and 11.
- No foreign exchange student shall receive a Citrus County high school diploma nor participate in the graduation ceremony.
- Foreign exchange students must have sufficient knowledge of the English language to participate in high school classes.
- Foreign exchange students who have received a high school diploma, or its equivalent, in any country are not eligible to be foreign exchange students.
- Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) policies and provided that they have not participated in the activity on a professional level. Any student who has accepted remuneration, gift, or donation for participation in a sport is ineligible to participate in that sport at the high school level.
- Foreign exchange students are subject to all school and district rules and regulations.

Schools will begin accepting applications on April 1 for each new school year. A sponsoring organization must make application for individual students by June 1 and obtain written approval by June 30 from the Principal or designee for enrollment of foreign exchange students at local high school. Foreign exchange students must be enrolled within the first five (5) days of the first term. The maximum number of foreign exchange students in a school shall be six (6). High schools may further limit the number of foreign exchange students they admit based on class size and/or total student enrollment.

Citrus County Students Leaving the Country for Foreign Exchange- Rising juniors may participate in a foreign exchange program. There is no credit guarantee for courses taken in a foreign country. Course descriptions in English can be reviewed for advanced approval; however, all requirements for awarding credit must be met. In some cases, credit cannot be awarded. Therefore, students should consult with their counselor and carefully weigh their options for meeting graduation requirements. Every effort should be made for a student to complete their high school program for on-time graduation. If a student is attending a specialized high school program, such as IB, where the requirements of that program can only be met by the student returning for an additional school year, the superintendent may preapprove the student's additional time to complete the program.

CURRICULUM & INSTRUCTION

Mastery of Student Performance Standards

The curriculum of all high school courses is based upon related State Board approved Florida Standards and Next Generation Sunshine State Standards and specific standards for each course offered.

A student will have demonstrated mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing grade for the course.

When determining the mastery of student performance standards for high school credit, it is the intent of the District School Board of Citrus County to utilize student performance standards that are:

- Clear and precise statements of what the learner is expected to do by the end of a prescribed learning period
- Reflective of the essential knowledge, skills, concepts, or behaviors contained in the district approved course descriptions
- Clearly communicated to all learners at the beginning of a course or unit of instruction
- Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, examinations, etc.
- Employ a variety of instructional techniques and instructional/technological media consistent with the needs of individuals or student groups. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students in Exceptional Student Education, English for Speakers of Other Languages (ESOL) and/or Alternative Education Programs who are working on basic program or career and technical program student performance standards.

Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance in ELA, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs.

Course/Program Placement

Schedule Changes- Students or parents requesting a schedule change must do so within the first 3 days of the school term. A change will be considered only if it meets the school's criteria (guidelines) for change. If a teacher, counselor or administrator recommends a level change based on level of difficulty of course, this change must occur in the first 10 days of the term. In extenuating circumstances, the Principal may approve schedule changes beyond the 10 days. Schedule changes for work experience or career and technical courses must have administrator approval.

It is recommended that changes in program from one school to another take place at the quarter whenever feasible.

Students enrolled in dual enrollment courses and/or Florida Virtual High School courses other than blended learning) will follow the drop dates as set by the institution in which they are enrolled. These courses will be designated grade ineligible until the course is completed at which time the course grade will be posted to the student's academic history.

High School Credit

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s.

1003.4295(3), F.S. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271, F.S. that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21), F.S. and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(9), F.S.

The hourly requirements for one-half credit are one-half the requirements specified in the above paragraph.

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. s. 1003.436, F.S.

Note: For courses that require an End of Course (EOC) Exam, credit will only be issued on a full credit basis. The exam will count as 30% of the final grade.

Honors and Advanced Courses of Study

Earning College Credit in High School- Students may earn college credit in high school through any of the following programs for which they are eligible:

- **Advanced Placement (AP)**
Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.
- **International Baccalaureate (IB)**
Students enrolled in the International Baccalaureate (IB) program taking IB courses may be awarded postsecondary credit when scoring a minimum of 4 on a 7-point scale on the corresponding IB exam. For information regarding the program see the IB section for further information.
- **Dual Enrollment**
Students eligible for dual enrollment may earn high school credit as well as college credit. See Dual Enrollment section for further information.
- **Career Pathways**

Career Pathways is a partnership between Citrus County School District and College of Central Florida or Santa Fe College (depending upon program) designed to provide at no cost to the student the opportunity to get a head start on preparing for college and a career. Students taking a specified sequence of high school Career and Technical Education courses earning a B or better are eligible to take a college level assessment test. If the student passes the assessment and enrolls in the College of Central Florida or Santa Fe College within 24 months after graduating from high school, he/she will receive college credit for specified courses which lead to the completion of an Associate in Science Degree or Technical Certificate.

- **Credit Acceleration Program (CAP)**

The purpose of the Credit Acceleration Program (CAP) is to allow a secondary student to earn high school credit in courses required for graduation through passage of an end-of-course (EOC) assessment administered under s. 1008.22, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.46 a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score., on the corresponding end-of-course assessment (EOC), Advanced Placement (AP) Examination, or CLEP at the expense of the requesting party. 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 standardized assessment or examination during the regular administration of the assessment or examination. A grade of NG (No Grade) is entered on the transcript and does not impact the high school GPA.

- **Early College Admission (Full Time College)**

Early admission allows students who have finished three years of high school to enter college while still in high school. It is a form of dual enrollment in which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Tuition, fees, and instructional material costs are the same as for dual enrollment. Students applying for early admission to a state college must first obtain dual enrollment status. Check with the guidance department for details of this program. Students may enter college full time during their senior year if the following criteria are met:

- The student must successfully complete the 11th grade with enough credits to be classified as a senior
- The courses that the student needs for completion of the high school diploma are available at the college
- The college is accredited through SACS or other regional accrediting agency.
- There exists an articulation agreement between the college and the Citrus County School District
- The student meets all requirements for college and dual enrollment admission, is considered "college ready"
- The student has met all testing requirements for high school graduation
- The student must have the approval of the high school Principal
- A student making a "D" or "F" in a college course will be subject to the rules of the college and may have to return to the high school for completion of requirements

Advanced Placement (AP)

Advanced Placement courses are rigorous courses of studies leading to nationally standardized exams for motivated secondary students. Students may be issued college credit based on the national exam score. Citrus County students taking AP courses are required to take the national AP exams except under the special circumstances approved by the Principal. However, the national AP exam score will have no effect on the high school course grade earned. The AP exam grade is used by post-secondary institutions to determine amount of post-secondary credit granted. This may vary depending upon test score and postsecondary institution.

International Baccalaureate (IB) Program

The International Baccalaureate Organization must authorize individual schools before those schools can offer the IB Diploma Program. Lecanto High School is the only authorized school in Citrus County; it offers the Diploma Program to 11th and 12th grade students.

The International Baccalaureate program offers an internationally competitive curriculum in the 11th and 12th grade to challenge those students with a demonstrated talent in academics and a need for an advanced curriculum to match their high motivation. The program is designed to develop both the academic and social skills of academically talented students interested in curricular and extracurricular experiences not offered through the regular high school curriculum.

In order to responsibly prepare students for the rigor of IB, Lecanto High School has developed PIBS (Preparing for IB Studies) for students during their 9th and 10th grade years. This program, which is totally independent from the official IB program offered worldwide, has been carefully designed to fit the ideals and mission statement of IB.

All students in Citrus County are eligible to apply to PIBS. The basic criteria to be eligible to apply to PIBS for the 9th and 10th grade year are listed below. Just because students meet the requisite requirements to apply to PIBS does not ensure their acceptance.

If the number of applicants exceeds the available spaces, only those students with the highest qualifications will be accepted.

The number of students accepted into the 9th grade PIBS program is determined by the district office and is reconsidered each year to account for any budgetary or zoning issues.

Basic criteria to apply to PIBS:

- A/B honor roll and no more than 1 "C" in any academic area during the 8th grade year
- FSA 7th grade READING achievement at proficiency level or higher
- FSA 7th grade MATH achievement at proficiency level or higher
- PASS all 8th grade FSA tests that are taken with an achievement level of proficiency level or higher
- Pass all End of Course (EOC) Exams that are taken. NOTE: If a student fails an EOC math exam, then the student must have earned an A or B in the course to be still eligible for PIBS
- Application Essay—must earn above grade level measured on the State writing rubric as graded by the application committee

- It is preferred that students take Algebra I (honors) in 8th grade (or before)

It is a requirement that all PIBS students pass FSA ELA tests with an achievement level of 3 or higher. Students who score a level 1 or 2 on the FSA ELA in 8th grade (prior to their enrollment in 9th grade PIBS), 9th or 10th grade will be removed from the PIBS program. These students may re-apply the next year but still must score an achievement level 3 or higher on all FSA ELA assessments.

Students in 9th and 10th grade PIBS and 11th and 12th grade IB are expected to have approximately two hours of homework per night. Students are consequently expected to complete all homework in order to maintain good standing in both the Lecanto High School PIBS and the IB Diploma program.

Students who complete the PIBS program must apply for acceptance into the 11th and 12th grade IB Diploma program. Completion of the LHS 9th and 10th grade PIBS program does not guarantee admission to the IB Diploma Program; however, students who complete the PIBS program will be given priority status in the IB application process.

Students who desire to enter the 11th grade IB program BUT who have not been in PIBS at Lecanto High School or who are transferring from other states or schools must have satisfied the requirements below in order to be eligible for enrollment.

- Have completed two years of Spanish
- Have completed Algebra 2 with a grade of C or higher
- Have passed all mandated state assessments
- Have an unweighted GPA of 3.0 or higher
- Have completed the written Creativity, Action and Service (CAS) 1st Interview, Reflection, and Plan. CAS is a central element in the IB Diploma Program
- Have signed and initialed agreements to the Honor Code
- Have completed a guidance registration form

Entry into 12th grade IB is limited to only those students who attended an IB program their junior year AND who took IB courses their junior year that match those courses offered at Lecanto High School.

According to s. 1003.4282 F.S., completion of the IB diploma curriculum satisfies all state and local graduation requirements.

For Citrus County, the completion of the IB program includes all of the following throughout the 4 years of high school. An IB program designates classes as either Higher Level (HL) or Standard Level (SL). Students must take at least 3 HL and 3 SL classes.

Credit for IB classes must be earned by taking an approved IB class in an authorized IB World School.

Students who wish to earn their high school diploma via the IB curriculum must complete the following:

- 4 units of English (two of which must be the IB English HL classes)
- 4 units of Spanish (one of which must be Spanish SL during the senior year)

- 4 units of history or social sciences (two of which must be History of the Americas HL classes)
- 4 units of Science (two of which must be Chemistry SL/HL OR Biology SL/HL)
- 4 units of Math (one of which must be either Math Studies SL or Mat SL)
- 2 units of IB Group 6 (This can be satisfied with IB Visual Art, IB Chemistry or IB Integrated Technology in a Global Society), IB Music or IB Theater
- 1/2 unit of personal fitness AND 1/2 unit of health AND 1/2 unit of physical education
- 1 unit of a fine art
- 2 units of Theory of Knowledge and Extended Essay writing

In addition to the coursework, students must also:

- Submit the completed 4,000 word, research based Extended Essay, by January 1 of the senior year
- Complete all Creativity, Action, and Service requirements and submit all documentation by February 1 of the senior year
- Adhere to the rules of the LHS PIBS/IB Honor Code
- Take all internal and external IB assessments

After completing the IB curriculum, students also have the opportunity to earn an IB Diploma. Evaluation and scores of the internal and external assessment determine whether the student is awarded an IB Diploma. Specific scoring is determined by the IB organization and is available from the IB Coordinator. A student can successfully complete the IB Curriculum and earn a diploma from the State of Florida without earning an IB Diploma, however.

The IB diploma, awarded by the International Baccalaureate Organization headquartered in Cardiff, Wales, United Kingdom, is recognized by colleges and universities around the world as an indicator of the highest academic achievement.

If a student withdraws from the IB or PIBS program, she/he will be required to complete additional district and state requirements for graduation.

Students who withdraw from IB or PIBS or who are removed from the program due to lack of performance or violation of the Honor Code will be required to return to their zoned schools.

Students not pursuing the IB Diploma are not allowed to take an IB exam.

Additional Program Options

- **Career and Technical Education**
Career and Technical Education (CTE) courses are offered at each of the high schools. Students in most CTE courses have the opportunity to earn 1 or more industry certifications. Many programs are also articulated with schools within the Florida College System so that students may receive credit toward Associate of Science Degrees at the college. Most CTE programs offer one or more industry certifications. Many certifications may lead to college credit.

- **Cooperative Diversified Education**
Cooperative Diversified Education (CDE) permits juniors and seniors with their own transportation to use supervised work experience for high school credit. To be eligible, students must have a 2.0 cumulative GPA and acceptable attendance record for the prior nine-week period. Tardiness is also considered as part of determining attendance record. Students must not have any in-school or out-of-school suspensions during prior nine-week period. Juniors must be eligible to graduate (Standard or Special Diploma) with their class members. Students must have one job preparatory career and technical education credit within the same program (with an average of “C” or higher) related to their job placement. The credits may be taken concurrently with CDE. Students must already have employment in order to be considered for CDE. The job must be related to the student’s previous CTE course. Students must meet required minimum work hours, documentation, and work responsible skills in order to earn credit in the course. Enrollment is also based on a space available basis. Extenuating circumstances (related to GPA, attendance, or discipline) must have approval of school Principal.

GRADUATION: DIPLOMAS, REQUIREMENTS, OPTIONS, AND GUIDELINES

General Graduation Requirements

State minimum graduation requirements are summarized below and include the following areas of information:

- The total number of credits required
- The total number of credits required by subject area
- The grade point average required
- Assessments required to be passed
- At least one course completed through online learning

For graduation from a high school in Citrus County, a student may successfully complete a:

- 24-credit standard diploma
- 18-credit ACCEL option
- International Baccalaureate (IB) Diploma Curriculum

Four-Year Standard Graduation Requirements

The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

Curriculum Credits (24)

- 4 credits in English Language Arts (ELA), with major concentration in composition, reading for information, and literature
 - The graduation requirement specifically states that the 4 credits must be in ELA 1,2,3,4. ELA honors, Advanced Placement (AP), International Baccalaureate (IB) and Dual Enrollment may satisfy this requirement.
- 4 credits in mathematics
One credit must be Algebra I, or a series of courses equivalent to Algebra I. Algebra I EOC assessment performance will constitute 30 percent of the student’s final course grade if enrolled.

- One credit must be in Geometry. Geometry EOC assessment performance will constitute 30 percent of the student's final course grade if enrolled
- Two additional math credits

Note: Industry Certifications that lead to college credit may substitute for up to two math credits (for any courses other than Algebra or Geometry). Please check with university and scholarship organizations to see if this substitution is allowed for their purposes. CTE IC Math Waiver 1 (1200998) and IC Math Waiver 2 (1200999) will be placed on the transcript when a certification waiver is used. An industry certification can only be used to fulfill one requirement.

- 3 credits in science, two of which must have a laboratory component
 - One credit must be in Biology 1. Biology EOC assessment performance will constitute 30 percent of the student's final course grade if enrolled
 - Two credits of equally rigorous science courses

Note: Industry Certifications that lead to college credit may substitute for up to one credit (for any courses other than Biology). Please check with university and scholarship organizations to see if this substitution is allowed for their purposes. CTE IC Science Waiver 1 (2000999) will be placed on the transcript when a certification waiver is used. An industry certification can only be used to fulfill one requirement.

- 3 credits in social studies
 - 1 credit must be in U.S. History. U.S. History EOC assessment performance will constitute 30 percent of the student's final course grade if enrolled
 - 1 credit in World History
 - .5 credit in Economics with Financial Literacy
 - .5 credit in U.S. Government.
- 1 credit in performing or fine arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
- 1 credit in physical education to include integration of health. Credit in physical education must include assessment, improvement, and maintenance of personal fitness. This includes:
 - Personal fitness - .5 credit
 - Physical activity - .5 credit

Note: See waiver chart (Table 1) for other ways this requirement may be fulfilled.

- .5 credit in health/life management skills

- This course shall include marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired deficiency syndrome and other sexually transmitted infections, benefits of sexual abstinence and consequences of teenage pregnancy, drug education, consumer education, cardiopulmonary resuscitation, hazards of smoking, positive emotional development, and information and instruction on breast cancer detection and breast self-examination. A minimum of 20 hours of instruction in health and substance abuse will be included in this class.

Note: Transfer of HOPE credit. If a student transfers into Citrus County with the full credit of HOPE (Course Code number, 3026010) the student has met the graduation requirements for health, personal fitness, and P.E. However, students will be encouraged to take an additional .5 credit of P.E. If a student transfers in with .5 credit of HOPE (3026010), they will meet the graduation requirement for health (0800310), but will be required to take .5 credit of personal fitness and .5 Credit of P.E. to meet the Citrus County Schools graduation requirements.

- 7.5 credit electives

- At least 1 course within the 24 credits required for graduation must be completed through online learning beginning with the 2011-2012 ninth grade cohort group. Citrus County Public Schools has put into place several options to ensure that students are able to meet this requirement. Students are strongly encouraged to meet with their Certified School Counselor to determine their best route in meeting the online course requirement.
- Citrus County Virtual School (CCVS) is the provider of first choice for virtual instruction; however, in situations in which CCVS cannot fulfill the need, students may access the services of Florida Virtual School (FLVS) or other providers of virtual instruction. See the comprehensive list of providers at <http://app4.fldoe.org/coursecatalog/>.
- During the 2016 legislative session, HB 7029, Section 13 addressed two additional options for satisfying the online learning requirement through Industry Certification in Information Technology. Citrus County high schools offer this certification through Microsoft Office Specialist (069) and Microsoft Masters (017).
 - Online Driver's Education does fulfill the requirement for all cohorts.
 - An online high school course successfully completed during grades 6 through 8 fulfills this requirement.

- The course may be either a half credit or a full credit course— however, the entire course (whatever the length) must be completed online. If a course is taken for credit recovery online, it will fulfill the online graduation requirement so long as the course is part of the 24 credits for graduation.
- A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.
- Computer labs have been established at each high school to assist with student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester. Completion dates for blended learning courses must follow the Citrus County Schools Calendar for end of term reporting dates. District students taking blended courses in traditional district schools must be full-time public school students enrolled at the school. Drop/Add dates must also coincide with the Student Progression Plan.
- Once a term has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course at a district high school and at CCVS, FLVS, or with another online course provider.
- The online course graduation requirement may be met through an online course offered by Citrus County Virtual School, Florida Virtual School, a virtual education provider approved by the State Board of Education (<http://app4.fldoe.org/coursecatalog/>), a high school, or an online dual enrollment course. Students who take virtual courses from any other online school/organization will receive credit for that course only if that school/organization is accredited by one of the regional associations of colleges and schools, e.g. Southern Association of Colleges and Schools (SACS). Students must have permission from their high school to enroll.
- A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S. meets this requirement.
- This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S. which indicates

that an online course would be inappropriate or a student who transfers into a Florida high school from out of state and has less than 1 academic year remaining in high school.

- Due to National Collegiate Athletic Association (NCAA) eligibility requirements, Division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses and courses taken online through credit retrieval programs. Several of these courses may not be recommended for prospective NCAA Division I and II athletes. Students are highly encouraged to consult with their Certified School Counselor in conjunction with the Athletic Director of their high school prior to enrolling in virtual coursework.

Integrity of Virtual Online Courses s. 1002.321 (5), F.S.

It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. 775.082, F.S. or s. 775.083, F.S. Any student who uses another person to complete coursework, or any student who completes course work for another student, is subject to disciplinary action, which may include loss of credit.

Grade Point Average for Graduation

Note: All grade point averages referenced in this document are not rounded or weighted unless otherwise noted.

Students must have a cumulative un-weighted grade point average of 2.0 on a 4.0 scale in all courses.

Each quarter any student falling below a 2.5 cumulative unweighted grade point average shall be considered an "at-risk" student and parents will be notified in writing on the student's report card as to the student's risk of not meeting the graduation requirements. If a student's GPA falls below a 2.0, parents are encouraged to arrange for a conference with the school's guidance department.

Information regarding the progress of students in relation to these requirements may be secured through report cards and contact with the school guidance office.

TABLE 1: Waiver Options for School Districts using Personal Fitness/Physical Activity/Health as Graduation Requirements

The chart lists courses that may be waived by participation in other activities.

Course Waived	Student has taken:	Waiver Number to be Scheduled	Notes
P.E. Activity Course .5 credit	1 semester of Marching Band (1302355)	1500440 Marching Band P.E waiver	Student still must take Personal Fitness and Health.
Personal Fitness and P.E. Activity Course	Two seasons of an Interscholastic sport at the JV or Varsity level.	1500410- Completion of Interscholastic Sport Season 1 1500420-Completion of Interscholastic Sport Season 2	Student must complete all components to waive the Personal Fitness and P.E. activity.
P.E. Activity Course .5 credit	1 semester of a dance course (0300300-0300670) Does Not include Dance Transfer	1500445 dance waiver	Student still must take Personal Fitness and Health. This must be fulfilled by credit courses in dance (not via private dance courses).
P.E. Activity Course .5 credit and 1 credit of Performing Arts	2 credits in ROTC course numbers (1800399-1803330) does NOT include military transfer (1800990)	1500450 ROTC Year 1 1500460 ROTC Year 2 1500470 ROTC P.E. waiver 1500480 ROTC performing arts waiver	Student still must take Personal Fitness and Health.

Certificate of Completion

Students who have successfully completed all the credit requirements for graduation, but have not met state requirements on FCAT/FSA and/or achieved a minimum grade point average, are eligible for a certificate of completion. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies.

A student who has received a certificate of completion who subsequently completes the requirements for a standard high school diploma shall be awarded a standard high school diploma.

PERT Eligible Certificate of Completion

A PERT Eligible Certificate of Completion may be awarded to a student who completes standard course requirements and earns an overall 2.0 grade point average on a 4.0 scale but who is unable to earn a passing score on the Grade 10 FCAT 2.0 Reading/FSA ELA and/or the Algebra I EOC. Students who receive a PERT Eligible Certificate of Completion must be allowed to take the College Placement Test and be admitted to remedial or credit courses at a Florida state college, as appropriate. The student may continue to take the standardized statewide assessment to earn a regular high school diploma.

Students Returning for 5th Year

Students remaining in school due to a deficiency on FCAT 2.0 Reading/FSA ELA and/or the state mandated Algebra I assessment may retake the assessments at scheduled administrations during the year. At the time that the student earns a passing score on the FCAT 2.0 Reading/FSA ELA or concordant score and the state mandated Algebra I assessment or a comparative score, he/she may exit this school system and be awarded a diploma with the current year's graduating class.

Early Graduation Provision

A high school student who pursues the 24-credit high school graduation program may have the option to participate in early graduation (graduating in fewer than eight semesters). A student who completes a minimum of 24 credits or the ACCEL program, achieves a cumulative GPA of 2.0 on a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation may have this option (s. 1003.4281, F.S.). Students should make application for early graduation at least one term prior to the expected graduation. This will allow proper scheduling of remaining courses in the student schedule. The Principal may approve exceptions due to unusual/extenuating circumstances. Students who complete the early graduation option are not permitted to take further coursework.

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

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award (if eligible) under sections 1009.53-1009.538, F.S., during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year. A student who receives an initial award during the spring term will be evaluated for scholarship renewal after a full academic year (fall through spring) of award eligibility has passed. This provides students who graduate from high school midyear and receive an initial award in the spring term a full academic year (potentially three terms of funding) before they will be evaluated for scholarship renewal.

High School Equivalency Diploma

Currently the test used for this purpose by the state of Florida is the GENERAL EQUIVALENCY DIPLOMA (GED®) The General Equivalency Diploma (GED®) is the equivalent of a High School Diploma and is available through WTC.

To enroll in the GED® program the applicant must:

- Be 18 years of age or older, or meet the criteria rule 6A-6.021 F.A.C.
- Be officially withdrawn from the K-12 program
- Complete the GED® application
- Score grade level 9 or above on the TABE test. Students scoring below grade level 9 will be enrolled in the Adult Basic Education (ABE) program. Students may be enrolled in both programs concurrently as determined by their TABE scores.

GED® Test criteria:

- Students must be 18 years of age or after the graduation of their cohort group, defined as the group with whom they entered kindergarten
- Complete the online GED® registration through www.GED.com
- Complete the exit interview
- It is recommended that students attain GED® practice test scores of 150 on each subtest and a 9.0 or above in each subtest on TABE

Underage GED®- Rule 6A-6.021 F.A.C. allows students who are 16 or 17 years of age to take the GED® test before their cohort if they have extenuating circumstances.

- Interested students should contact their zoned high school guidance department
- A meeting between the student, parent, certified school counselor and designated administrator(s) at the high school will be held to review the extenuating circumstances and options for the student to complete his/her high school education
- If it is determined by the high school team that an extenuating circumstance exists, a written statement and documentation will be sent to the GED® certified school counselor at WTC. The student and parent must meet with the GED® counselor at WTC to complete required paperwork
- The student must complete the GED® prep program requirements and have the following performance levels in TABE and the Official GED® Practice Test:
 - TABE:
 - Reading score of 9.0 or above
 - Language score of 9.0 or above
 - Mathematics score of 9.0 or above
 - Official Practice Test:
 - Reasoning through Language Arts score of 145 or above
 - Mathematical Reasoning score of 145 or above
 - Science score of 145 or above
 - Social Studies score of 145 or above

Note: Students withdrawn for any reason will not be re-enrolled until they are 18 years of age. Appeals must be made to the WTC GED® Team.

Violation of the student code of conduct or classroom rules as defined in the class handouts will result in the termination of the GED® services to the student. Final disposition will rest in the hands of the GED® Team.

Persons who have graduated from an accredited high school or have been awarded a high school equivalency credential or have earned scores sufficient to qualify for a high school equivalency credential are not eligible to take the GED® test.

GED® Special Note:

Citrus County School District students are encouraged to earn a high school diploma. However, when a student successfully passes the GED® test, the following applies:

- The K-12 school program is terminated immediately

- The student will not be eligible to participate in any high school function or activities reserved for students. These include, but are not limited to, graduation night, prom, commencement exercises (at any school), and athletic events.

Graduation Participation

Continuously enrolled students completing high school graduation requirements at the same time as their 9th grade peers can only participate in the ceremony associated with the school issuing the diploma.

Only students eligible for a diploma or a certificate of completion will be allowed to participate in graduation ceremonies.

A student may participate in only one graduation ceremony.

Foreign exchange students enrolled for cultural experiences are not eligible to graduate or to participate in graduation ceremony.

Students from CREST and Renaissance Center who complete the requirements for a standard diploma will have the diploma issued and may walk with their zoned high school. Under extenuating circumstances, the Principal may approve or deny a student's participation in the zoned school's graduation ceremony.

AWARDS AND HONORS FOR STANDARD DIPLOMA STUDENTS

Cum Laude Awards System

Cum laude designations will be determined using current academic history at the end of the third quarter of the student's graduating year or at the end of the last quarter attended by those graduating before the third quarter. For early admission, dual enrollment, and semester courses, student's grade point average will be calculated through the first term (seventh semester). The Principal must approve any exceptions to this time certain calculation.

Students must meet all graduation requirements for standard diploma including passing scores on the State Assessment required for graduation.

- Students will earn summa cum laude recognition if they have a 4.00 or higher weighted cumulative grade point average and at least three credits of weighted courses with a "C" or higher.
- Students will earn magna cum laude recognition if they have 3.85 or higher weighted cumulative grade point average and at least one credit of weighted courses with a "C" or higher, and do not meet the criteria for summa cum laude.
- Students will earn cum laude recognition if they have 3.5 or higher weighted cumulative grade point average and do not meet the criteria for magna or summa cum laude.
- Beginning the 2018-2019 school year, students will earn magna cum laude recognition if they have a 3.85 or higher cumulative grade point average and at least two credits of weighted courses with a "C" or higher, and do not meet the criteria for summa cum laude.

Students will earn cum laude recognition if they have 3.5 or higher grade point average, at least one weighted course with a “C” or higher, and do not meet the criteria for magna or summa cum laude.

Commencement speakers are selected from the summa cum laude designates through the school selection process.

Note: All grade point averages referenced in this document are not rounded or weighted unless otherwise noted.

Gold and Silver Seal of Biliteracy

Gold and Silver Seal of Biliteracy recognizes students who have attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English.

The Silver Seal is awarded to a student who:

- Has earned a standard high school diploma AND
- Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale OR
- Has achieved an accepted qualifying score on a foreign language assessment or through the maintenance of a portfolio of language performance pursuant to rule 6A-1.09951.

The Gold Seal is awarded to a student who:

- Has earned a standard high school diploma AND
- Has earned a Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) AND
- Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale OR
- Has achieved a qualifying score on an accepted foreign language assessment or through the maintenance of a portfolio of language performance pursuant to rule 6A-1.09951

DIPLOMA DESIGNATIONS

The Florida Department of Education (FDOE) has created two diploma designations: Scholar and Merit. These designations are not separate diplomas and will only show on a student’s transcript after the conclusion of the academic year, if met. Each standard diploma shall include, as applicable, *a designation reflecting completion of the Scholar’s path requirements and/or a designation reflecting completion of the Merit’s path requirement.*

- **High School Diploma Scholar Designation**— To qualify for a standard high school diploma Scholar designation, students must earn passing scores on each of the following statewide assessments: Algebra 1, Biology 1, Geometry and U.S. History. The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see <http://www.fldoe.org/academics/graduation-requirements/>). For students who took an EOC

assessment during its implementation year, there may be an option to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned if the achievement standards had been implemented at that time, or these students may retake the test. Additionally, a student may choose to take an EOC assessment if the student did not have an opportunity and wants to qualify for the Scholar Designation.

- **High School Diploma Merit Designation** – A student must meet the standard graduation requirements and attain one or more industry certifications from the CAPE funding list at <http://www.fldoe.org/core/fileparse.php/8904/urlt/1617icfl-SBE.pdf>

It is possible for a student to receive both the Scholar and Merit designations.

A student who is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), and who takes the respective AP, IB Biology assessment and earns the minimum score necessary to earn college credit meets the Scholar designation science requirement without having to take the statewide, standardized Biology I end-of-course (EOC) assessment. A student enrolled in an AP, IB course that includes U.S. History topics, who takes the respective AP, IB assessment and earns the minimum score necessary to earn college credit meets the Scholar designation social studies requirement without having to take the statewide, standardized U.S. History EOC assessment.

See Appendix B for a chart of Diploma Designation Requirements

HIGH SCHOOL COURSEWORK BY MIDDLE SCHOOL STUDENTS

High school courses are available to eligible middle school students on a limited basis. Course selection must match student's academic area of acceleration and be approved by the Principals of both schools. Course selection is also subject to space availability.

To be eligible, a student:

- Is in an accelerated program within the school and has exhausted curriculum options available
- Scored at or above the state recognition levels described in the Duke Talent Identification Program (TIP)
- In addition, students taking courses at the high school level must have previously demonstrated mastery of middle school requirements and pre-requisite skills needed in that subject area

All high school courses taken by Citrus County School System students prior to entering ninth grade will become part of the high school transcript. Courses will be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

All high school courses taken by students prior to entering ninth grade will become part of the high school transcript. Courses will be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

Courses taken as part of the TIP or other accelerated program outside of Citrus County may be used to meet pre-requisite requirements for the next level course. Students may be required to pass (with a minimum of 70%) the final competency exam given at the school in which they are enrolling or otherwise demonstrate course competencies.

OUT OF STATE HIGH SCHOOL DIPLOMA PROGRAMS

Citrus County Schools works with a regionally accredited online school in another state to provide opportunities for students to earn diplomas from other states when students do not meet the Florida graduation requirements. Currently, Citrus County has contracted with a designated provider to provide seniors who have not passed the state assessments the ability to earn a diploma by completing the coursework online. Further information about this program is available in the high school guidance office.

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY s.1006.15, F.S

The Citrus County School System defines the term “extracurricular” as any school-authorized education-related activity occurring during or outside the regular instructional school day.

In order to participate in interscholastic extracurricular activities, a student must maintain an unweighted cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation (s. 1003.4282, F.S.).

Note: This does not include internal school-based extracurricular activities in which their by-laws or constitution does not restrict participation based on a GPA requirement.

A student who is academically ineligible during the second semester of Grade 9 or during the first semester of Grade 10 and does not regain an unweighted cumulative 2.0 GPA of a 4.0 scale at the conclusion of the semester of ineligibility may be granted academic eligibility for the next semester if: (s. 1006.15(3)(a)2, F.S.)

- The student signs an academic performance contract with his/her school upon discovery of the semester of ineligibility
- The student sits out the semester of ineligibility
- The student attends summer school, or its graded equivalent, as necessary
- The student earns a 2.0 GPA on a 4.0 unweighted scale in all courses taken during the semester of ineligibility

A student must fulfill the requirements of an academic performance contract between the student, the district school board, the Florida High School Athletic Association, and the student’s parents if the student’s cumulative GPA falls below 2.0 or its equivalent, on a 4.0 scale in courses required for high school graduation specified in s. 1003.4282, F.S.

Once a student has completed 10th grade, he/she must have the cumulative 2.0 GPA on a 4.0 scale in the courses required by statute for the courses required by s. 1003.4282, F.S. during his or her junior or senior year. (s. 1006.15(3)(a)3, F.S.).

The content and format of the academic performance contract are determined by the school district and the Florida High School Athletic Association. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon school board policy.

Any student who is exempt from attending a full school day based on rules adopted by the district school board for double sessions or programs, experimental schools, or schools operating under emergency conditions, must maintain a 2.0 GPA, or its equivalent, on a 4.0 scale and pass each class.

POST-SECONDARY INFORMATION

It is important for students to make their post-secondary plans early. Students need to look ahead at admission and entrance requirements, as well as qualifications for scholarships, to make sure they take the requisite courses while in high school.

- **State University System (SUS) Admission**

Students intending to apply to college should generally take at least four courses in each of the five core subject areas.

In addition to the course requirements, students must attain a sufficiently high weighted high school grade point average calculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas.

Applicants to state universities are required to submit SAT-I or ACT scores. Admission eligibility will be determined from a sliding scale that involves both the grade point average and the admissions test score. Students are encouraged to complete the personal statement portion of college application.

Additional Information is available at www.flbog.edu/forstudents/ati/ftcs.php

- **Florida College System**

Students are admitted based on a high school standard diploma to be able to work on an associate or bachelor's degree. College placement testing will determine if students are able to begin credit work or may first need developmental education courses to build skills. Further information about the Florida College System is available at <http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml>

- **Florida Bright Futures Scholarship Program**

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

The scholarship awards are:

- Florida Academic Scholars Award
- Florida Medallion Scholars Award
- Florida Gold Seal Vocational Scholars Award

- Florida Gold Seal Cape Scholars Award

The eligibility requirements vary for each scholarship. Requirements include, but are not limited to, certain course requirements, service learning hours and minimum grade point averages. Detailed information about this program may be obtained at www.floridastudentfinancialaid.org/ssfad/bf/

- **Talented 20 Program**

At the end of the seventh semester, Citrus County Schools provides the Department of Education with a list of the top twenty percent (20%) of the graduating class seeking a standard diploma based on their weighted grade point averages as defined by Citrus County Schools. Students within this top twenty percent who have met the State University System required courses for admission are guaranteed admission by the State of Florida into one of the public universities. If more than twenty percent (20%) of the senior class falls into the top 20% due to ties in weighted GPA, the following will be considered in the order listed: attained /attaining SUS 18 credits, highest number of level 3 courses, longest length of time enrolled at school. Further information is available in the Guidance office.

GRADING & REPORTING PROCEDURES

Grading Procedures

All parents will be notified quarterly of their student's achievement. The grading system is divided into four quarters of nine weeks each. An interim progress report (Mid-term) will be available via Skyward at the midpoint of each nine-week grading period. Parents may contact guidance to request a printed copy of the interim progress report (mid-term). Upon completion of each grading period, a Report Card will be issued. The report card must clearly grade or mark:

- The student's academic performance in each class or course in Grades 9-12 (based upon examinations as well as written papers, and other academic performance criteria)
- The student's conduct and behavior
- The student's attendance
- The student's cumulative grade point average

The student's quarter grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher. The remaining 20% will be the student's grade on the nine-week exam or equivalent. The two quarters will be averaged on a 4-point scale to determine the final term grade. Each quarter grade will be counted as 50% of the term grade.

The student's final grade in courses with state mandated End of Course assessments will be calculated as follows: 30% of the final grade will be determined by the score earned on the End of Course assessment. The score will be converted to a grade using a district set scale. The grade the student earned in the course will compromise the other 70% of the grade. This calculation is also done on a 4-point scale.

Note: Students participating in state-tested EOC courses do not take nine-week finals/end-of-term tests.

When final grade calculations are completed on a 4-point scale, the final

result will be issued according to the following chart:

Final Grade Calculation	Final Grade Issued
3.30 to 4.0	A
2.30 to 3.29	B
1.40 to 2.29	C
.60 to 1.39	D
0 to .59	F

All calculations are done on an unweighted basis. If the course is subject to weighting, that is done only on the final results for the overall GPA.

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, and the student's results on each statewide assessment test. Statewide assessment results are given to parents following each administration of the assessment in which the student takes part. The final report card of the school year will be the standard means for annually reporting student progress. With the approval of the Assistant Superintendent, schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card.

High School Grading System

Florida Uniform Statewide Grading Scale is as follows and is the numerical guideline used for all standard diploma-seeking students:

<u>Grade</u>	<u>Percent</u>	<u>Grade Point Value</u>	<u>Definition</u>
A	90-100	4	Outstanding
B	80-89	3	Above average
C	70-79	2	Average
D	60-69	1	Lowest acceptable
F	0-59	0	Failure
I	0	0	Incomplete
NG		0	No Grade (Used for CAP courses)

An "I" is replaced by an "F" if work is not completed by the end of the school term.

A grade is not issued in a credit recovery course until all the unit tests and the End of Term tests have been taken. If a student does not complete a credit recover course before the end of the scheduled quarter or term, it is the individual school's discretion to:

- Schedule the student to remain in the credit recovery course the next quarter or term or
- Schedule the student back into the class in a regular classroom setting

If a student has not completed and is continuing work in credit recovery on the same course, that student receives an "I" in the quarter bucket. When the student continues the course with a new build in the next quarter and completes – that student will receive the grade in the FIN BUCKET. If a student does not complete by the semester, that student receives an "F" in the FIN bucket. After receiving an "F", the student may take the course in a regular classroom or credit recovery to grade forgive the "F".

All dual-enrollment courses will be assigned a grade of A to F. No + or – will be added to the high school transcript. The college +/- will have no effect on the high school grade point average. The College of Central Florida also issues grades of FF on their transcripts to denote when an integrity issue has occurred. If a student withdraws from a dual enrollment class after the Drop/Add period, a grade of W will be issued by the college. This grade must be added to the student's high school transcript.

All courses for which high school credit is assigned shall include a final exam for each portion of credit awarded. The exam shall count 20% of the final course grade for that portion of credit.

Schools will not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. s. 1003.437, F.S. 1003.33 (2), F.S.

Assessment Reports

Parents will receive reports on their child's performance on the Florida Statewide Assessment or any other form of standardized test administered as part of the testing program.

Progress Toward Annual Goals

ESE programs for students with disabilities will inform parents of their child's progress toward annual goals and the extent to which the progress will enable the child to achieve the goals at each reporting period.

Grade Weighting

Along with the unweighted grade point average calculated for each student, a weighted average will also be calculated. For each course designated for weighting, AP, dual enrollment, IB, Pre-IB, AICE, Pre-AICE in which students earn at least a "C", an additional quality point will be added during the grade point average calculation. Additionally, Level 3 courses and honors level courses in the core academic areas (ELA, math, science, social studies and world language) will also be eligible for weighting. The third course of CTE program that leads to an industry certification is also weighted.

Weighted grades are for Citrus County use only and are based on all course attempts not grade forgiven. The State of Florida encourages each county to develop its own system of weighted grades. Bright Futures, colleges and universities, and other districts determine their own system of weighting grades. The number of courses, the specific courses, and the way they are weighted may differ. The weighted GPA calculated in one system is not comparable to another system's weighted GPA. Certified school counselors will help students locate their Bright Futures GPA that is based on a portion of courses taken by students in high school.

Class rank of standard diploma students will be reported as a numerical rank or percentile rank rounded to the nearest percentile. The class rank of students graduating early will be determined at the end of the last grading period they were in school as compared to the other standard diploma students active in the senior class at same time. The class rank of students graduating during the summer will be based on students' GPA when compared to the class ranking of senior class at time of school graduation.

Grade Forgiveness

The unweighted cumulative grade point average is used to determine graduation eligibility. In order to provide students the opportunity to improve their grade point averages to meet graduation requirements, students may re-take a course in which a "D" or an "F" was attained. Courses precluding credit in another course as defined in State Board adopted Course Descriptions may be used for grade forgiveness of their equivalent, matching semester and credit amount. A maximum of two credits may be earned in meeting the Algebra requirement. In cases where a course is no longer offered, the closest equivalent may be substituted.

Although grade forgiven courses will not be part of a student's grade point average, all grades received whether replaced or not will appear on student transcripts. Colleges and universities as well as other organizations may recalculate grade point averages based on their review of student transcripts and may include all course attempts whether grade forgiven or not. Students should consider this impact when taking classes for the first time. Each time students repeat a course they are missing the opportunity to take another course, thereby limiting the scope of their high school education. Electives that provide essentials for career preparation may not be fully utilized.

Students may retake each academic course in which they receive a "D" or "F" only once during the regular school day. If students need to attempt a course for the third time, alternate programs should be considered unless otherwise approved by the Principal or indicated in the student's TIEP.

For academic courses or courses required for graduation, the "D" or "F" will only be replaced with the grade of a "C" or better earned subsequently in the same or comparable course. Students who have received an "F" in an elective (those courses not specifically required for graduation) course may replace the "F" with another elective taken subsequently in which they have earned a grade of "C" or better in another (or same) elective course.

Note: The only grades that are eligible for forgiveness are those that appear on the transcript. This means that a course must be retaken in the credit amount attempted on the transcript.

Students who have received a grade of "D" in an elective course may replace the "D" with another elective taken subsequently in which they have earned a grade of "C" or better in another (or same) elective course. This may be done only after the student has accumulated the 7.5 elective credits required for graduation, in most cases during the senior year unless student makes a special request to have grade forgiveness applied earlier.

All course grades not grade forgiven and attempts at grade forgiveness not replaced with a "C" or better shall be included in the calculation of cumulative grade point average used to determine graduation eligibility. This includes all repeated attempts when a "C" has not been earned.

Grade Forgiveness for High School Credit Earned in Middle School

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

earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

Students who wish to participate in competitive athletics at the collegiate level need to ensure that they will be eligible to play. Some online coursework is not acceptable to NCAA. Please see NCAA eligibility center (www.eligibilitycenter.org) for current course, GPA and college testing requirements.

Appendix A

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (S. 1000.36, F.S.)

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active-duty members of the uniformed services, including 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 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.

This compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired, except as provided in section above;
- Veterans of the uniformed services, except as provided in the section above; and
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Educational Records and Enrollment

If a child's official educational records cannot be released to the parents for transfer, parents shall be provided a set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of unofficial educational records, the school shall enroll and appropriately place the student based on this information (pending validation by official records) as quickly as possible.

Requests for official educational records shall be processed and furnished within 10 days or within such times as is reasonably determined under the rules adopted by the Interstate Commission. Students must be given 30 days from the date of enrollment to obtain any immunization required. For a series of immunizations, initial vaccinations must be obtained within the first 30 days.

Student shall be allowed to continue their enrollment at the grade level in which they were enrolled in the sending state, including Kindergarten, at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the previous state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year shall enter school on their validated level from an accredited school in the sending state.

Placement and Attendance

If a student transfers before or during the school year, the receiving school shall initially honor placement of the student in educational courses based on the student's previous enrollment. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

The receiving school must initially honor placement of the student in educational programs based on current educational assessments conducted by the sending school or participation or placement in like programs in the sending state. Such programs include, but are not limited to Gifted and talented programs, and ESOL.

Eligibility

When considering the eligibility of a child for enrolling in school:

- A special power of attorney relative to the guardianship of a child of a military family is sufficient for enrolling the child in school and for all other actions requiring parental participation and support.
- A transitioning military child who is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's attendance area different from that of the custodial parent, may continue to attend the school in which he/she is enrolled while residing with the custodial parent.
- Schools must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.
- State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

Graduation

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

Local education agency administration officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.

States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C shall apply.

If a military student transfers at the beginning of or during his or her senior year, and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in Sections A and B of Article VII.

Appendix B Standard Diploma Requirements and Diploma Designations

For Cohorts Entering High School in 2011 and beyond

This information is subject to change based upon State School Board Action and Legislative Action

For all Cohorts enrolled in Citrus County Schools, all EOC tests taken when enrolled in an EOC course in 2014-15 and beyond will count as 30% of the final course grade.

	STANDARD DIPLOMA REQUIREMENTS	SCHOLAR DESIGNATION ² (In addition to Standard Diploma Requirements)	MERIT DESIGNATION ² (In addition to Standard Diploma Requirements)
English	4 credits ELA I, II, III, IV Must Pass 10 th Grade Reading/ELA Statewide Standardized Assessment	Same as standard	Same as standard
Math	4 credits Algebra 1- EOC MP; 30% EOC Geometry- 30% EOC 2 credits (other than Algebra 1 & Geometry) may be substituted with allowable industry certifications that lead to college credit ¹	Algebra 2- MP Geometry–EOC ⁴ MP- 30% EOC Statistics or Equally Rigorous Math course (Level 3 above Algebra 2)	Same as standard
Science	3 Credits Biology 1- 30% EOC 2 credits Equally Rigorous Courses 1 credit (other than Biology 1) may be substituted with allowable industry certification that lead to college credit ¹	Biology 1-EOC ³ MP- 30% EOC Chemistry OR Physics 1 credit Equally Rigorous Science	Same as standard
Social Studies	4 credits US History- 30% EOC World History ½ US Government ½ Economics w/ Financial Literacy World Geography (CC Required)	US History MP EOC ³ – 30% EOC	Same as standard
Fine/Performing Arts	1 credit	Same as Standard	Same as standard
PE/Health	Personal Fitness- ½ credit Health- ½ credit Physical Activity- ½ credit	Same as Standard	Same as standard
Online	1 course	Same as Standard	Same as standard
World Language	None	2 credits Must be same World Language	
Electives/Other	7.5 credits electives	Must earn 1 AP, IB, or Dual Enrollment course credit	Students pursuing a merit designation must use electives to attain one or more industry certifications
TOTAL	24 credits	24 credits	24 credits
Codes: MP=Must Pass EOC=Standardized End of Course Assessment ELA=English Language Arts			

¹Industry Certifications that are substituted to meet Core Course Requirements may not count for State University Admission, Bright Futures or other admission/scholarships requirements. Please check with the school or agency before making decisions regarding this option.

²All students may earn either or both designations if they meet all requirements listed in the table for each designation.

³A student enrolled in AP or IB courses in Biology or United States History and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27 (2) is not required to take the statewide standardized EOC assessment in those subjects in order to earn the Scholar Diploma Designation.

⁴ Beginning with the 9th grade class entering high school in 2014-15, the Geometry EOC become Must Pass for the Scholar Diploma Designation

Appendix C

ACCEL 18 Credit Graduation Option

ACCEL 18 CREDIT GRADUATION OPTION	
Subject Area	
English	4 credits
Math	4 credits
Algebra Credit	yes
Geometry Credit	yes
Science	3 credits
Biology	yes
2 Equally Rigorous Science	Yes
Social Studies	
World History	1 credit
US History	1 credit
Economics with Financial Literacy	0.5 credit
US Government	0.5 credit
World Geography	not required
Fine Arts	1 credit -Fine Art or Practical with Artistic Content
Health	not required
PE	not required
Personal Fitness	not required
Electives	3 credits
Online Requirement	not required
TOTAL	Total of 18 credits

GPA: A 2.0 cumulative unweighted unrounded GPA in all courses taken for graduation (except those forgiven by grade forgiveness) is required.

GRADUATION TEST REQUIREMENTS	
READING	FCAT 2.0 Reading 245 or Equivalent FSA Score
	SAT Concordant 430
	ACT Concordant 19
MATH	Algebra I EOC- MUST PASS
	PERT- Algebra Score of 97

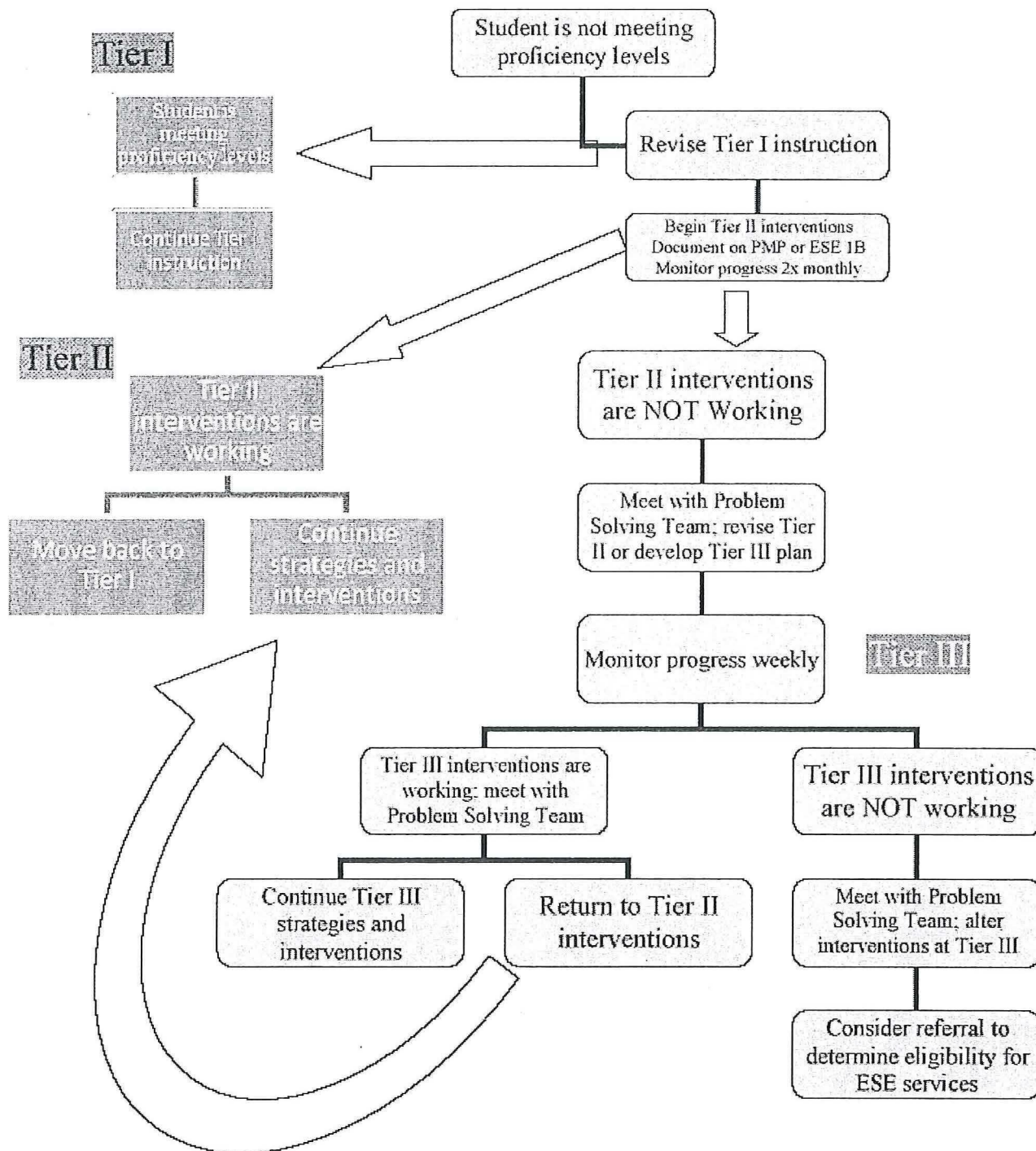
Note: Students participating in a course that requires an EOC must participate in the EOC and the results will count as 30% of their final course grade.

***Please note: Concordant and comparative scores are under review by the FDOE and are subject to change during the 2017-18 school year.**

**Appendix D Standard Diploma Options for Students with Disabilities for Students Entering
9th Grade in 2014-15 and After**

24 credit standard diploma option available to all students, including students with disabilities	24 credit standard diploma option with academic and employment requirements, available only to students with disabilities	24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment. *
4 credits English Language Arts (ELA)		
<ul style="list-style-type: none"> ▪ ELA I, II, III, IV ▪ ELA honors, Advanced Placement (AP), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ See Note 1 below 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ May substitute access courses for general education courses ▪ See Note 1 below
4 credits Math		
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ See Note 1 below 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ May substitute access courses for general education courses ▪ See Note 1 below
3 credits Science		
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ See Note 1 below 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ May substitute access courses for general education courses ▪ See Note 1 below
3 credits Social Studies		
<ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ .5 credit in U.S. Government ▪ .5 credit in Economics with Financial Literacy 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ See Note 1 below 	<ul style="list-style-type: none"> ▪ Must earn credits for all of the courses listed in the first column ▪ May substitute access courses for general education courses ▪ See Note 1 below
1 credit Fine and Performing Art		
Eligible courses are specified in the FL Course Code Directory		
1 credit Physical Education		
<ul style="list-style-type: none"> ▪ .5 credit in Personal Fitness ▪ .5 credit in Physical Ed Activity 		
1 online Course		
<ul style="list-style-type: none"> ▪ May be .5 or 1 credit but must take the entire course online. 	<ul style="list-style-type: none"> ▪ May be waived by IEP team if not appropriate for student 	<ul style="list-style-type: none"> ▪ May be waived by IEP team if not appropriate for student
8 credits Electives		
<ul style="list-style-type: none"> To include: ▪ 1/2 credit in Health 	<ul style="list-style-type: none"> ▪ Must include .5 credit in an employment based course ▪ May include ESE courses 	<ul style="list-style-type: none"> ▪ May include employment based course/s.
<p>Note 1: A CTE course with related Academic content may be able to be substituted for one credit in each academic area. At this time, these courses have not been identified.</p>		
<p>Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessment unless a waiver of assessments is granted.</p>		

*Parent consent is required before a student may take Access Courses.



Student progression decisions consider the effectiveness of core instruction and the student’s response to evidence-based instruction/interventions implemented with fidelity.

- **Tier I: Core Instruction**
 Focus: For all students
 Program: Core Instructional Program
 Grouping: Multiple grouping formats to meet student needs
 Time: 90 minutes for Reading
 Assessment: Progress monitoring assessments at least three times annually
 Interventionist: General education teacher
 Setting: General education classroom

- **Tier II: Supplemental Instruction**
 Focus: For students identified with specific academic and behavioral difficulties, and who have not responded to Tier I efforts
 Program: Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I
 Grouping: Small group instruction in groups of six (6) or less students with similar areas of deficiency
 Time: In addition to and in alignment with Core Instruction.
 Frequency: Daily for reading; a reasonable amount of time for other subjects/behavior to collect sufficient data to determine effectiveness of support
 Assessment: Progress monitoring twice monthly or more often on target skill to ensure adequate progress and learning
 Interventionist: Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist)
 Setting: Appropriate setting designated by the school; may be within or outside of the classroom

- **Tier III: (Following Problem Solving Team review)**
 Focus: For students identified with specific academic and behavioral difficulties, and who have not responded to Tier I or Tier II efforts
 Program: Sustained, intensive scientifically research-based interventions.
 Grouping: Small group instruction of three (3) or less students with similar areas of deficit
 Time: In addition to and in alignment with Core Instruction and Tier II interventions; a supplemental session per day in a small group or individually (to total 150 minutes daily for reading)
 Assessment: Progress monitoring at a more frequent rate than for Tier II to ensure adequate progress and learning
 Interventionist: Personnel determined by the school (e.g., a classroom teacher, a specialized teacher, an external interventionist)
 Setting: Appropriate setting designated by the school; may be within or outside of the classroom

PUBLIC NOTICE TO PARENTS AND GUARDIANS

Due to Federal Laws, State Statutes, and State Board of Education Rules, this public notice is provided to inform you about the intent of these laws to protect the accuracy and privacy of student educational records. These records are normally located at the school or institution where the student attends, however, additional records may be located at other facilities within the school district.

Without your prior consent, only you, and authorized individuals having legitimate educational interest, will have access to your (if the student is an adult) or your child's educational records.

The school Principal/director has the responsibility for all educational records, and determines the access of others who have a legitimate educational interest. You have the right to an appointment to inspect and review your or your child's records.

Upon review of the records, if you have reason to believe that any information contained therein is inaccurate, misleading, or inappropriate; you have the right to challenge that information. If there is an agreement, the necessary steps to expunge or correct the information in the records will be taken. If agreement is not reached, an informal hearing will be scheduled. The hearing will provide the opportunity to present your views and reasons for the challenge. You may bring with you any individual who is knowledgeable or the factual information to support your contention relative to the record. Following the hearing, should there be failure to reach agreement, you have the right to appeal the decision to the Superintendent of Schools.

The rights pertaining to access and challenge described herein are transferred to your child upon attainment of his/her 18th birthday or admission to an institution of post-secondary education.

Copies of educational records are available to the parent or eligible student. A minimal fee may be charged for these copies, as determined by the school Principal/director.

PLEASE NOTE: The school will honor the right of access unless there is a legal document or court order on file, at the school, specifically denying right to either or both parents.

Reference to State Statutes and State Board of Education Rules in this document is provided to inform you about the intent of these laws and to protect the accuracy and privacy of student educational records.

Web access of these materials can be found at:

Florida Statute:

<http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes&CFID=178315874&CFTOKEN=29842653>

Florida School Board Rules: <https://www.flrules.org/default.asp>

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for September 11, 2017 School Board Meeting.

Requested by Chuck Dixon   Department of Planning & Growth Management

Additional contact(s)/originator _____

Document Title Policy 2.95 Wellness Policy

Board Action Required:

Presentation/Recognition _____ Information _____

Consideration/Approval _____

X-Request to adopt revisions to Policy 2.95 Wellness Policy.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Request To Adopt Policy 2.95 Wellness Policy.

This matter was discussed by the Policy and Forms Committee on April 20, 2017 and presented at the Board Workshop on April 25, 2017. This was approved for the Request to Advertise at the July 11, 2017 School Board Meeting for Public Hearing on September 11, 2017.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilson

(Form Board Approved 7/10/07)

CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

WELLNESS POLICY

2.95*+

I. General Statement of Policy

~~The Citrus County School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Citrus County School District that:~~

Philosophy and Commitment:

The School Board of Citrus County believes that by providing access to healthy foods and opportunities to be physically active, a framework is established that promotes good health, not only to the students, but to the employees as well. Good health fosters student attendance, performance, and achievement. Healthy staff can more effectively perform their assigned duties and model appropriate wellness behaviors for students. The Citrus County School District is committed to create school environments that provide such access, as well as opportunities that promote and protect children's health, well-being, and their ability to learn by supporting healthy eating and physical activity.

- A. The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- B. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- C. Foods and beverages sold during the school day will meet the nutritional recommendations of the U.S. Dietary Guidelines for Americans standards of the Healthy Hunger Free Kids Act of 2010.
- D. Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students, and will provide clean, safe, and pleasant settings with adequate time for the students to eat.
- E. ~~To the maximum extent feasible,~~ All all schools in our district will participate in available federal school meal programs including the School Breakfast Program, National School Lunch Program ~~(including after-school snacks), Summer Food Service Program and Fruit and Vegetable Snack Program~~ After School Snack Program.

CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- F. Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will enhance links between health education, school meal programs, and related community services.

- G. The School Board hereby designates the Wellness Committee, a subcommittee of the School Health Advisory Council, and, each school's Healthy School Team to assume the operational responsibility for ensuring that each school complies with the district's local wellness policy. This The subcommittee Wellness Committee will develop administrative guidelines to support this policy and a plan for measuring the implementation of the policy.

STATUTORY AUTHORITY: **1001.41, 1001.42 F.S.**

LAW(S) IMPLEMENTED: **P. L. 108-265, SECTION 204
NATIONAL SCHOOL LUNCH ACT (42 USC 1751 *et seq.*)
CHILD NUTRITION ACT OF 1966 (42 USC 1771 *et seq.*)
RUSSELL NATIONAL SCHOOL LUNCH ACT (42 USC 1758(F)(1) 1766(A)
7 CFR PART 210 AND PART 220
570.981, 570.982, 1001.43, 1003.42, 1003.453, 1003.455,
1003.46, F.S.**

**FLORIDA STATE DEPARTMENT OF AGRICULTURE
AND CONSUMER SERVICES RULE(S):** **5P-1.001, 5P-1.002, 5P-1.003**

HISTORY: **ADOPTED: 04/11/06
REVISION DATES: 02/12/07, 12/20/07, 07/09/13, XXXXXX
FORMERLY: NEW**

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for September 11, 2017 School Board Meeting.

Requested by Chuck Dixon  Department of Planning & Growth Management

Additional contact(s)/originator 

Document Title Policy 4.115 Grade Forgiveness

Board Action Required:

Presentation/Recognition Present Information _____

Consideration/Approval _____

X Request to Adopt the new Policy 4.115 Grade Forgiveness.

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Request to Adopt the new Policy 4.115 Grade Forgiveness:
policy required by 1003.4282, FS

This matter was discussed by the Policy and Forms Committee on January 19, 2017 and approved by the Board Workshop on April 25, 2017. The Request To Advertise for the Public Hearing on the policy was approved on July 11, 2017 School Board Meeting.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

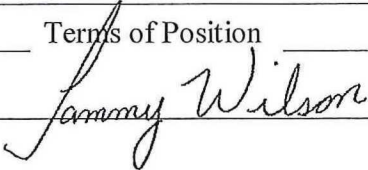
Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: 

(Form Board Approved 7/10/07)

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

GRADE FORGIVENESS

4.115*

The purpose of the forgiveness policy is to assist students in meeting graduation requirements including a minimum grade point average and successful completion of academic and credit requirements.

I. Required Courses

A grade of D or F or an equivalent of a grade of D or F in a required course may be replaced with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in the same or a comparable course.

II. Elective Courses

A grade of D or F or an equivalent of a grade of D or F in an elective course may be replaced with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in another course.

III. Middle Grades Students

A student in the middle grades who takes a high school course for high school credit and earns a grade of C, D, or F or an equivalent of a C, D, or F may replace the grade with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in the same or comparable course.

IV. Grade Point Average

Only the new grade shall be used in calculating the student's grade point average. A course grade that is not replaced according to the forgiveness policy will be used in the calculation of the grade point average.

V. Student Records

All courses and grades must be included on the student's transcript. The forgiveness provision does not give the authority to delete the forgiven course and grade from the student's record.

VI. Notification

Students shall be notified of the grade forgiveness provisions and the procedure for replacing eligible grades.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1003.4156, 1003.4281, 1003.4282,
1003.437, 1003.49, 1008.25, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-1.0955

HISTORY: ADOPTED:
REVISION DATE(S):
FORMERLY: NEW

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for September 11, 2017 School Board Meeting.

Requested by Chuck Dixon   Department of Planning & Growth Management

Additional contact(s)/originator _____

Document Title Policy 4.74 Educational Stability for Students in Foster Care

Board Action Required:

Presentation/Recognition _____ Information _____

Consideration/Approval _____

X-Request to adopt new Policy 4.74 Educational Stability for Students in Foster Care

(This wording should be your actual motion to appear on the agenda)

Backup Material: attached X available in district office _____ other _____

Request to adopt Policy 4.74 Educational Stability for Students in Foster Care

This matter was discussed by the Policy and Forms Committee on January 19, 2017 and presented at the February 28, 2017 School Board Workshop and approved for the Request To Advertise at the July 11, 2017 School Board Meeting.

Strategic Goals:

- 1. All students will develop a foundation of knowledge and skills through a rigorous and relevant curriculum that exceeds local, state, and national expectations, closes all performance gaps, and helps all students realize their full potential.
- 2. Schools will be safe and secure for all individuals and will provide students the opportunity to participate in a school community that creates a caring environment committed to building positive relationships.
- 3. Other/Operational Activity

Strategies include:

- Innovative and research-based curriculum and program delivery systems;
- Emphasis on at-risk and special groups of learners (including gifted);
- Staff development, recruitment, and retention of workforce;
- Data systems (technology);
- Allocation of resources (human, physical, technological, financial);
- Career preparations;
- Community Connections

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: 

(Form Board Approved 7/10/07)

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

EDUCATIONAL STABILITY FOR CHILDREN

IN FOSTER CARE

4.74*+

- I. The District shall collaborate with child welfare agencies to ensure educational stability for children in foster care.
- II. The District shall designate a contact person for students in foster care. The point of contact will be reported to the Florida Department of Education and the local child welfare agency.
- III. The District shall ensure that children in foster care remain in the school of origin when it is in the best interest of the child.
- IV. If it is determined that it is not in the child's best interest to remain in the school of origin, the District shall expedite transfer and enrollment in the new school.
- V. The District shall provide transportation so that a child in foster care may remain in the school of origin. If additional costs are incurred, the District shall work with the child welfare agency to resolve the issue of transportation expense.
- VI. The District shall ensure that children in foster care receive all appropriate services.
- VII. Relevant personnel shall be trained on the requirements relating to educational stability for students in foster care and the procedures for best interest determination and transportation.
- VIII. The Superintendent shall develop procedures for ensuring educational stability for students in foster care. Procedures shall include but are not limited to
 - A. Identification of students in foster care;
 - B. Role of the point of contact;
 - C. Determination of the child's retention in the school of origin or placement in another school;
 - D. A dispute resolution process developed with the child welfare agency to be used when all parties do not agree on the proposed placement of the student;

CHAPTER 4.00 – CURRICULUM AND INSTRUCTION

- E. Methods of providing transportation to maintain enrollment in the school of origin or to provide transportation to a different school;
- F. Process for expediting enrollment and attendance in another school if it is determined to be in the best interest of the child;
- G. Process for expediting transfer of student records to the enrolling school if the student does not remain at the school of origin.
- H. Training for staff regarding the requirements for maintaining stability for children in foster care and the effects placement in foster care on students.

STATUTORY AUTHORITY: 1001.41, 1001.42, 1003.21, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.43, 1003.01,

1003.21, 1003.22, 1003.25, F.S.

Elementary and Secondary Education Act of 1965, P.L. 89-10

No Child Left Behind Act of 2001, P.L. 107-110

Family Educational Rights and Privacy Act, 20 USC 1232g

Fostering Connections Act of 2008, P.L. 110-351

Every Student Succeeds Act of 2015. PL 114-95

HISTORY: ADOPTED:

REVISION DATE(S):

FORMERLY: NEW