

CITRUS COUNTY STUDENT PROGRESSION PLAN

2023-2024

July 13, 2023



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Commitment! www.citrusschools.org

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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 Statutes:

<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>

CITRUS COUNTY SCHOOLS STUDENT PROGRESSION PLAN

All policies and procedures in the Student Progression Plan are subject to change due to the actions of the Florida Legislature, the Florida Board of Education, the state and federal courts, and/or the School Board of Citrus County. Policies and procedures pertaining to statewide assessments, including graduation/promotion requirements, designations, dual enrollment, and grading, may be revised for some students, per FDOE guidelines, who were impacted by the cancellation of state testing in the Spring of 2019-20.

1. GENERAL INFORMATION (Grades Pre-K-12th)

A. ADMISSION

(1) General Requirements

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 for enrollment.

- Evidence of a medical immunization against communicable diseases as required in *s.1003.22, F.S.* (actual records, a temporary certificate, or an exemption is required on the first day of entrance).
- Evidence of date of birth in accordance with *s. 1003.21, F.S.*
- Evidence of medical examination completed within the last twelve (12) months in accordance with *s. 1003.22, F.S.*
- Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the student 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.

(2) Student Educational Records

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 student'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 student'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 student upon attainment of their 18th birthday or admission to an institution of post-secondary education.

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

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 the right to either or both parents.

(3) 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:

- Share the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Live 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.
- Live 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 student 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/guardian 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 student will enroll.

(4) Grade Placement

For students transferring from another Florida school district, records from the previous district are required to assist in proper placement.

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.

(5) Teacher Change Requests

Parents/guardians have the right to request their student be transferred to another classroom teacher. However, parents/guardians do not have the right to choose a specific classroom teacher. Parents/guardians wishing to request to have their student transferred to another classroom must do so in writing to the school principal. The school principal must approve or deny the transfer within two weeks of receiving the request. If denied, the school must notify the parent/guardian and specify the reason for the denial.

Parents/guardians whose student is assigned an out-of-field teacher may request that their student be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. However, parents/guardians do not have the right to choose a specific classroom teacher. Parents/guardians wishing to request to have their student transferred must do so in writing to the school principal. The school district must approve or deny the parent's/guardian's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed two weeks.

Student transfers may be granted 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 F.S.* and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent/guardian and specify the reasons for the denial. *s. 1012.42(2), F.S.*

(6) Transfer from Home Education

Florida Statute 1002.41 defines home education programs. For more information, visit FLDOE Office of K-12 School Choice Website at <http://www.fldoe.org/schools/school-choice/>.

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

Elementary: Grade placement of students transferring from Home Education will be determined by age, portfolio, a nationally normed student achievement test, or an annual evaluation from a Florida Certified Teacher, or a psychologist holding a valid license (pursuant to provisions of *s. 490.003 (7) or (8) F.S.* or evaluation with any other valid measurement tools as mutually agreed upon by the school superintendent of the district in which the student resides. If an evaluation cannot be provided, 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, a nationally normed student achievement test, or a psychologist holding a valid license (pursuant to provisions of *s. 490.003 (7) or (8) F.S.* or evaluation with any other valid measurement tools as mutually agreed upon by the school superintendent of the district in which the student resides. 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, a nationally normed student achievement test, or a psychologist holding a valid license (pursuant to provisions of *s. 490.003 (7) or (8) F.S.* or evaluation with any other valid measurement tools as mutually agreed upon by the school superintendent of the district in which the student resides indicating proficiency in 8th grade skills. The grade placement of a student entering beyond the 9th grade requirements will be based on the same evaluation criteria as provided above 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.

(7) Interstate Compact for Military Children

The Citrus County School District 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*.

B. SPECIAL PROGRAMS

(1) Home Education

Florida Statute 1002.41 defines home education programs. For more information, visit FLDOE Website at <http://www.fl DOE.org/schools/school-choice/other-school-choice-options/home-edu/>.

To register for home education, contact District Student Services in the Citrus County School District.

Students entering Citrus County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by *Rule 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/guardian and the school principal, which may include:
 - Review of the student's work by a Florida certified teacher chosen by the parent/guardian.

- 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 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.

(2) 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, 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. A licensed physician as defined in statute 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:
 - The student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days, or due to a chronic condition for at least 15 school days, which need not run consecutively.
 - The student is confined to home or hospital.
 - 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 enrolled 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

Exceptional Student Education (ESE) department for specific details.

- A parental agreement concerning homebound or hospitalized policies and parental cooperation signed by a parent, guardian, or primary caregiver.
- 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 medication 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/guardian.
 - A physical reexamination and a medical report by a licensed physician(s) may be required by the administrator of ESE 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/guardian.
- 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 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) 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) 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.

(3) 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 e-School is the provider of first choice for virtual instruction; however, in situations in which Citrus e-School does not 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/>.

Citrus eSchool full-time students are considered public school students and are subject to the requirements of the Citrus County Student Progression Plan, including participation in state standardized assessments. The Code of Student Conduct applies to full-time Citrus eSchool students.

Citrus eSchool students follow the Citrus County Schools fixed, 180-day school year schedule. For full-time admission in Citrus eSchool, enrollment criteria and deadlines apply. Full-time students may only enter virtual school at the beginning of a semester. Part-time and home education students may enroll in courses throughout the school year. Full-time Citrus eSchool students take a standard course load of six courses per semester and must participate in-person for semester exams and state testing (including EOCs and F.A.S.T Progress Monitoring Assessments). Grades are issued upon completion of semester segments. Report cards are issued at the end of each semester. No mid-term reports are issued in Citrus eSchool; instead, families are provided monthly updates of student progress.

Students who wish to take part-time virtual courses must be enrolled in a physical school or a home education program as their primary enrollment.

Courses are available 24/7 online so students can study any time and any place. Citrus County certified teachers provide one-on-one attention and in-person tutoring when necessary and are available online, by phone, email, or text. Students who meet district graduation requirements will receive a Citrus County diploma from their zoned high school.

According to [*s. 1002.321\(5\), F.S.*](#), Integrity of Virtual Online Courses, 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.

(4) 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 a student's child is born and/or the student completes the special course (see above), students may transfer back to their zoned school. All courses/credits earned will be accepted by the zoned school.
- If teen parents desire to participate in graduation ceremonies at their zoned school, they must declare their 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.
- Students who declare their intention to graduate with their zoned high school will be transferred back to that high school after the last day of school, whether they graduate or not.

C. CURRICULUM INFORMATION

(1) 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 graduation option

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
- Rigorous industry certifications that are articulated to college credit and state approved
- Work-related internships or apprenticeships
- Co-operative Diversified Education (CDE)
- Curriculum compacting
- Advanced-content instruction
- Telescoping curriculum

The ACCEL eligibility requirements that administrators must consider, at a minimum, are the student's:

- Performance on a locally determined assessment or a statewide, standardized assessment
- Grade point average
- Attendance
- 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.*
- A recommendation from a certified school counselor from 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.

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. Principals (or their designee) will convene a Problem-Solving Team (PST) to determine the most appropriate available learning environment for the recommended student.

This PST may be comprised of:

- Parent and/or legal guardian of the student (or parental designee)
- Principal or assistant principal from the student'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 (except for 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, Program Specialist, or Instructional Coach with expertise in the curriculum
- Student

The PST 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 from 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 by the school. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the form by a school designee.

If an ACCEL option written request is made by a parent/guardian or a student, a Performance Contract must be developed. The Performance Contract, 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/guardian and the student will continue with current placement.

Once placed in an ACCEL option, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement during a specified transition period. In such cases, the principal shall consult with the student's parents/guardians 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.

If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

(2) 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/or remediation. This data-based problem-solving method will guide decisions about the allocation of resources and intensity of instruction and interventions needed to improve learning and/or behavior. For more information regarding the elementary MTSS process, see *Appendix D*. For more information regarding the secondary MTSS process, see *Appendix E*.

(3) The Progress Monitoring System

The school in which the student is enrolled must develop and implement in consultation with the student's parent/guardian, a Progress Monitoring System *s. 1008.25(4) (b), F.S.* A Progress Monitoring System 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 Progress Monitoring System may be communicated through a parent/guardian and teacher conference, part of a progress report or report card, included as part of general orientation at the beginning of the school year, or provided by electronic mail or other written correspondence. A Progress Monitoring System shall be implemented for students who score below grade level in Reading, Writing, 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 performs on grade level on the statewide, standardized assessment, whichever occurs first.

A student who is not meeting the school district or state requirements for proficiency in Reading, Writing, 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) or Transition Individual Education Plan (TIEP)
- A school wide system of progress monitoring for all students
- An individualized Progress Monitoring Plan (PMP)

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 school hours or during the summer if transportation is provided.

The Progress Monitoring System must:

- Identify educational goals and intermediate benchmarks for the student in the core curriculum areas.
- Be based up academic or behavioral performance data and identify student's strengths and weaknesses.
- Include academic 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/guardians; however, it does not require parent/guardian approval, nor does it give parents/guardians the right to veto a PMP plan.

If the student's federally required plan does not address the student's deficiency in reading, writing, 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 PMP. *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.

(4) Intensive Requirement

Citrus County Schools is committed to providing support to students who are below grade level in reading and/or math. In addition to the English Language Arts and/or Mathematics course and using available testing data, student placement will take the form of one or more of the following:

- Reading intervention
- Math intervention
- Content area course in which reading and/or math strategies are delivered

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

(5) Dual Enrollment

Qualified students may be eligible for dual enrollment. 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 the 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 per *s. 1007.271(2), F.S.* Citrus County Schools must have a dual enrollment agreement with the 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.

Dual Enrollment grades, when calculated in the high school transcript, are eligible for weighting per the Citrus County School District Formula. However, these grades do count for both the high school transcript and the college transcript. For the college transcript, there is no weighting that occurs.

NOTE: Grades from dual enrollment courses are transferred to 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 be posted to the student's high school transcript. A grade of W has no impact on the student's GPA.

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/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 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 are 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 their base 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/guardians 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.

a) 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.

b) 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 have met the basic skills testing requirement for their program or have scored within 2 grade levels of the recommended score on an approved state exam for the career and technical program in which they enroll.

Students seeking full-time dual enrollment (6.25-7 clock hours per day) should meet the additional requirement 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.

Students enrolled after graduation from high school will transition to post-secondary students and will be responsible for all payments and fees.

Note: Some programs are unavailable to high school students due to licensure restrictions.

D. STATEWIDE ASSESSMENT PROGRAMS

(1) Florida's PK-12 Statewide Assessment Program

Florida's Statewide Assessment Program measures a student's content knowledge and skills in reading, writing, mathematics, science, and social studies. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law. *s. 1008.22, F.S.*

Each student must participate in the statewide, standardized assessment program and the coordinated screening and progress monitoring system required under *s. 1008.22, F.S.* Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. The content knowledge and skills measured by these assessments are aligned to the core curricular content established in state-adopted standards. All statewide assessments are computer-based assessments, except for the Florida Statewide Science Assessment in grade 5 and grade 8.

- **Florida Assessment of Student Thinking (FAST) – ELA/Reading & Mathematics**

The FAST assessment, which includes VPK through grade 10 ELA/Reading and VPK through grade 8

Mathematics assessments, are administered as a progress monitoring assessment three times per year and are aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.

- Assessments administered during the Spring window (PM3) are utilized for district, school, and student accountability purposes. Assessments administered during the Fall and Winter windows (PM1 and PM2) will be utilized for instructional purposes only.

- **B.E.S.T. Writing Assessment**

The B.E.S.T. Writing Assessment is administered in the spring to students in grades 4 – 10.

- **Statewide Science Assessment**

The Statewide Science Assessment measures student achievement of the Next Generation Sunshine State Standards (NGSSS) and is administered to students in grades 5 and 8 during the spring administration.

- **End-of-course Assessments (EOC)**

The EOCs are criterion-referenced tests designed to measure student achievement of the specified standards for middle- and high-school level courses in Algebra 1, Geometry, Biology 1, Civics, and U.S. History. These assessments constitute 30% of the student's grade. Students enrolled in all courses associated with an EOC must take the EOC assessment. Credit for courses with EOC tests will be awarded to students who complete the course with a passing grade.

- B.E.S.T. EOCs include the Algebra 1 EOC and Geometry EOC.
- NGSSS EOCs include the Biology EOC, Civics EOC, and US History EOC.

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.

- **Florida Civic Literacy Exam (FCLE)** *s. 1003.4282(3)(d), F.S.*

The FCLE measures civic literacy competency for students enrolled in a U.S. Government course.

(2) Other Statewide Assessments

- **Voluntary Prekindergarten Assessment (VPK)**

- The Classroom Scoring System (CLASS) is an evidence-based observational tool used to assess the effectiveness of teacher-child interactions in the classroom focusing on the following domains: Emotional Support, Classroom Organization, and Instructional Support. CLASS® is the VPK program assessment tool required for all VPK classrooms to participate per *s. 1002.68, F.S.*
- The Coordinated Screening and Progress Monitoring Program is the statewide, standardized program known as Florida Assessment of Student Thinking (FAST) Star Early Literacy implemented in all VPK programs as required by *s. 1002.68, F.S.*, that is used to assess student achievement of the performance standards established in *s. 1002.67(1)(a), F.S.*, in early literacy and mathematics.

- **Florida's Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)**-The ACCESS for ELLs 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 is a criterion-referenced test administered to measure students' proficiency and gains in English in four domains: reading, writing, listening, and speaking.

- **Florida Alternate Assessment (FAA)-** All Florida students participate in the state’s assessment and accountability system. The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations. The FAA measures student academic performance on the Access Points 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. The FAA program includes two assessment components.
 - The FAA Performance Task, which is designed to assess students at three levels of complexity and results are reported through achievement levels.
 - The FAA-Datafolio, which is 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.

It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA (Individuals with Disabilities Education Act) will participate in the FAA program.

More Information can be found at Florida Department of Education, Florida Alternate Assessment website: <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>

(3) Overview of Standard Diploma and Assessments

According to Florida law, students must meet all academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments. Students who 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 1 shows the graduation assessment requirements based on the year students enter 9th grade.

Table 1: Graduation Assessment Requirements

	Entered 9 th grade prior to 2022-23	Entered 9 th grade 2022-23 & beyond	FAA
Grade 10 ELA/Reading	FSA ELA- Level 3	Grade 10 FAST ELA/Reading – Level 3	FAA Level 3
Algebra 1 EOC	FSA Algebra EOC- Level 3	B.E.S.T. Algebra EOC- Level 3	FAA EOC Level 3

(4) Graduation Assessment Options

Statewide Assessment Retakes— Students can participate in the Grade 10 ELA Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score. There are four opportunities each year for statewide assessment retakes (Fall, Winter, Spring, Summer). Students can continue their high school education beyond the twelfth-grade year should they need additional instruction.

Concordant and Comparative Scores— A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in *Rule 6A-1.09422, F.A.C.* Requirements may vary based on the year students enter 9th grade.

Table 2 and Table 3 show the concordant and comparative scores students may use to satisfy assessment graduation requirements. Requirements may vary based on the year students enter 9th grade.

Table 2: ELA Concordant Scores

GRADE 10 ELA CONCORDANTS		
	Entered 9 th grade in 2019-20	Entered 9 th grade in 2020-21 & beyond
<i>ACT</i> (College Reported or Non-College Reported)	<i>19 (Reading)</i> OR <i>18 (Averaged Reading and English subtests)</i> -May be from multiple administrations	<i>18 (Averaged Reading and English subtests)</i> -May be from multiple administrations
<i>SAT</i>	<i>430 (EBRW) OR 24 (Reading subtest)</i>	<i>480 (EBRW)</i>

Table 3: Math Comparative Scores

ALGEBRA 1 EOC COMPARATIVES		
	Entered 9 th grade in 2019-20	Entered 9 th grade in 2020-21 & beyond
<i>ACT Math</i> (College Reported or Non-College Reported)	<i>16</i>	<i>16</i>
<i>SAT Math</i>	<i>420</i>	<i>420</i>
<i>PSAT/NMSQT Math</i>	<i>430</i>	<i>430</i>
<i>PERT Math</i>	<i>114</i> (97 used if student entered 9 th grade before 2019-20)	<i>May NOT be used</i>
<i>Geometry EOC</i>	<i>Level 3</i>	<i>Level 3</i>

Waivers for Students with Disabilities— Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to *s. 1008.22(3)(d)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 more information, visit the Bureau of Exceptional Education and Student Services webpage, <https://www.fldoe.org/academics/exceptional-student-edu/>.

Alternate Pathways for ESOL Students – Beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (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 ELA assessment requirement, may meet the Grade 10 ELA assessment graduation requirement by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with *Rule 6A-1.09422, F.A.C.*

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 GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The computer-based test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of 145.

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/>.

(5) SAT & ACT College Admission Tests

The SAT and ACT are college entrance tests accepted by most colleges and universities. The 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. Registration for SAT and ACT is online. All students enrolled in grade 11 will take the SAT (college-reported) during the school day at no cost to the student per *s.1008.22(3)(c), F.S.*

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

In accordance with *s. 1007.35(5), F.S.*, all students in grade 10 must have the opportunity take the pre-college examination, PSAT. A written notice is provided to parents/guardians informing them that they may request that their student be exempt from taking the PSAT. Test results help counselors determine student readiness and potential for success in Advanced Placement and other college preparatory courses and help identify students who may need additional instruction before enrolling in such courses.

This test is administered in October during students' 10th grade year and 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 identifies the top 2% of the students on a standardized assessment for both reading and mathematics.

(7) 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 4 shows the qualifying college readiness scores needed to participate in the Dual Enrollment program.

Table 4: College Readiness Scores

DUAL ENROLLMENT QUALIFYING SCORES / COLLEGE READINESS			
In addition to meeting the ELA and Math assessment requirements for high school graduation, a qualifying score in Reading, English/Writing/Language, and Math must be achieved <i>(not necessarily from one test)</i>.			
	Reading	English/Writing/Language	Math
ACT <i>(College Reported)</i>	19	17 (English)	19
SAT	24	25 (Writing/Language)	24
PERT	106	103 (Writing)	114

(8) Assessment Calendar

Citrus County's Uniform Assessment Calendar, which includes information and administration dates for all district, state, national, and international tests administered throughout the school year may be accessed at <https://www.citrusschools.org/calendars>.

(9) Statewide Assessment Reporting Procedures

Student's results are accessible to parents for each statewide, standardized assessment and the coordinated screening and progress monitoring system. Parents may access student score reports from the Florida Family Portal which is accessible via Skyward Family Access by clicking "District Links." The Family Portal provides a central location for families to access current and prior student assessment results, including individual score reports with interpretive guides. Families may contact the guidance department for printed copies of their student's performance on statewide assessments if needed.

E. EXCEPTIONAL STUDENT EDUCATION (Grades Pre-K-12)

(1) 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)
<https://www.fldoe.org/academics/exceptional-student-edu/ease-eligibility/autism-spectrum-disorder-asd.shtml>
- Deaf or Hard-of-Hearing (DHH)
<https://www.fldoe.org/academics/exceptional-student-edu/ease-eligibility/deaf-or-hard-of-hearing-dhh.shtml>
- Developmentally Delayed (DD): Ages 3-9 or until end of 2nd grade.
<https://www.fldoe.org/academics/exceptional-student-edu/early-education/ages-three-through-five.shtml>
- Dual-Sensory Impairment (DSI): Vision and Hearing
<https://www.fldoe.org/academics/exceptional-student-edu/ease-eligibility/dual-sensory-impairment-dsi.shtml>
- Emotional/Behavioral Disability (E/BD)
<https://www.fldoe.org/academics/exceptional-student-edu/ease-eligibility/emotional-behavioral-disability-e-bd.shtml>
- Gifted
<https://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.shtml>
- Homebound or Hospitalized (H/H)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/hospital-homebound-hh.html>

- Intellectual Disability (InD)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/intellectual-disabilities-ind.html>

- Language Impairment (LI)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/language-impairment-li.html>

- Other Health Impairment (OHI)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/other-health-impairment-ohi.html>

- Orthopedic Impairment (OI)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/orthopedic-impairment-oi.html>

- Specific Learning Disability (SLD)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/specific-learning-disabilities-sld/>

- Speech Impairment (SI)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/speech-impairment-si.html>

- Traumatic Brain Injury (TBI)

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/traumatic-brain-injury-tbi.html>

- Visual Impairment (VI): Blind and Partially Sighted

<https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/visual-impairment-vi-blind-partly-sigh.html>

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

(2) 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*. Services for students who are gifted may be provided directly or indirectly.

<u>Course Number</u>	<u>Course Title</u>
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

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

Access Courses are intended only for students with a significant cognitive disability and 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 can be accessed online at: <http://www.fldoe.org/asp/altassessment.asp>;

- **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.

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

Students with disabilities may enroll in CTE courses. Allowable accommodations are used to enable students with significant cognitive disabilities to participate in regular CTE programs.

- **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** – 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.

(3) 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 Individual Educational Plan (IEP) team and recorded on the student's IEP. Students who are identified solely as gifted are not eligible for state assessment accommodations.

A parent/guardian 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.

a) Allowable Accommodations

Allowable and appropriate accommodations for statewide standardized assessments are included in the test administration manual and may be accessed online at:

<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

- Four categories of accommodations are identified along with numerous examples.
- Strategies to help teachers and students implement and monitor the impact of accommodations for classroom instruction and assessment are presented.

b) 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 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 (including the 30% EOC portion) for the purpose of receiving a course grade and a standard high school diploma.

c) Industry Certification Exams

Documentation may be included in the Transition Individual Education Plan (TIEP) that indicates that it is anticipated that the student may need an additional year to sit for an Industry Certification Exam.

d) 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 End-of-Course (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 EOC 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 EOC assessment, or an alternate assessment pursuant to *s. 1008.22, F.S.*, 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/guardian, 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 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 tested skills
- 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/guardian. If the parent/guardian disagrees with the IEP team's recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent/guardian. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent/guardian 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 IEP. If the commissioner denies the exemption, the notification must state the reasons for the denial.

The parent/guardian 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/guardian requests the expedited hearing, the Department of Education shall inform the parent/guardian 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 commence within 20 school days after the parent's/guardian'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. *s. 1008.212(5), F.S.*

e) Child with Medical Complexity

In addition to the exemption option per *s. 1008.212, F.S.*, a child with a medical complexity may be exempt from participating in statewide assessments, including the Florida Alternate Assessment (FAA).

A child with a medical complexity is 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.

Medical Complexity Exemption options—If the parent/guardian consents in writing, and the Individualized Education Plan (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/guardian 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 FAA. 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 FAA, 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/guardian'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 FAA.

(4) Graduation Options for Students with Disabilities

Students with disabilities may attain a standard diploma and earn standard diploma designations by meeting the requirements in *s.1003.4282(1)-(9)(11), F.S.*, *s.1002.3105(5), F.S.*, and *s.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. A Certificate of Completion shall be awarded to students who earn the required 18 or 24 credits required for graduation, but who do not achieve the required grade point average or do not pass required assessments unless a waiver of the results is granted in accordance with [s.1008.22\(3\)\(c\)2., F.S.](#), or participation in a statewide assessment is exempted in accordance with [s.1008.212, F.S.](#) or [1008.22\(9\), F.S.](#)

Per [Rule 6A-1.09963, F.A.C.](#), students with disabilities will have the following diploma options:

- **Standard Diploma:** Students with disabilities may attain a standard diploma and earn standard diploma designations by meeting requirements set by the state.
- **Standard Diploma-Access Points:** The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for students with disabilities for whom the Individualized Education Plan (IEP) team has determined that participation in the Florida 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.

The requirements for a Standard Diploma via Access Courses for Students with Significant Cognitive Disabilities are:

- Must take the Florida Alternate Assessment (FAA) in ELA 1, ELA 2, Algebra 1 EOC, Geometry EOC, Biology EOC, and US History EOC
 - Must score 3 or above or have results waived for Grade 10 ELA and Algebra 1 EOC
 - If results are waived, demonstrate achievement via a portfolio
- **Standard Diploma-Academic and Employment:** The Standard Diploma-Academic and Employment 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.
 - **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 do not achieve the required grade point average or do not pass required assessments unless a waiver of the results has been granted.
 - **Deferral of Diploma:** 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 their diploma, the Transition IEP team must determine the required special education, transition planning, transition services or related services the student needs through the age of 21 and the appropriate transition program for enrollment. The decision to accept or defer the standard high

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

The student may walk with the graduating class, but the student does not receive the diploma. It is held until the student requests his or her diploma, or completes deferral program, or, on or before his or her 22nd birthday. When the student accepts a standard diploma, the district's obligation to provide educational services ends. 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/guardians during an IEP meeting. This IEP will clearly establish the type of skills that the student needs to gain as part of the deferral criteria.

F. STUDENTS WITH DISABILITIES UNDER SECTION 504 (Rehabilitation Act)

Section 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). "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 Section 504 plan should address the educational impact of the identified disability and the services/accommodations necessary to facilitate equal access to education in the least restrictive environment removing "barriers" to learning.

G. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

(1) Identification

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

1. A Home Language Survey (HLS), which identifies students who may need English development services based on degree of English language exposure.
2. If an affirmative response on the HLS, the student will then be given an English language screener which will assess the student's language proficiency and determines the student's language status.
 - Subsequent assessment to determine English language proficiency
 - Students who arrive at Citrus County Schools with a designation of English Language Learner from another school system will be evaluated pending review of prior academic records.

(2) Placement

Students identified as English Language Learners (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 at least three school employees, the ESOL teacher(s), administrator or designee, 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 statewide assessments, ACCESS for ELLs, or WIDA Screener
- Number of years in the ESOL program

(3) Progress

English Language Learners (ELLs) 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 ELL Student 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 ELL Student Plan should address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law. ELLs shall not be penalized because they lack English reading, writing, speaking, or listening skills.

(4) Assessment

All English Language Learners (ELLs) participate in statewide assessments. ELLs may receive appropriate testing accommodations listed below. The use of testing accommodations should be recorded in the ELL Student 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. Copies of the ACCESS for ELLs score report will be included in the ELL's school file and a copy sent to the student's home address.

Pursuant to *s. 1003.433(3), F.S.*, beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by *s. 1003.4282 or 1008.22, F.S.*, or alternate assessment is eligible for a standard high school diploma if the student:

- (a) Passes the required assessment or alternate assessment after having received immersion English language instruction during the summer following the student's senior year; or
- (b) Beginning with the 2022-23 school year, meets the requirement to pass the statewide, standardized Grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

- (c) Formative assessments that may be used for this purpose are:
 - 1. Benchmark assessments included as part of an instructional materials adoption;
 - 2. Portfolios of independently-produced student work; and
 - 3. Assessments developed or purchased by districts in order to monitor academic progress.
- (d) A portfolio used to meet the requirements of this subsection must meet the following criteria:
 - 1. Be selected by the student's teacher;
 - 2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - 3. Include evidence that the standards assessed by the Grade 10 statewide, standardized assessment in ELA have been met, and such evidence may include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the ELA content standards, or teacher-prepared assessments;
 - 4. Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA; and
 - 5. Be signed by the teacher and the principal as an accurate assessment of the required skills.
- (e) By October 1st of each year, districts must report to the Department of Education the formative assessments they are using for this purpose and the score or metric that is used on the assessment to demonstrate that grade-level expectations have been met.
- (f) This rule shall not preclude native language support from being provided as needed and beneficial to students' access to ELA curriculum and accelerating their English language learning.

2. ELEMENTARY EDUCATION

A. GRADE PLACEMENT

(1) 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 these 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 his/her 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 (ESE) Program as defined in Special Programs and Procedures.

(2) 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 *s. 1003.21, F.S.* Other basic requirements for admittance are health examinations and immunization records as given in *s. 1003.21, F.S. and s. 1003.22, F.S.*

In addition, *s. 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. *s. 1002.69, F.S.*

(3) 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 successfully completed the requirements for kindergarten based on district assessments.

(4) 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 district's Educational Services office.

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

B. 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. *s. 1003.21, F.S.*

The following *Rule 6a-1.0985, F.A.C.* applies for kindergarten and first grade students who transfer from out-of-state:

- Students who transfer from an out-of-state public school and who do not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in *s. 1003.21(4), F.S.*
- Students who transfer from an out-of-state non-public school and who do not meet regular age requirements for admission to Florida public schools may be admitted if they meet age requirements for public schools within the state from which they are transferring, and if the transfer of academic credit is acceptable under rules of the school board. Prior to admission, the parent/guardian must also provide the data required in *s. 1003.21(4), F.S.*

C. PROMOTION & RETENTION

(1) General Requirements for Promotion

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

- Standards for evaluating student 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 (ELA), social studies, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner, below which students 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 students who have been retained for two or more years.

The district adopted curriculum is designed to be concept and process-oriented, promote active involvement of students, emphasize student thinking and reasoning abilities, provide a broad range of content, emphasize application to real-life experiences, incorporate applicable state standards, <https://www.fldoe.org/academics/standards/>, and meet the developmental needs of all students. Student promotion in Citrus County Schools is based upon an evaluation of each student's performance on these standards and *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.* 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 based on a single test/method. However, at the third-grade level, students scoring below proficiency on the ELA statewide assessment must be retained unless promoted for Good Cause. In addition to existing Good Cause exemptions, a student may be promoted to

grade 4 for the 2023-2024 school year if the student demonstrates an acceptable level of performance through means reasonably calculated by the school district to provide reliable evidence of the student's performance. This option applies only to third grade students during the 2022-2023 school year. *s. 1008.34(7)(d), F.S.*

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 regarding 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.

(2) Specific Requirements for Promotion

Beginning with kindergarten, each student will be evaluated in English Language Arts (ELA), 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 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. Each student must participate in statewide assessments required by *s. 1008.22, F.S.; s. 1008.25(4), F.S.*

Students in grades 3-5 who score below proficiency ELA or Math statewide assessments will be required to receive remediation and intensive instruction through an individual Progress Monitoring Plan (PMP), Individual Education Plan (IEP), or be retained. Remediation will be provided through all 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 PMP, or an IEP, developed in consultation with a parent/guardian 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
 - After school remediation

- Extended year activities
- Tutorial programs
- Exceptional education services (when applicable)

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 ELA, 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 individual PMP or IEP, OR
- Retained and remediated in a different program

It is the goal of the Citrus County School District 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, 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 proficiency level or higher on the statewide assessment in English Language Arts for Grade 3, the student must be retained, unless exempt for Good Cause. *s. 1008.25(6)(b), F.S.*

Through the Citrus County Curriculum Alignment Process, the state-adopted standards are implemented by core curriculum objectives for each grade level course. Documentation of instruction of these standards in the areas of English Language Arts (ELA), mathematics, science, social studies, the arts, health & physical education, and applied technology is required at all appropriate grade levels.

(3) District Requirements for Promotion- Grades Pre-K – 5

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

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

- Statewide standardized assessments (when available)
- Other standardized assessments (when available)
- The individual Progress Monitoring Plan (PMP)
- Progress Monitoring Assessments
- Report card
- Exceptional Student Education (ESE) services
- English Language Learner (ELL) services
- Section 504 plan
- Prior retentions
- Attendance

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

(4) 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 decide 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 provided the instruction designed to continue their progress toward the mastery of the required state standards. Student retention is used as an 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 statewide assessments 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 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 Problem-Solving Team (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/guardian 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.

(5) 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).

"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 an individual 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 principal that indicates the "Promotion with Remediation" is appropriate and based on the student's academic record. The 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/guardians must be notified formally in writing that their student is being promoted with a remediation plan to the next higher grade. A statement in the letter to parents/guardians 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 record and considered permanent information, not to be purged.

(6) Retention Notification

Parents/guardians 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/guardians should be maintained.

The report card must clearly reflect the student's level of instructional achievement. Parents/guardians 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/guardians of any child who may be retained.

D. THIRD GRADE STUDENTS

REQUIREMENTS FOR PROMOTION TO GRADE 4

To be promoted to grade 4, a student must score a Level 2 or higher on the Grade 3 statewide, standardized English Language Arts assessment required under *s. 1008.22, F.S.* If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 statewide, standardized English Language Arts assessment, the student must be retained. *s. 1008.25(5), F.S.*

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of *s. 1008.212, F.S.*
3. 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.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received 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.
6. 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.

GOOD CAUSE

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 the student. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption, which research has shown to be successful in improving reading among students who have reading difficulties. *s.1008.25(6), F.S.*

ALTERNATIVE ASSESSMENTS FOR PROMOTION TO GRADE 4

A student who scores Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts.

The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide, standardized English Language Arts assessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered. *Rule 6A-1.094221, F.A.C.*

The approved alternative assessments and required percentiles are listed below.

- SAT-10 - 45th Percentile
- Terranova - 50th Percentile
- ITBS - 50th Percentile
- NWEA MAP - 50th Percentile
- STAR Enterprise - 50th Percentile
- iReady - 50th Percentile
- Istation - 50th Percentile
- Achieve3000 Level Set - 50th Percentile

For more information, visit the Third Grade Guidance webpage on the Just Read, Florida! website, <https://www.fldoe.org/academics/standards/just-read-fl/third-grade-guidance.stml>.

STUDENT PORTFOLIOS FOR PROMOTION TO GRADE 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of state standards in reading is equal to at least a Level 2 performance on the Grade 3 statewide English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts state standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a grade 3 student is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

To request a good cause exemption, documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card or student portfolio. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing. *s. 1008.25(6), F.S.; Rule 6A-1.094221, F.A.C.*

SUMMER READING CAMPS

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare him/her for promotion to the next grade. These interventions must include participation in the district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension and other strategies prescribed by the district. Third grade students participating in the district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under *s. 1012.34, F.S.*, and the teacher must be certified or endorsed in reading. *s. 1008.25(7), F.S.*

SERVICES FOR STUDENTS RETAINED IN GRADE 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under *s. 1012.34, F.S.*, and the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade.

These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
4. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
 - a. Small group instruction.
 - b. Reduced teacher-student ratios.
 - c. More frequent progress monitoring.
 - d. Tutoring or mentoring.
 - e. Transition classes containing 3rd and 4th grade students.
 - f. Extended school day, week or year. *s. 1008.25(7), F.S.*

SERVICES FOR STUDENTS PROMOTED TO GRADE 4 WITH A GOOD CAUSE EXEMPTION

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 explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. *s. 1008.25(4), F.S. and s. 1008.25(6), F.S.*

INTENSIVE READING ACCELERATION COURSE

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2.

The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 state standards in other core subject areas through content-rich texts.
2. Small group instruction.
3. Reduced teacher-student ratio.
4. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
5. A read-at-home plan. *s. 1008.25(7), F.S.*

MID-YEAR PROMOTION OF RETAINED GRADE 3 STUDENTS

Each school district shall implement a policy for mid-year promotion of a student retained in grade 3 who demonstrates that he or she is a successful and independent reader and performs at or above grade level in reading. Tools that school districts may use in reevaluating a retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with State Board Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year.

To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. 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 mastery of grade 3 reading skills as presented in the state standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring statewide standards in Language Arts/Reading;
2. Satisfactory performance on a state-approved alternative assessment as delineated in *Rule 6A-1.094221, F.A.C.*; or
3. Successful completion of portfolio elements that meet all of the following requirements:
 4. Be selected by the school district;
 5. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 6. Include evidence of mastery of the standards assessed by the Grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio; and
 7. 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 reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. *s. 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.*

READING DEFICIENCY AND REQUIRED PARENTAL NOTIFICATIONS

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student was having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to *s. 1003.57,*

F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional, licensed under *Chapter 490, F.S.*, which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary.

The parent of any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of statewide standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. Information about the student's eligibility for the New Worlds Reading Initiative under *s. 1003.485, F.S.*, and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. *s. 1008.25(5), F.S., and s. 1008.25(7), F.S.*

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 their individual learning style. *s. 1008.25 (6), F.S.*

E. PROGRESS MONITORING

(1) Remediation/Interventions

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, evidence based, standards driven, core instruction
- Identification of students at risk through assessment or screening
- Diagnosis of specific deficiencies of the individual student
- Development of a Progress Monitoring Plan (PMP) that addresses diagnosed deficiencies
- Intensive remedial instruction
- Progress monitoring, re-evaluation, and redesign of instruction to meet students' needs
- Continued support and reinforcement
- Read-at-home plan and/or Math-at-home Plan

Allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

- students who are deficient by the end of grade 3
- 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, grade 1, grade 2, grade 3 or through teacher observations, must be given intensive reading instruction following the identification of the reading deficiency. MTSS is used as a framework to guide the development and delivery of interventions.

(2) 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, evidence-based, 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.

- 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 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 evidence-based reading activities that have been shown to be successful in teaching reading to at-risk students.

F. 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 current state standards:

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

Please note that students in Citrus eSchool will take courses in Reading/Language Arts, Mathematics, Science, Social Studies, and two electives for a total of six courses.

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 statewide standards. Students who can exceed the grade level indicators and benchmarks set forth in the statewide standards should be encouraged and provided the opportunity to do so.

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/guardians in learning about and/or reviewing curriculum, instructional materials, and their delivery as well as address related concerns. Parents/guardians are encouraged to become familiar with the course study in which their student will participate.

G. GRADING PROCEDURES

Grades are to provide the student and the student's parents/guardians 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.

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 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.

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.

H. REPORTING PROCEDURES (Progress Reports/Report Cards)

An annual written report must be provided to the parent/guardian of each student on the student's progress toward achieving proficiency in English Language Arts (ELA), 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.*

Schools use a standard report card as the primary means of reporting student progress. Report cards are issued at the end of each reporting period (Quarter 1, Quarter 2, Quarter 3, Quarter 4) in grades K -5. Reporting periods are uniform dates as adopted annually on the official school calendar.

According to *s.1003.33, F.S.*, report cards shall clearly depict and grade:

- the student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria,
- the student's performance or nonperformance at his or her grade level,
- the student's conduct and behavior, and
- the student's attendance, including absences and tardies.

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.

A county approved mid-term progress report will be available via Skyward to all students at the midpoint of the regularly established grading periods. Parents/guardians can contact the guidance department for printed copies.

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.

In addition to report cards, students receiving services from an Exceptional Student Education Program (ESE) will receive statements of Progress Towards Annual Goals (PTAG). If a student is not making adequate progress toward mastery of the annual goals on their Individual Education Plan (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/guardians of students' progress toward annual goals at least as often as parents/guardians are informed of the progress for students without disabilities.

I. STEP-BY-STEP PROGRAM

The Step-by-Step Program is available for schools that are interested in a staggered 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.

3. MIDDLE SCHOOL EDUCATION

A. GRADE PLACEMENT

State Uniform Transfer of Students in Middle Grades *Rule 6A-1.09941 F.A.C.*

The purpose of *Rule 6A-1.09941 F.A.C.* is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country.

The procedures shall be as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in this rule.
- Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in this rule.
- Alternative Validation Procedure- If validation based on performance is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent/legal guardian:
 - Portfolio evaluation 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 assessments; or
 - Written review of the criteria utilized for a given subject provided by the former school.

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

B. TRANSFERS & WITHDRAWALS

Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in *Rule 6A-1.09941, F.A.C.*

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.

A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

C. PROMOTION & RETENTION

(1) Promotion

Schools composed of middle grades 6, 7, and 8 require that students must successfully complete the following academic courses:

- Three middle school or higher courses in English Language Arts (ELA)
- Three middle school or higher courses in Mathematics
- Three middle school or higher courses in Social Studies- One course must include the study of state and federal government and civics education
- Three middle grades or higher courses in Science

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/guardian obtained tutorial programs
- Retention in current grade level
- Contracted academic services for credit recovery
- 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
- Virtual school courses for middle school- These courses must be approved by the principal or designee and follow prerequisite core courses. Students are encouraged to enroll in Citrus eSchool.

Appropriate diagnostic instrument(s) will be used in development of the individual Progress Monitoring Plan (PMP) to address student needs. For ELA, the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and/or 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 continue in a program that takes into account student learning style or one that 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/guardians, 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.

(2) 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 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 approval 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/guardians must be notified in writing that their student 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.

(3) Retention

As part of the school's progress monitoring system, 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 an individualized Progress Monitoring Plan (PMP) and in programs based on 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/or vocabulary must be identified along with the desired levels of performance and the instructional and support services to be provided. Florida statute, pursuant to *s.1008.25(4)(b)*, requires PMPs be developed in consultation with parents/guardians, however, it does not require parent/guardian approval, nor does it give parents/guardians the right to veto a PMP.

(4) 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 Progress Monitoring Plan (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 level with remediation
- The major reason why the promotion was made
- The name of the principal who initiated the promotion

Parents/guardians must be notified formally, in writing, that their student is being promoted with a remediation plan to the next higher grade level. 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.

D. CURRICULUM

(1) General requirements for middle grades

Programs that will be integrated into the existing curriculum include age-appropriate instruction in the areas listed in *Florida Statute 1003.42*. To access the required instruction, visit http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html.

Per *s. 1003.4156, F.S.*, for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete academic courses as follows:

(a) English Language Arts: Three middle grades or higher courses in English Language Arts, which shall emphasize literature, composition and technical text. An intensive reading course shall be provided at each grade level for those students for whom the district deems such reading instruction appropriate.

(b) Mathematics: Three middle grades 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. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student’s performance on the end-of-course assessment required under *s. 1008.22(3), F.S.* However, to earn high school credit for an Algebra I or Geometry course, a student must take the associated statewide EOC for 30% of the course grade.

(c) Social Studies: Three middle grades or higher courses in social studies, one (1) 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 Civics EOC Assessment or FAA EOC Civics Assessment shall constitute 30% 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 term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

(d) Science: Three middle grades or higher courses in science, to include life science, earth space science and physical science strands. Successful completion of a high school level Biology 1 course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under *s. 1008.22, F.S.* To earn high school credit for Biology 1, a middle grades student (taking biology) must take the statewide, standardized Biology 1 EOC assessment which constitutes 30% of the student's final course grade, and earn a passing grade in the course, *s. 1003.4156(1)(d), F.S.*

(e) Career & Education: One course in career and education planning. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report and other state career planning resources under *s. 445.07, F.S.* The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification. The course may be implemented as a stand-alone course or integrated into another course or courses.

(f) Physical Education: The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8 *s. 1003.455, F.S.*, unless a specific waiver is approved by the principal. 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/guardian indicates, in writing, to the school at the beginning of each school year or upon enrollment, 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/guardian'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.

(2) High School Courses taken by Middle School Students

Successful completion of a high school level Algebra 1, Geometry, 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 comparative exam.
- To earn high school credit for Geometry, Biology, U.S. History 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.

E. GRADING PROCEDURES

The grading system recognizes progress toward achievement of the established statewide standards. The student's academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria.

Schools are not allowed to exempt students from academic performance requirements 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, such as final exams. *s.1003.33,F.S.*

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

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.

(1) Grading System

The grading system and interpretation of letter grades used to measure student success in secondary courses for students in public schools shall be as follows *s. 1003.437, F.S.*:

<u>Grade</u>	<u>Numerical Value</u>	<u>Grade Point Value</u>	<u>Definition</u>
A	90-100 or 3.5-4.0	4	Outstanding Progress
B	80-89 or 2.5-3.49	3	Above Average Progress
C	70-79 or 1.5-2.49	2	Average Progress
D	60-69 or 0.5-1.49	1	Lowest Acceptable Progress
F	0-59 or 0.0-0.49	0	Failure
I	0	0	Incomplete
T		0	No Grade (Used for CAP courses)

Non-numerical guidelines for assigning letter grades:

S - Satisfactory

N - Needs Improvement

U – Unsatisfactory

(2) Course Grade Calculations

a) Non-EOC Courses

The grading system for annual courses where a state-mandated End of Course (EOC) assessment is not administered is divided into two semesters. The score earned on an End-of-Term assessment (EOT), if applicable, makes up 5% of the Semester 2 grade. The other 95% of the final grade is determined at the professional discretion of the teacher.

$$50\% (\text{Semester 1 Grade}) + 50\% (\text{Semester 2 Grade}^*)$$

**For courses where an EOT is administered, 5% of the Semester 2 grade is the student's EOT grade.*

The grades from Semester 1 and Semester 2 are converted to point values, based on the 4-point grade point average scale, and averaged to determine the final course grade. See the two examples in the chart below:

Semester Grade Combinations (examples)	Average of Point Values	Final Grade
Semester 1: A (4) + Semester 2: B (3)	$4 + 3 = 7; 7/2 = \mathbf{3.50}$	A (3.50 - 4.00)
Semester 1: B (3) + Semester 2: D (1)	$3 + 1 = 4; 4/2 = \mathbf{2.00}$	C (1.50 - 2.49)

b) EOC Courses (Civics, Algebra 1, Geometry)

Final grades in courses with state mandated End of Course assessments are calculated as follows:

$$35\% (\text{Semester 1 Grade}) + 35\% (\text{Semester 2 Grade}) + 30\% (\text{EOC Assessment})$$

30% of the final grade is determined by the score earned on the End of Course assessment. The score is converted to a grade using a district set scale. The grade the student earned in the course, at the

professional discretion of the teacher, will comprise the other 70% of the grade. The final grade calculation is completed on a 4-point scale and rounded to the nearest whole number.

Note: Students participating in state-tested EOC courses do not take End-of-term tests (EOTs) in the subject area tested.

F. REPORTING PROCEDURES (Progress Reports/Report Cards)

An annual written report must be provided to the parent/guardian of each student on the student's progress toward achieving proficiency in English Language Arts (ELA), 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.*

All parents/guardians will be notified quarterly of their student's achievement. Reporting periods are uniform dates as adopted annually on the official school calendar.

Upon completion of each semester, a report card will be available via Skyward. A mid-term report will be available via Skyward at the midpoint of each semester grading period. Parents/guardians may contact guidance to request printed copies.

Note: Mid-term reports are not issued in Citrus eSchool. Parents/guardians are informed monthly of the progress for Citrus eSchool students through the virtual platform and may log in at any time to monitor progress.

According to *s.1003.33, F.S.*, report cards shall clearly depict and grade:

- the student's academic performance in each class or course, which must be based upon examinations as well as written papers, class participation, and other academic performance criteria,
- the student's performance or nonperformance at his or her grade level,
- the student's conduct and behavior, and
- the student's attendance, including absences and tardies.

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.

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.

In addition to report cards, students receiving services from an Exceptional Student Education Program (ESE) will receive statements of Progress Towards Annual Goals (PTAG). If a student is not making adequate progress toward mastery of the annual goals on their Individual Education Plan (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/guardians of students' progress toward annual goals at least as often as parents/guardians are informed of the progress for students without disabilities.

4. HIGH SCHOOL EDUCATION

A. GRADE PLACEMENT WITHIN HIGH SCHOOL

All students will progress annually with the cohort in which they entered 9th grade.

- First year – Freshman (grade 9)
- Second year – Sophomore (grade 10)
- Third year – Junior (grade 11)
- Fourth year – Senior (grade 12)
 - Eligible students not reaching graduation status in four years will be provided the opportunity to remain for a fifth year to meet the district's graduation requirements *s. 1003.4282, F.S.*

Students who are on track for reaching graduation status in four years should have earned a minimum of:

- Six (6) credits overall during the first year of high school.
- Twelve (12) credits overall by the end of the second year of high school.
- Eighteen (18) credits overall by the end of the third year of high school.

Students in the Citrus County School District will carry a full schedule.

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. *s. 1003.4282(6)3(c), F.S.*

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 students' last scheduled semester, students must declare their intent to graduate. Per *s.1002.3105, F.S.*, each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school. For more information regarding the ACCEL program at the high school level, please see the graduation requirement section.

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

B. 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 organization that are accredited through Cognia or its Accreditation Divisions (NCACASI, NWAC, SACS CASI).”

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.

(1) State Uniform Transfer of High School Credits, 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. 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 (3) 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; or
 - Written review of the criteria utilized for a given subject provided by the former school.

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

(2) Uniform Transfer of High School Credits with EOC Assessments

Per *s. 1003.4282(7), F.S.*, 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 or III, 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, 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."

(3) Placement of Out-of-State or Out-of-Country Transfer Students in Grades 11 or 12

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 to meet the high school course requirements of the school district, state, or country from which he or she is transferring *s. 1003.433(1), F.S.* 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.*

(4) 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 Individualized Education Plan (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 Exceptional Student Education section of this document.)

(5) 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 the Florida DOE course code directory.

(6) Termination of School Placement at Age 16

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/guardian. *s. 1003.21 (1)(c), F.S.*

The following steps will be taken:

- The school shall notify the student's parent/guardian of receipt of the student's declaration of intent to terminate school enrollment.
- Parent(s)/guardian(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. In Citrus County, the principal of the school or designee will facilitate the above process.
- Students shall be informed of opportunities to continue their education in a different environment.
- Students shall complete a survey to provide data on reasons for terminating enrollment and actions taken by schools to keep them enrolled.

C. SPECIAL PROGRAMS

(1) 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 students in grades 9 and 10. Students participate in an honors curriculum, with an emphasis on science classes and learning about the local environment. Enrollment is by application based on good behavior, attendance, and academic performance. Students must maintain these standards to remain enrolled at AES. Students will attend AES for the following years:

- 9th Grade
- 10th Grade

(2) Foreign Exchange Program

Sponsoring organizations 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 enough proficiency in English to hold a conversation and be able 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 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 following school year. A sponsoring organization must make an application for individual students by June 1 and obtain written approval by June 30 from the

principal (or principal's designee) at the 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 will be determined by the principal but will not exceed 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 many cases, credit cannot be awarded. Therefore, students should consult with their counselor and carefully weigh their options for meeting graduation requirements.

Citrus County students who participate in Foreign Exchange are expected to complete their high school program for on time graduation—in other words, in one year after they return to Citrus County. Students who will need two years to finish high school after their foreign exchange experience must get pre-approval for this additional year from the district office (Director of Secondary Education or designee) before the student commits to the foreign exchange opportunity.

D. CURRICULUM & INSTRUCTION

(1) Mastery of Student Performance Standards

The curriculum of all high school courses is based upon related State Board approved state standards.

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 Citrus County School Board 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 using 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. Varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate students in Exceptional Student Education (ESE), 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.

(2) Course/Program Placement

Students or parents/guardians 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 (or principal's designee) 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 semester whenever feasible.

Students enrolled in dual enrollment courses and/or 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.

(3) 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.](#) 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 and that equal credit of the equivalent high school course per [s. 1007.271\(9\), F.S.](#)

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 [s. 1003.436, F.S.](#)

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\(2\), F.S.](#)

(4) Advanced Courses of Study

Students may earn college credit in high school through any of the following programs for which they are eligible:

- **Advanced Placement**

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 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 of 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, F.S.*, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). Notwithstanding *s. 1003.436, F.S.*, 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 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 T (No Grade) is entered on the transcript and does not impact the high school GPA.

- **Advanced Placement (AP) Capstone™**

Citrus High School and Crystal River High School are of the approximately 1,500 schools worldwide to implement the AP Capstone™ diploma program—an innovative program that allows students to develop skills that matter most for college success, such as research, collaboration, and communication. The program consists of two courses taken in sequence: AP® Seminar and AP Research. Developed in direct response to feedback from higher education faculty and college admission officers, AP Capstone complements the in-depth, subject-specific study of other Advanced Placement® courses and exams. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the distinguished AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™. Many colleges nation-wide have confirmed their support for AP Capstone™ by endorsing its rigorous interdisciplinary approach, and/or by granting credit for a qualifying score in AP Seminar, AP Research, or both.

Note- The AP Capstone diploma is not a traditional graduation diploma and is not awarded by Citrus County School District. It is a certification from Collegeboard noting a student has met the specific AP Capstone criteria.

- **International Baccalaureate (IB) Program**

To offer an IB Diploma Program, a school must have authorization from The International Baccalaureate Organization. Lecanto High School is the only authorized school eligible to offer the Diploma Program (11th and 12th grade) in Citrus County.

The IB Diploma Program is an internationally competitive curriculum 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.

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, independent from the official IB programs 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 (9th and 10th grades). The basic eligibility criteria to apply to 9th grade PIBS is listed below.

Basic criteria to apply to PIBS:

- A/B honor roll and no more than 2 “Cs” in any academic area during the 8th grade year
- 7th grade READING achievement at proficiency level or higher, according to the statewide standardized assessment
- 7th grade MATH achievement at proficiency level or higher, according to the statewide standardized assessment
- Pass all 8th grade statewide standardized assessments that are taken with an achievement level of proficiency level or higher
- Pass all End of Course (EOC) exams that are taken
 - 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. It is preferred that students take Algebra I (honors) in 8th grade (or before)

It is a requirement that all PIBS students pass statewide assessment with an achievement level of 3 or higher. Students who score a level 1 or 2 on the 8th grade statewide assessments—prior to their enrollment in 9th grade PIBS—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 statewide ELA assessments.

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

To be accepted into the Diploma Program, students must have completed the following before August 1 of grade 11 (current PIBS students or transfer students):

- 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 signed and initialed agreements to the Honor Code
- Have completed a guidance registration form

Entry into the IB Diploma Program in 12th grade is limited to only those students who attended an authorized IB Diploma 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—as detailed in this progression plan—satisfies all state and local graduation requirements.

For Citrus County, the completion of the IB program includes all the following throughout four years of high school. An IB Diploma Program designates classes as either Higher Level (HL) or Standard Level (SL). Students must take at least 3 (and no more than 4) HL classes and 3 (and no less than 2) 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 credits of English (one of which must be IB English 4)
- 4 credits of Spanish (one of which must be IB Spanish 5)
- 3 credits of history or social sciences (one of which must be IB History of the Americas)
- 4 credits of Science (one of which must be IB Biology 3)
- 4 credits of Math (one of which must be the IB math class that prepares students to take the IB Math Analysis and Approaches Exam or the IB Applications and Interpretations Math SL exam or the IB Applications and Interpretations Math HL exam).
- 2 credits of IB Group 6 or another IB Group (1-5). The electives available must be authorized IB classes.
- 1 credit of HOPE (or the equivalent of Personal Fitness, PE, and Health).
- 1 credit of a fine or performing art
- 100 hours of Theory of Knowledge

In addition to the coursework listed above, students must also:

- Submit the completed 4,000-word, research-based Extended Essay by February 1 of the senior year.
- Complete all Creativity, Action, and Service requirements by April 30 of the senior year.
- Complete all internal IB assessments by April 1 of the senior year.
- Complete all external IB assessments.
- Adhere to the rules of the LHS PIBS/IB Honor Code.

To be eligible for Bright Futures, IB Diploma Program students must "complete a minimum of 10 credits identified by the International Baccalaureate Organization."

- Two credits each in three of the following areas and one credit each in the remaining three areas: Language Arts, World Languages, Social Studies, Science, Mathematics, and Arts/Electives (Each of these credits must be an IB or AP course. Pre-IB courses do not meet IB curriculum requirements).
- One credit in Theory of Knowledge
- Complete the Creativity, Activity, and Service component.
- Complete an Extended Essay.

Students who complete the above requirements are eligible for the standard diploma from Lecanto High School/State of Florida. Students can also earn an additional diploma—the IB Diploma. Evaluation and scores of the internal and external assessments determine whether the student is awarded an IB Diploma. Specific scoring is determined by the IB organization and is available from the IB Coordinator. 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.

To reiterate, a student can successfully complete the IB Curriculum and earn a diploma from the State of Florida without earning an IB Diploma.

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 may be required to return to their zoned schools.

(5) 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.

• 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 semester. Tardiness is also considered as part of determining attendance record.

Students must not have any in-school or out-of-school suspensions during prior semester. Juniors must be eligible to graduate 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 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 the approval of the school principal.

E. GRADUATION: DIPLOMAS, REQUIREMENTS, OPTIONS, AND GUIDELINES

(1) 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

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

- 24-credit standard diploma
- 18-credit ACCEL option
- Career and Technical Education (CTE) Pathway
- International Baccalaureate (IB) diploma curriculum

(2) 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:

- 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 are needed.

Industry Certifications (IC) that lead to college credit may substitute for up to two math credits (for any courses other than Algebra 1 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.

A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra 1 and Geometry, if the computer science

credit is identified as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit *s. 1003.4282, F.S.*

- 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 are needed.

Industry Certifications that lead to college credit may substitute for up to one credit (except 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.

An identified computer science credit may substitute for up to one science credit (except for Biology 1). A computer science credit may not be used to substitute for both a mathematics and a science credit *s. 1003.4282, F.S.*

- 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 is needed.
 - .5 credit in Economics is needed.
 - .5 credit in U.S. Government is needed.
- 1 credit in fine or performing 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:
 - HOPE- 1 credit (Students may study the skills associated with performing CPR.)
 - OR**
 - Personal fitness - .5 credit
 - Physical activity - .5 credit
 - Health/life management skills- .5 credit

See *Waiver Options for School Districts Using Hope/Personal Fitness Chart (Appendix C)* for other ways this requirement may be fulfilled.

- 8 credits in electives
- It is the expectation, although not required, that a student completes and files a Free Application for Federal Student Aid (FAFSA) form with the United States Department of Education.

(3) Grade Point Average for Graduation

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 semester, any student falling below a 2.5 cumulative unweighted grade point average shall be considered "at-risk". Parents/guardians of "at-risk" students are encouraged to arrange for a conference with the school's guidance department.

Information regarding grade point averages can be accessed through Skyward Family Access. Grade point averages are updated as credits are completed.

Students and parents/guardians should regularly log into Skyward to monitor ongoing student progress (*i.e. attendance, behavior/discipline, and academic progress*).

(4) Certificate of Completion

Students who have successfully completed all the credit requirements for graduation but have not met requirements on statewide assessments in ELA and Algebra 1, 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.

(5) PERT Eligible Certificate of Completion

A Postsecondary Education Readiness Test (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 statewide assessments in ELA and Algebra 1. 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.

(6) Students Returning for 5th Year

Students remaining in school due to a deficiency on the Grade 10 statewide English Language Arts (ELA) assessment 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 Grade 10 statewide ELA assessment or concordant score and the state mandated Algebra I assessment or a comparative score, they may exit this school system and be awarded a diploma with the current year's graduating class.

(7) 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 submit an 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 (school activities do not include athletics), 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, and 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 **s. 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.

(8) ACCEL Standard Diploma Option – 18 credits

Students who complete a minimum of 18 credits pursuant to **s. 1002.3105, F.S.**, achieve a cumulative GPA of a 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school graduation or concordant score, have an option to earn a standard high school diploma. This option requires that a student complete the standard course requirements for the 24-credit program without the required physical education course, online course requirement and only three elective courses.

(9) High School Equivalency Diploma

Currently the test used for this purpose by the state of Florida is the GED®. The GED® test credential 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® program application
- Score at a level 5 or above on an approved National Reporting System (N.R.S.) exam. Students scoring below N.R.S level 5 will be enrolled in the Adult Basic Education (ABE) program. Students may be enrolled in both programs concurrently as determined by their exam scores.

GED® Test criteria:

- Students must be 18 years of age
- Complete the online GED® test registration through www.GED.com.
- It is recommended that students attain GED® Ready™ practice test scores of 150 on each subtest and at a level 5 or above on an approved N.R.S. exam.

Underage GED® testing- *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/guardian, certified school counselor and designated administrator(s) at the high school will be held to review the extenuating circumstances and options for students to complete their high school education
- If it is determined by the high school team that an extenuating circumstance exists, an underage GED® form will be sent to the certified school counselor at WTC. The student and parent/guardian must meet with the counselor/advisor at WTC to complete required paperwork
- The student must complete the GED® prep program requirements and have the following performance levels on an approved N.R.S. exam and the GED® Ready™ Practice Test:
 - Approved N.R.S. exam: must score at level 5 or above in at least one area.
 - GED® Ready™ Practice Test: student must achieve a minimum score of 150 or higher on at least 1 subject area to be granted an age waiver to begin testing in that subject.

Students withdrawn from the GED preparation program for any reason will not be re-enrolled until they are 18 years of age. Appeals must be made to the WTC Team in charge of preparation for the GED® test.

Violation of the student code of conduct or classroom rules as defined in the class handouts will result in the termination of the GED® preparation services to the student. Final disposition will rest in the hands of the WTC team in charge of preparation for the GED® test.

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 high school), and athletic events.

(10) Graduation Participation

Continuously enrolled students completing high school graduation requirements at the same time as their 9th grade cohort 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 are not eligible to graduate or to participate in graduation ceremonies. Students from CREST, PACE, Citrus eSchool, and SRMI/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 deny a student's participation in the zoned school's graduation ceremony.

F. AWARDS AND HONORS FOR STANDARD DIPLOMA STUDENTS

(1) *Cum Laude* Awards System

Cum laude designations will be determined using current academic history at the end of the first semester of the student's graduating year. 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 core academic courses with a "C" or higher.
- Students will earn *magna cum laude* recognition if they have a 3.85 or higher weighted cumulative grade point average and at least two credits of weighted core academic 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, at least one weighted core academic course with a "C" or higher, and do not meet the criteria for *magna cum laude* or *summa cum laude*.

Commencement speakers are selected from the *summa cum laude* designees through a school selection process.

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

(2) 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 AND
- Has achieved a passing score on an approved examination as found in *Rule 6A-1.09951* (<https://www.flrules.org/gateway/ruleNo.asp?id=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) statewide assessment 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 AND
- Has achieved a passing score on an approved examination as found in *Rule 6A-1.09951* (<https://www.flrules.org/gateway/ruleNo.asp?id=6A-1.09951>)

(3) 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 per *s. 1003.4285, F.S.* It is possible for a student to receive both designations.

a) High School Diploma Scholar Designation

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

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE, or a dual enrollment course

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

b) High School Diploma Merit Designation

A student must meet the standard graduation requirements and attain one or more industry certifications from the list established per *s. 1003.492, F.S.*, which can be accessed via: <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml>

(4) 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
- 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*).

Courses taken as part of an 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.

G. INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

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.

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. 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.

According to *s. 1006.15(3)(a)2, F.S.*, 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:

- 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/guardians 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 completes grade 10, he or she must have the cumulative 2.0 GPA on a 4.0 scale in 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.

H. GRADING PROCEDURES

The grading system recognizes progress toward achievement of the established statewide standards. The student’s academic performance in each class or course must be based upon examinations as well as written papers, class participation, and other academic performance criteria.

District school boards shall not allow schools to exempt students from academic performance requirements 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, such as final exams. *s. 1003.33, F.S.*

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

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.

(1) Grading System

The grading system and interpretation of letter grades, per *s.1003.437,F.S.*, used to measure student success in secondary courses for students in public schools shall be as follows:

<u>Grade</u>	<u>Numerical Value</u>	<u>Grade Point Value</u>	<u>Definition</u>
A	90-100 or 3.5-4.0	4	Outstanding Progress
B	80-89 or 2.5-3.49	3	Above Average Progress
C	70-79 or 1.5-2.49	2	Average Progress
D	60-69 or 0.5-1.49	1	Lowest Acceptable Progress
F	0-59 or 0.0-0.49	0	Failure
I	0	0	Incomplete
T		0	No Grade (Used for CAP courses)

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.

(2) Course Grade Calculations

a) Non-EOC Courses

The grading system for annual courses where a state-mandated End of Course (EOC) assessment is not administered is divided into two semesters. All non-EOC courses for which high school credit is assigned shall include a final exam or End of Term exam (EOT) for each portion of credit awarded. The exam shall count 20% of the final course grade for that portion of credit. The score earned on the EOT, administered at the end of each semester, makes up 20% of each semester grade. The other 80% is determined at the professional discretion of the teacher for each semester.

$$\begin{array}{rclcl}
 \text{Semester 1 Grade} & & + & \text{Semester 2 Grade} & = & \text{Final Grade} \\
 80\% (\text{Class Grade}) + 20\% (\text{EOT Exam}) & & & 80\% (\text{Class Grade}) + 20\% (\text{EOT Exam}) & &
 \end{array}$$

The Semester 1 and Semester 2 grades are converted to point values, based on the 4-point grade point average scale, and averaged to determine the final course grade.

See the two examples in the chart below:

Semester Grade Combinations (<i>examples</i>)	Average	Final Grade
Semester 1: A (4) + Semester 2: B (3)	$4 + 3 = 7$; $7/2 = \mathbf{3.50}$	A (3.50 - 4.00)
Semester 1: B (3) + Semester 2: D (1)	$3 + 1 = 4$; $4/2 = \mathbf{2.00}$	C (1.50 - 2.49)

b) EOC Courses (Algebra 1, Geometry, US History, Biology)

Final grades in courses where state-mandated End of Course assessments are administered are calculated as follows:

$$\begin{array}{ccccccc} \text{Semester 1 Grade} & + & \text{Semester 2 Grade} & + & \text{EOC Grade} & = & \text{Final Grade} \\ 35\% & & 35\% & & 30\% & & \end{array}$$

30% of the final grade is determined by the score earned on the End of Course assessment. The score is converted to a grade using a district set scale. The grade the student earned in the course, at the professional discretion of the teacher, will comprise the other 70% of the grade. The final grade calculation is completed on a 4-point scale and rounded to the nearest whole number.

Note: Students participating in state-tested EOC courses do not take End-of-term tests (EOTs) in the subject area tested.

c) Credit Recovery

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 recovery course before the end of the scheduled semester, it is the individual school's discretion to:

- Schedule the student to remain in the credit recovery course the next semester 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". If the course is not completed by the end of the school year the "I" will be replaced with an "F".

d) Dual-Enrollment

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.

c) Grade Weighting

In addition to an unweighted grade point average calculated for each student, a weighted average is also calculated using the Citrus County weighting system. For each course designated for weighting and in which students earn at least a "C" or higher, an additional quality point (1.0) is added during the grade point average calculation for full credit classes. For ½ credit classes, an additional 0.5 is added. Classes eligible for weighting include the following: Honors, Advanced Placement, Dual Enrollment, International

Baccalaureate, Pre-IB, and level 3 courses as designated by the state course code directory. Additionally, the third course of CTE program that leads to an industry certification is also weighted.

The State 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 completed high school courses.

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.

d) 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. 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. For more information, see [*s.1003.4282\(5\) F.S.*](#)

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 a student repeats 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.

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.

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.

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.

e) 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.

G. REPORTING PROCEDURES (Progress Reports/Report Cards)

An annual written report must be provided to the parent/guardian of each student on the student's progress toward achieving proficiency in English Language Arts (ELA), 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.*

All parents/guardians will be notified quarterly of their student's achievement. Reporting periods are uniform dates as adopted annually on the official school calendar.

Upon completion of each semester, a report card will be available via Skyward. A mid-term report will be available via Skyward at the midpoint of each semester grading period. Parents/guardians may contact guidance to request printed copies.

Note: Mid-term reports are not issued in Citrus eSchool. Parents/guardians are informed monthly of the progress for Citrus eSchool students through the virtual platform and may log in at any time to monitor progress.

According to *s. 1003.33, F.S.*, report cards shall clearly depict and grade:

- the student's academic performance in each class or course, which must be based upon examinations as well as written papers, class participation, and other academic performance criteria,
- the student's performance or nonperformance at his or her grade level,
- the student's conduct and behavior,
- the student's attendance, including absences and tardies, and
- the student's cumulative grade point average as credit is awarded.

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.

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.

In addition to report cards, students receiving services from an Exceptional Student Education Program (ESE) will receive statements of Progress Towards Annual Goals (PTAG). If a student is not making adequate progress toward

mastery of the annual goals on their Individual Education Plan (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/guardians of students' progress toward annual goals at least as often as parents/guardians are informed of the progress for students without disabilities.

I. 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.

(1) State University System (SUS) Admission

Students intending to apply to college should take a minimum of the required courses in each of the five core subject areas (including two years of the same foreign language). In addition to the course requirements, students must attain a sufficiently 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 or ACT scores. Admission eligibility will be determined on 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 <https://www.flbog.edu/universities/admissions-transfers/undergraduate-admissions/>

(2) 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.shtml>

(3) 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 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 <https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>

(4) 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.

(5) 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. Please see NCAA eligibility center (www.eligibilitycenter.org) for current course, GPA and college testing requirements.

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. Some online coursework is not acceptable to NCAA. 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.

APPENDIX A: INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents/guardians. *s.1000.36, F.S.*

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/guardians for transfer, parents/guardians 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 time 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.

Students 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 they 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 of 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

(Last updated on August 2020)

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

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

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

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

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

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

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation
<p>In addition to the requirements of section (s.) 1003.4282, Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. 1003.4285, F.S.):</p> <ul style="list-style-type: none"> • Earn 1 credit in Algebra 2 or an equally rigorous course • Pass the Geometry EOC • Earn 1 credit in Statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC* • Earn 1 credit in Chemistry or Physics • Earn 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC* • Earn 2 credits in the same World Language • Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course <p>*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.</p>
Merit Diploma Designation
<ul style="list-style-type: none"> • Meet the standard high school diploma requirements • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

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

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

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

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



State University System (SUS)

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

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

[State University System of Florida](#)

The Florida College System

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

[Florida College System](#)

Career and Technical Colleges and Centers

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

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

August 2020

APPENDIX C: WAIVER FOR OPTIONS FOR USING HOPE, PERSONAL FITNESS, OR PHYSICAL ACTIVITY

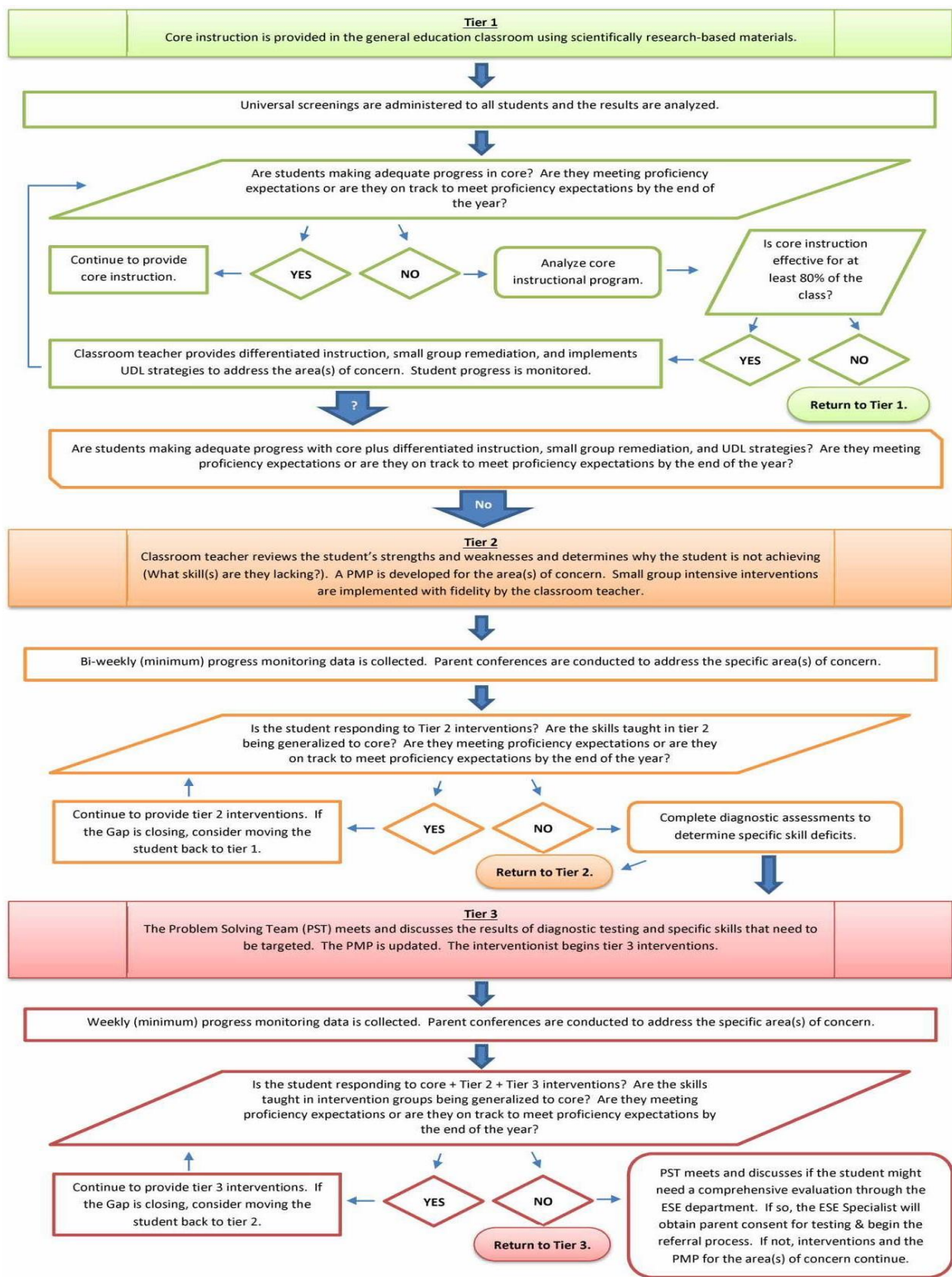
The portion in parenthesis (in the below table) is for clarification of the requirements for the waiver. For example, coursecode #1500410 is for the completion of one season of interscholastic sports. It cannot be entered or placed on a student's transcripts until the student completes a season in its entirety. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements do not factor into a student's grade point average (GPA).

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

Districts Choosing the Personal Fitness / Physical Education Activity Elective	Districts Choosing Health Opportunities through Physical Education (HOPE)
Two seasons of an interscholastic sport at the junior varsity or varsity level waives the .5 credit in Personal Fitness and the .5 credit requirement in physical education activity elective.	Two seasons of an interscholastic sport at the junior varsity or varsity level waives the full one-credit physical education requirement.
One semester of marching band with a grade of "C" or better waives the 0.5 credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the .5 credit Personal Fitness class to complete the requirement.	Two years in an JROTC class (Year1 waiver #1500450. Year 2 waiver #1500460) satisfies the full one credit physical education requirement <u>AND</u> the full one-credit performing arts requirement (also #1500480)
One semester of a dance class waives the .5 credit requirement of a physical education activity elective. <i>(NOTE: Another option is to have this waive the performing arts requirement.)</i> The student must still take the .5 credit Personal Fitness class to complete the requirement.	
Two years in JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective <u>AND</u> the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.	

Course Code # for Waiver	Description of Waiver*	Option Applied to:
1500410	INTERSCH SSN 1 – COM (completion of interscholastic sport season 1)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE
15800440	MCHG BAND PE WAIVER (Marching Band PE waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500445	DANCE WAIVER (Dance waiver)	Personal Fitness/Physical Education Activity Elective (Students must still take Personal Fitness class. This waiver is for the .5 credit requirement of a physical education activity elective).
1500450	JROTC/PE YR1 WAIVER (JROTC Physical Education waiver: completion of year 1)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness course).
1500460	JROTC/PE YR2 WAIVER (JROTC Physical Education waiver: completion of year 2)	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness course).
1500470	JROTC/PE WAIVER COMP (completion of JROTC year 1, JROTC year 2, and Personal Fitness course)	Personal Fitness/Physical Education Activity Elective
1500480	JROTC/PE/PF WAIVER	Personal Fitness/Physical Education Activity Elective <u>AND</u> HOPE (Students under personal fitness option must still take Personal Fitness course).

APPENDIX D: MULTI-TIERED SYSTEM OF SUPPORTS- ELEMENTARY



APPENDIX E: MULTI-TIERED SYSTEM OF SUPPORTS- SECONDARY

