



STUDENT PROGRESSION PLAN

Secondary / Adult Level

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* Florida Statutes are abbreviated as F.S. and are available at www.leg.state.fl.us
Florida State Board of Education Administrative Rules are abbreviated as S.B.R.
and are available at www.flrules.org/default.asp

Secondary/Adult Level Student Progression Plan 2009-2010

ENTRANCE REQUIREMENTS FOR CITRUS COUNTY SCHOOLS

I. GENERAL REQUIREMENTS PRE K - 12

- A. In order to be admitted to Florida schools, a student transferring from an out-of-state school must provide the following data within 30 school days of initiating enrollment:
1. Evidence of medical immunizations against communicable diseases as required in Section 1003.22, Florida Statutes (actual records, a temporary certificate, or an exemption is required on the first day of entrance); and
 2. Evidence of date of birth in accordance with Section 1003.21, Florida Statutes; and
 3. Evidence of medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes; and
 4. An official letter of transcript from proper school authority showing records of attendance, academic information, and grade placement of the student; and
 5. Official documentation that the parent(s) or guardian(s) is/are legal resident(s) of the state of Florida.

Parents or Guardians may contact the registrar at the school their child will enter for additional information.

- B. Evidence of legal guardianship/custody, when appropriate.
- C. For students transferring from another Florida school district, records from the previous district are required in order to assist in proper placement. These official records will include the information listed above (Section A, 1-6). D. Home Education Entrance to Ninth Grade: Students entering ninth grade must have a completed eighth grade annual evaluation indicating proficiency in 8th grade skills.
- D. Transfer of Credit and Grade Placement from Accredited Schools: Credits earned in courses shall be evaluated based on their course descriptions parallel to those courses listed in the Florida Course Code Directory.
1. Credits from a Southern Association (or other region with same standards) accredited school will be accepted.
 2. Credits should be interpreted 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. Since some schools do not assign semester credit on their transcripts, the receiving school may assign .5 credit for each transferable course in which the student has been clearly assigned passing grades for that portion of course work completed at the

sending school. For each course, the student may be required to pass (with a minimum of 70%) the final competency examination given at the school from which the awarding of credit is sought or otherwise demonstrate course competencies.

E. Transfer of credit and grade placement for students (including exchange students) from non-accredited schools including those from other countries, states, counties, private schools, or home schools will be based on the following procedures:

1. Validation through Performance

a. 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 (b.) of this rule.

b. 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 (2) of this rule.

2. Alternative Validation Procedure

a. 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:

1. Portfolio evaluation by the superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual or enrollment at other public or private accredited schools;
4. Demonstrated proficiencies on nationally normed standardized subject area assessments;
5. Demonstrated proficiencies on the Florida Comprehensive Assessment Test (FCAT); or
6. Written review of the criteria utilized for a given subject provided by the former school.

- b. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (a.)(4) and (5) of this rule if required. Portfolios or written recommendations outlined in 1 and 2 must be provided within the first term of student's enrollment. Credits should be interpreted 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. Since some schools do not assign semester credit on their transcripts, the receiving school may assign .5 credit for each transferable course in which the student has been clearly assigned passing grades for that portion of course work completed at the sending school. For each course, the student may be required to pass (with a minimum of 70%) the final competency examination given at the school from which the awarding of credit is sought or otherwise demonstrate course competencies.

F. All Transfer of Credit

1. The number of high school credits transferred shall not exceed the number that may be earned under School Board policies in comparable periods of time.
2. Students transferring into a Citrus County high school from home school or other non-accredited institution must meet graduation requirements and earn a minimum of six credits as an enrolled student in district schools during their last full academic year prior to graduation in order to receive a diploma from the district. These credits may include those earned during the same time period through Florida Virtual School or other Southern Association (or other region with same standards) accredited school.
3. Students transferring into Citrus County high schools from out-of-state or those students without an official transcript who are on track to meet the graduation requirements of their sending school must pass required sections of FCAT, have at least a 2.0 G.P.A. for courses taken in Florida, and acquire as many credits toward the 24 credit state requirement as can be accommodated within their schedule to meet graduation requirements.
4. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the Grade 10 FCAT, specified in S. 1008.22(3), F.S., or an alternate assessment as specified in S. 1008.22(9), F.S.

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

G. Foreign Exchange Student Program Requirements:

1. Sponsoring organization must have an approved application on file before April 1 in the Citrus County District Office before contacting the schools. A complete copy of the Citrus County Policy and Guidelines will be provided for the organization to accept and follow.
2. Foreign exchange student 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.
3. Foreign exchange students must have sufficient knowledge of the English language to participate in high school classes.
4. Schools will begin accepting applications on April 1 for each new school year. Sponsoring organization must make application for individual students by June 1 and obtain written approval by June 30 from the principal or designee for enrollment of foreign exchange students at local high school.
5. Foreign exchange students must be enrolled within the first five (5) days of the first term.
6. The maximum number of foreign exchange students in a school shall be six (6). Schools who have reached their maximum space capacity may further limit this number.
7. Foreign exchange students who have graduated from high school in any country will not be accepted.

- H. Students with a standard high school diploma or General Equivalency Diploma (GED) are not eligible for school entrance in grades K-12.

II. SPECIFIC REQUIREMENTS - ADULT Career and Technical Education

See specific requirements in the Adult/ Career and Technical Education section.

**HIGH SCHOOL
GRADES 9 - 12**

I. HIGH SCHOOL CREDIT

- A. One full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. Districts may offer courses of more than 135 hours for credit. School districts may determine the hours of attendance by students to receive a credit or half credit. The Citrus County School district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full-year course with a grade of “C” or higher, but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, full credit for the course will be awarded. (F.S.1003.436)
- B. The amount of in-class instruction time may be modified, however the time must be sufficient to allow students to master and demonstrate mastery of course descriptions, objectives and district adopted performance standards.

II. HIGH SCHOOL ATTENDANCE REQUIREMENTS FOR COURSE CREDIT

Failure Due to Excessive Absences:

When a high school student accumulates 5 or more absences in a class in any one quarter, the student will receive a final grade of “F” and receive no credit for the course. Upon principal’s discretion, a student may be withdrawn from class for the remainder of the quarter. A student must file for an administrative review and/or appeal to an attendance committee for a waiver of this rule. A competency test may be required to earn credit. It is the responsibility of students and parents to be aware of all absences and to verify all absences in the event of an appeal. (For interpretation, see School Board Attendance Policy 5.0, which is seen in its entirety in the Student Code of Conduct.)

III. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE STANDARDS

- A. The curriculum of all high school courses is based upon related State Board approved Sunshine State Standards, Student Performance Standards, and Course Descriptions.
- B. 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 and has met the attendance requirement.

C. When determining the mastery of student performance standards (Citrus Curriculum Alignment Tool Core Curriculum Objectives) for high school credit, it is the intent of the District School Board of Citrus County to:

1. Utilize student performance standards that are:
 - a. Clear and precise statements of what the learner is expected to do by the end of a prescribed learning period
 - b. Reflective of the essential knowledge, skills, concepts, or behaviors contained in the district approved course descriptions
 - c. Clearly communicated to all learners at the beginning of a course or unit of instruction
2. Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, examinations, etc.
3. Employ a variety of instructional techniques and instructional/technological media consistent with the needs of individuals or student groups. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students in Exceptional Student Education, English for Speakers of Other Languages (ESOL) and/or Alternative Education Programs who are working on basic program or vocational program student performance standards.
4. Each student must participate in the statewide assessment tests. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and academic needs.

IV. GRADUATION REQUIREMENTS

A. GENERAL REQUIREMENTS:

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

1. The total number of credits required
2. State Student Performance Standards
3. The total number of credits required by subject area
4. The grade point average required

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

B. 4-Year High School Graduation General Requirements for Standard Diploma (Option 1) for students who entered 9th grade during the 2006-2007 school year or before:

1. Number of Credits: 24 Credits
2. State Student Performance Standards

Students must pass the FCAT or meet the concordance scores of state approved standardized tests such as SAT or ACT.

- a. Pursuant to S. 1008.22(9)(b), F.S. (Concordant Scores for the FCAT), in order to use a concordant subject area score to satisfy the assessment requirement for a standard high school diploma, a student must take each subject area of the Grade 10 FCAT a total of three times without earning a passing score. The requirements shall not apply to a new student who enters the Florida public school system in Grade 12, who may either achieve a passing score on the FCAT or use an approved subject area concordant score to fulfill the graduation requirement.
- b. Students who are eligible to use a concordant score, as described above, and have attained the current ACT or SAT scores concordant with the FCAT passing scores, shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law [S.1003.43(5)(a) (General requirements for high school graduation.--) and S.1003.429(6)(a) (Accelerated high school graduation options.--), F.S.].

Current Concordant Scores (as of October 2006)			
Reading		Mathematics	
FCAT	1926	FCAT	1889
SAT	410	SAT	370
ACT	15	ACT	15

- c. Once a student has met the assessment graduation requirements for a standard high school diploma with a concordant score (and taken and failed the Grade 10 FCAT a total of three times, if applicable), Florida's school code does not require the student to continue retaking the Grade 10 FCAT for the purpose of high school graduation. However, S.1003.43, F.S., requires district school boards to establish standards for graduation, and these standards must include the completion of all other applicable requirements prescribed in the district's SPP pursuant to s. 1008.25. Therefore, the decision to require a student to continue retaking the FCAT beyond meeting the statewide graduation requirement must be based on the district's student progression policies included in the approved SPP.

3. Subject Areas and Credits Required

a. English - 4 Credits

English courses must include major concentration in Composition and Literature.

b. Mathematics - 3 Credits

One of three mathematics credits required for graduation must be Algebra I, a series of courses equivalent to Algebra I (e.g. Applied Mathematics I and II, Algebra Ia and Ib). Higher-level courses meeting this requirement when Algebra I content is mastered prior to 9th grade include: any Level III course, Algebra II, or Integrated Mathematics III.

c. Science - 3 Credits

Two of the science credits must include a laboratory component. No laboratory components are required in a Department of Juvenile Justice facility.

At least one credit of a life science and one credit of a physical science must be included in the 3 credits required for graduation.

d. World History - 1 Credit

This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.

e. American History - 1 Credit

f. Economics - 0.5 Credit

This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems.

g. American Government - 0.5 Credit

This course shall include study of the Constitution of the U.S. The study of Florida government, including the State Constitution, the three branches of state government, and municipal and county government, shall be included as part of the required study of American government.

h. (1) Practical Exploratory Career Education, Exploratory Vocational Education, or Vocational Education - 1 Credit.

Any course or combination of courses in the Vocational Basic subsection of the 9-12, Adult Section or any course in the Vocational Section of the Course Code Directory may be used to satisfy this requirement.

OR

(2) Performing Fine Arts - 1 Credit

Any course or combination of courses in music, dance, drama, painting, sculpture, or art marked by “PF” in Florida Course Code Directory may be used to satisfy this requirement. An art form course that requires manual dexterity, speech, or debate may also be used to fulfill this requirement.

OR

(3) One-half credit in (1) and one-half credit in (2).

i. Life Management Skills - 0.5 Credit

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

j. Physical Education - 1 Credit

Credit in physical education must include assessment, improvement, and maintenance of personal fitness. Personal fitness must be used to satisfy 0.5 credit of this requirement. Students entering 9th grade 2007-08 and thereafter, may choose to satisfy the 1 credit requirement of Physical Education by choosing one of the following:

1. Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels AND a passing grade of “C” on the Personal Fitness Competency test replaces both the .5 credit requirement in Personal Fitness and the .5 credit requirement in a PE Activity elective for a total of 1 credit in PE.
2. Completion of one semester of marching band with a passing grade of “C” replaces the .5 credit of the PE Activity elective. (Note: Another option is to have this satisfy the Performing Arts requirement.) The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in PE.

3. Participation in a dance class (an accredited course) satisfies the .5 credit of the PE activity elective. (Note: Another option is to have this satisfy the Performing Arts requirement.) The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in PE.
4. Completion of two years in a Reserve Officer Training Corps (ROTC) class satisfies 1 credit of the PE activity electives. However, the student must still take the Personal Fitness class (.5 credit) to satisfy the PE graduation requirement in those districts choosing this option. Students using the R.O.T.C. waiver and the Personal Fitness class will have 1.5 credits in P.E.

Students entering ninth grade prior to the 2007-08 school year, may enroll and earn a half credit with at least a “C” in any one of Band courses (I-VI) and who regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity, or students who are enrolled and earn at least a “C” in a physical activity class that addresses such activities as eurhythmics, flag corps, dance corps, and who regularly practice and perform in marching band activities as an extracurricular activity for a full marching band season, or students in a ROTC class a significant component of which is drills are eligible to waive the .5 credit requirement in physical education. The non-credit Course Number 1500440, Marching Band Physical Education Waiver is to be used on the student’s transcript to indicate this waiver. These students are not required to pass the personal fitness competency test. These students may not waive the personal fitness credit requirement. The marching band option may not be used in combination with participation in an interscholastic sport for only one season in order to exempt the full credit physical education requirement.

k. Electives - 8.5 Credits

Any course listed in the Course Code Directory as appropriate for grade 9 or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation.

Beginning with the 2002-2003 school year, all students, with the exception of Cypress Creek and WTI high school students, entering a Citrus County High School during their first term in ninth grade and continuously enrolled in Citrus County are required to attain, prior to graduation, one credit in World Cultural Geography (1 credit).

4. Grade Point Average for Graduation

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

A cumulative unweighted grade point average of 2.0 or above on a 4.0 scale in all courses not replaced by grade forgiveness is necessary for meeting graduation requirement.

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

5. Grade Forgiveness Policy

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

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

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

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. This may be done only after the student has accumulated the 8.5 elective credits required for graduation, in most cases during the senior year unless student makes a special request to have grade forgiveness applied earlier.

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

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.

6. Assignment of Credit

All courses will be offered and grades assigned in 0.5 credit increments with the exception of those dual enrollment courses designated as 1 full high school credit by the Articulation Coordinating Committee.

With approval of the school principal, two courses may be offered simultaneously during the same block. This allows both courses to continue for the entire school year. Credit is then issued in 0.5 credit increments for each semester of each course.

7. Certificate of Completion

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

8. Qualifications and Restrictions

a. No student shall be granted credit toward high school graduation for enrollment in the following courses:

1. More than a total of nine elective credits in remedial programs.

2. More than one credit in exploratory career and technical courses as defined in Section 1003.014(4), Florida Statutes.
 3. More than three credits in practical arts family and consumer sciences classes as defined in Section 1003.01(4)(a), Florida Statutes.
 4. Any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's IEP or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.) Section 1003.43(7)(d), Florida Statutes.
- b. Credits earned in remedial courses in mathematics, reading, writing, or language arts may not be used to meet English or mathematics credit requirements.
 - c. The one-half credit in Life Management Skills should be earned in either the ninth or tenth grade.
 - d. Enrollment in Full Credit Developmental Courses
Courses that depend on sequential information are to be taken in sequential order. In such courses, a student who fails to pass the entire course may not be allowed to enroll in the next higher course level until the failed course has been successfully completed or an exception is granted by the principal or designee.
 - e. Graduation Participation
Continuously enrolled students completing high school graduation requirements at the same time as their 9th grade peers can only participate in the ceremony associated with the school issuing the diploma. **Only students eligible for a diploma or a certificate of completion will be allowed to participate in graduation ceremonies.** A student may participate in only one graduation ceremony. Foreign exchange students enrolled for cultural experiences are not eligible to participate in graduation ceremony. Adult high school students meeting the adult high school diploma requirements are eligible to participate in the ceremony at the adult high school at which the diploma was earned.
9. Early Graduation Provision

Students are encouraged to take full advantage of the course offerings at their school in order to prepare themselves for post-secondary education and the workplace. Students must meet all of the graduation requirements by the end of the first term of their fourth year to be considered for early graduation. In addition, they must meet all of the following criteria:

- a. Have approved post-secondary career plans. To be approved, evidence must be provided that indicates: enrollment at an accredited post-secondary educational institution (e.g. WTI, a community college, or university); **OR** acceptance into a branch of the Armed Services; **OR** employment in a career field planned program. Any of the above post-secondary activities must start within a month after early graduation.
- b. Have a minimum overall G.P.A of 2.0.
- c. Pass the Grade 10 FCAT prior to applying for early graduation.

It is the responsibility of the student to submit a post-secondary career plan (which includes a parent/legal guardian signature) to the principal/designee by the end of the third year. The principal due to unusual/extenuating circumstances may approve exceptions.

Students who have achieved early graduation are permitted to participate in commencement activities with their respective class. Students who complete the early graduation option are not permitted to take further coursework.

If students do not complete the requirements for early graduation by the end of the first term of their senior year, they must be enrolled full-time in courses for the remainder of the school year.

- C. Graduation Requirement Options (2004) – Beginning with the 2004-2005 school year, students who enter the ninth grade may select one of three high school graduation programs. Legislation passed in 2004 established two 18-credit diploma options for meeting graduation requirements in addition to the standard 24-credit diploma option. Students may not select a 3-year program after they have completed their first year in ninth grade. Students transferring from an out-of-state school must declare this option at the time of enrollment

1. 3-Year College Preparatory Standard High School Diploma - Option 2

Requires successful completion of a minimum of 18 academic credits in grades 9 through 11. The 18 credits shall be primary requirements and shall be distributed as follows:

- a. Four credits in English, with major concentration in composition and Literature;
- b. Three credits in mathematics at the Algebra 1 level or higher from the list of courses that qualify for state university admission (Minimum of Algebra 1, Geometry, and Algebra 2 – Algebra 1 equivalents only meet 1 unit of these required credits);

- c. Three credits in natural science, two of which must have a laboratory component including one credit of a life science and one credit of a physical science;
- d. Three credits in social sciences including 1 credit in American history, 1 credit in world history, .5 credit in American government, and .5 credit in economics;
- e. Two credits in the same second language unless the student is a native speaker of, or can otherwise demonstrate competency in, a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
- f. Three credits in electives that meet the entry requirements for the State University system.

At least 6 of the 18 credits required for this program must be received in classes that are honors; dual enrollment; advanced placement; International Baccalaureate; Advanced International Certificate of Education; specifically listed or identified by the Department of Education as rigorous pursuant to Florida Statutes; or weighted by the district school board for class ranking purposes. S. 1009.531(3), F.S.

2. 3-Year Career Preparatory Standard High School Diploma - Option 3

Requires successful completion of a minimum of 18 academic credits in grades 9 through 11. The 18 credits shall be primary requirements and shall be distributed as follows:

- a. Four credits in English, with major concentration in composition and literature;
- b. Three credits in mathematics one of which must be Algebra 1 or equivalent;
- c. Three credits in natural science, two of which must have a laboratory component including one credit of a life science and one credit of a physical science;
- d. Three credits in social sciences including 1 credit in American history, 1 credit in world history, .5 credit in American government, and .5 credit in economics;
- e. Three credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment, or 5 credits in vocational or career technical courses; and

- f. Two credits in electives unless 5 credits are earned as referenced above.

Students pursuing accelerated 3-year high school graduation options are also required to earn passing scores on FCAT and achieve a cumulative weighted grade point average of 3.0 (3.5, 2006-07 and thereafter) on a 4.0 scale in the courses required for graduation by the chosen option. The grade point average required for graduation is calculated on the 18 credits meeting the graduation course requirements.

Only students classified by the district as 10th grade students or above are eligible to participate in the Grade 10 FCAT. Students choosing Options 2 or 3 will have only four opportunities to earn passing scores on the Grade 10 FCAT beginning with the March administration during their second year in high school.

A student who has not completed all requirements for the three-year options, including earning passing scores on the FCAT and achieving the required grade point average by June 30 of third year, is required to meet the 24-credit option and would attend high school for a fourth year. The awarding of a Certificate of Completion is limited to students choosing the 24-credit option that have not earned passing scores on the Grade 10 FCAT, or completed other district requirements for graduation, or maintained a 2.0 grade point average.

Students who select the 3-year graduation options will maintain grade placement based on credits earned and number of years in high school. These students will not meet requirements for senior grade placement prior to graduation. Their class percentile rank will be based on their third year cumulative grade point average relative to the class with whom they are graduating.

Selection of graduation option is limited to spring registration for the next year designated for student and the first week of school. The principal must approve any exceptions.

- D. Additional Graduation Requirement Options (2006) – Legislation passed in 2006 established two additional requirements for graduation. Beginning with the 2006-2007 school year, students must receive 6 of the 18 course requirements through IB, AP, AICE, or dual enrollment and that students must earn 3.5 weighted GPA. Statute 1003.429

*(See Appendix A for the Graduation Options Chart)

- E. **High School Graduation Credit Requirements for Incoming Ninth Graders Entering 2007-08 and thereafter s. (1003.428), F.S.**

Except as otherwise authorized pursuant to s. 1003.429, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students

must be advised of eligibility requirements for state scholarship programs and postsecondary admissions.

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

Core Curriculum Credits (16):

- Four credits in English, with major concentration in composition, reading for information, and literature.
- Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.
- Three credits in science, two of which must have a laboratory component.
- Three credits in social studies as follows: one credit in American history; one credit in world history; one-half credit in economics; and one-half credit in American government.
- One credit in fine arts or performing arts (which may include speech and debate), or practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory, to the current options of dance, music, drama/theatre, visual arts courses.
- One credit in physical education to include integration of health.

Majors, Minors, or Electives (8 credits):

- Four credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the education plan required by s. 1003.4156. Students may revise major areas of interest each year as part of annual course registration processes and should update their education plan to reflect such revisions. Annually by October 1, the district school board shall approve major areas of interest and submit the list of majors to the Commissioner of Education for approval. Each major area of interest shall be deemed approved unless specifically rejected by the commissioner within 60 days. Upon approval, each district's major areas of interest shall be available for use by all school districts and shall be posted on the department's website <http://www.fldoe.org>. For students with significant cognitive disabilities pursuing a special diploma, a MAI is not required by statute. However, the District is encouraged to include MAI's for those students with significant cognitive disabilities seeking a special diploma.

- Four credits in elective courses selected by the student as part of the education plan required by s.1003.4156. These credits may be combined to allow for a second major area of interest pursuant to subparagraph 1., a minor area of interest, elective courses, intensive reading or mathematics intervention courses, or credit recovery courses as described in this subparagraph. Must include 1 credit of World Cultural Geography*.

(*Citrus County Requirement, this requirement may be waived for students entering the Citrus County School District after their ninth grade year or for students entering the ninth grade in Citrus County but are not continuously enrolled in this district.)

Note: Minor areas of interest are composed of three credits selected by the student as part of the education plan required by s. 1003.4156 and approved by the district school board. Elective courses are selected by the student in order to pursue a complete education program as described in s. 1001.41(3) and to meet eligibility requirements for scholarships.

F. To assure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma as specified in S.B.R. 6A-6.0312, the following accommodations or modifications may be used:

1. Accommodations

- a. Accommodations to basic courses shall not include modifications to the course requirements or student performance standards.
- b. Accommodations to basic or vocational courses may include any of the following:
 - (1) Instructional time may be increased or decreased
 - (2) Instructional methodology may be varied
 - (3) Teacher or student may use special communication systems
 - (4) Classroom and district test administration procedures and other evaluation procedures may be modified to accommodate the student's disability
- c. When accommodating basic courses, one of the following strategies shall be used:
 - (1) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district plan, or

- (2) Assignment of the exceptional student to a basic education class for instruction that utilizes appropriate accommodations to help students compensate for their disabilities.
 - d. The determination of strategies to employ shall be based on an assessment of the student's needs and this decision shall be reflected in the student's individual education plan.
2. Modifications

Some students with a disability may need modified program requirements. For those students, expected outcomes and curriculum content can be modified. Generally, these are students working toward a special diploma. Standard diploma seeking students may receive accommodations for delivery of content but not modifications of content.

When modifying vocational courses, the particular outcomes and student performance standards that students must master must be specified in the IEP.

3. Standard Diploma with the FCAT Waiver

For Students with Disabilities, the IEP team may waive the FCAT requirement for graduation with a 24-credit standard diploma. To be considered for the waiver, a student must meet all of the following criteria:

Section 1003.43(11)(b), F.S., provides for the waiver of the FCAT requirement for graduation with a standard diploma for certain students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the IEP team must meet during the student's senior year to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. "Senior year" refers to the first time that a student has enough credits to be classified as a senior, and to those students with disabilities who have elected to remain enrolled in order to seek a standard diploma. In accordance with the Individuals with Disabilities Education Act (IDEA), students with disabilities may receive services until the day the student turns 22 or until they graduate with a standard diploma, whichever occurs first. Consistent with the provisions of section 1003.43(11)(a), F.S., any senior who has not achieved a passing score on the FCAT must receive intensive remediation. To help evaluate the effectiveness of such remediation and ensure each student has had every opportunity to pass the FCAT, the student must participate in the March administration of the FCAT during his/her senior year. In order to be considered for the waiver from the FCAT graduation requirement, the student must 1) be identified as a student with a disability, as defined in section 1007.02(2), Florida Statutes; 2) have an individual educational plan (IEP); 3) be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test; 4) have demonstrated mastery of the Grade 10 Sunshine State Standards; 5) have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice (for example, once in grade

10 and once in grade 11) or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 or 12; 6) have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned; and 7) be progressing toward meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

An FCAT Waiver may be used only for the 4-year, 24-credit graduation option. The FCAT Waiver is not available to students in any of the 3-year, 18-credit options or the GED Exit Option.

G. Section 504 (Rehabilitation Act)

Eligible 504 students will receive course modifications as described in their Accommodations Plan.

H. State University System (SUS) Admission (Please refer to The Counseling for Future Education Handbook)

http://facts23.facts.org/navigation/detail/future_educ_handbook.do?pageId=070502.

1. Students intending to apply to college should generally take at least four courses in each of the five core subject areas.
2. In addition to the course requirements, students must attain a sufficiently high weighted high school grade point average calculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas.
3. Applicants to state universities are required to submit SAT-I or ACT scores. Admission eligibility will be determined from a sliding scale that involves both the grade point average and the admissions test score.
4. Students are encouraged to complete the personal statement portion of college application.

I. General Education Development (FCAT/GED) Exit Option

The Citrus County FCAT/GED Exit Option provides an alternative opportunity for high school students to earn a diploma. School administrator will appropriately reclassify student's grade placement for testing purposes.

To be eligible for this option, a student must:

1. Be at least 16 years of age, and currently enrolled in PreK-12 school program.
2. Be over age for grade and/or in jeopardy of not graduating with their cohort group due to credit deficiency and/or low grade point average.

3. Be enrolled in an approved FCAT/GED Exit Option Program and taking credit classes and making progress toward completing the credit requirements for the high school diploma.
4. Demonstrate a reading level of seventh grade or higher at the time of selection, and ninth grade or higher at the time of testing.
5. Receive formal counseling on all aspects of the FCAT/GED Exit Option.

Having met the FCAT/GED Exit Option eligibility criteria, the student must:

1. Pass both sections of the 10th grade (FCAT) or obtain concordant scores for SAT or ACT, (a student shall be required to take the grade ten FCAT a total of three times without earning a passing score in order to use the SAT and ACT concordant scores) **and**
2. Pass the GED, **and**
3. Not graduate before the graduation date of the class with whom they entered kindergarten, **and**
4. Be enrolled in and making continuous progress in eligibility criteria courses that meet high school graduation requirements.

Continuously enrolled Citrus County students completing their high school graduation requirements in Citrus County at the same time as their 9th grade peers are eligible to participate in the commencement ceremony associated with the school issuing the diploma provided students have received notification of successful completion by the last day for seniors prior to their home school graduation ceremonies.

J. Extended Time for Meeting Graduation Requirements and Transition Services

Students with disabilities who have not earned a standard diploma may continue to receive services until the day the student turns 22. This also applies to students with disabilities who have been awarded a special diploma, certificate of completion, or special certificate of completion. The Citrus County Public School System may use a variety of programs/settings for serving these older students. Students who have earned a standard high school diploma are no longer eligible to earn high school credit.

- K. Students with disabilities now continue to be eligible for FAPE through age 21 if they have not earned a standard diploma, even if they have earned a GED credential.

Exception: The only exception includes students with disabilities who successfully utilize the GED Exit Option Model.

V. CRITERIA FOR RECEIPT OF A SPECIAL DIPLOMA

A. General Requirements

1. ESE students who have been identified as educable mentally handicapped, trainable mentally handicapped, hearing impaired, specific learning disabled, emotionally handicapped, physically impaired, language impaired, or profoundly handicapped (profoundly mentally handicapped, dual sensory impaired, autistic, and severely emotionally disturbed) may be eligible to complete the requirements for a Special Diploma.
2. The school board may award Special Diplomas based on two (2) options:
 - a. Option I shall include procedures for determining and certifying mastery of Student Performance Standards for Exceptional Students and minimum number of course credits specified by the School Board.
 - b. Option II may be appropriate for students who are at risk of dropping out of school and for students who would benefit from a competency based, individually designed, community-based job preparatory program.
3. Requirements for a Special Diploma do not include passing the FCAT.
4. A minimum GPA of 2.0 unless otherwise recommended by IEP committee is needed to attain a Special Diploma.

B. Grade Forgiveness for Special Diploma Students

In addition to the regular grade forgiveness, special diploma students may use Exceptional Student courses for grade forgiveness in place of regular academic courses in the same subject area in which the student previously earned a “D” or “F”.

C. Special Diploma Option I: Students complete the course credit requirements and indicated student performance standards as follows:

1. Course Credit Requirements: Students may use basic, vocational, or ESE courses as listed in the Florida Course Descriptions and determined by the IEP committee to meet these requirements.

<u>COURSE</u>	<u>CREDIT</u>
Academic Subject Area or Supported Levels 9-12 or Participatory Level 9-12 or Vocational Education	15
Electives or Special Skills Courses	8
TOTAL CREDITS REQUIRED	23

2. For students with disabilities entering 9th grade during the 1999-2000 school year and thereafter, mastery of Sunshine State Standards for Special Diploma will be certified through completion of courses that address the relevant benchmarks,

through curriculum based assessment practices and/or the use of alternative assessment procedures at the student's level of functioning as determined by the IEP committee.

D. **Special Diploma Option II:** Option II is a competency-based, individually designed, community-based job preparatory program for students with disabilities 16 years of age or older who have been continuously enrolled for at least two (2) semesters in a high school level program. This option may be exercised only for those students whose class or the group with whom they entered kindergarten is graduating or has graduated. Mastery of identified employment and community competencies must be documented through successful completion of job preparatory classes (minimum of three (3) credits). Demonstration of mastery of specified employment and community competencies ensure that:

1. The student has achieved the annual goals and short-term objectives specified in the Graduation IEP.
2. The student is employed in a community-based job for the number of hours per week specified in the student's Graduation Plan for the equivalent of one (1) semester, at a minimum, and is paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act. (Many students will likely be employed in their jobs for two or more semesters, ensuring successful job performance.)
3. The student has mastered the employment and community competencies specified in the Graduation Plan. The Graduation Plan will be developed and signed by the student, parent (if student is under 18 years of age), teacher and employer before diploma option 2 (II) graduation plan can take effect. The Graduation Plan identifies the following:
 - a. The expected employment and community competencies;
 - b. The criteria for determining and certifying mastery of the competencies;
 - c. The work schedule and the number of hours to be worked per week; and,
 - d. A description of the supervision to be provided by school district staff, including location and frequency.

The Transition IEP Committee will verify that the student has met all criteria outlined in the student's Transition IEP/Graduation Plan prior to awarding the student a Special Diploma under Option II.

E. **Movement between Diploma Options**

1. **Standard Diploma Option to Special Diploma**

- a. Documentation of student's performance level based on the requirements for the standard diploma.
 - b. IEP meeting with parent to discuss options and the merits of both diplomas.
 - c. Diploma option signed by both student and parent.
2. Special Diploma to Standard Diploma
- a. Documentation of student's performance level.
 - b. IEP meeting with parent to review Standard Diploma requirements and to discuss all ramifications of change and scheduling of required classes.
 - c. Parent and student informed that ESE Applied Courses would be credited as electives and academic courses taken as required.
 - d. Student informed that the FCAT would have to be taken and passed.
 - e. Diploma option signed by both student and parent.
3. Movement between Special Diploma Options
- a. Conference with parent, student, administrator, guidance counselor and ESE Specialist to discuss the ramifications and justifications of another Special Diploma Option.
 - b. IEP meeting to determine the need for the student to participate in another Special Diploma Option.

F. Criteria for Receipt of a Special Certificate of Completion

Exceptional students who are eligible to pursue a special diploma, but fail to meet criteria for receipt of a Regular or Special Diploma, may be eligible for a Special Certificate of Completion if they meet the credit and course requirements for a special diploma. Profoundly mentally handicapped students may be eligible for a Special Certificate of Completion if they have participated in activities designed to enhance motor, self-help, cognitive, language, social, and sensory skills as addressed in the IEP.

VI. GRADE PLACEMENT WITHIN SENIOR HIGH SCHOOL

- A. Beginning with the 2002-2003 school year, grade placement for students seeking a Standard High School Diploma or Special High School Diploma Option I will be based on the following criteria:
 - 1. To be ranked as a Sophomore, a student must have completed one year of high school and earned a minimum of six (6) credits overall.

2. To be ranked as a Junior, a student must have completed two years of high school and earned a minimum of twelve (12) credits overall.
3. To be ranked as a Senior, a student must have completed three years of high school and earned a minimum of seventeen (17) credits overall.

Students not reaching graduation status in four years (including those with a certificate of completion) will be provided the opportunity for a fifth year to meet the district's graduation requirements. A completion program approved by the school administrator will be developed to assist students to meet graduation requirements at the high school or at another appropriate site (e.g. adult education). Remediation will also be provided to assist students in mastery of the High School Competency Test, and/or the FCAT depending on the test required by the state for graduation.

- B. The grade placement of students transferring from other states, countries, counties, home education or private schools will be determined by the principal 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 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.
- C. Grade placement for students seeking a Special High School Diploma Option II will be based on the anticipated date of student's graduation, which may not precede the graduation date of their kindergarten class or group.
- D. The grade placement of students in a Department of Juvenile Justice facility will be updated as credits are earned.
- E. Students performing below district levels of proficiency in reading, writing, mathematics, and science must receive intensive remediation and may be retained. In such cases, a Progress Monitoring Plan (PMP), (or other individualized plan addressing academic needs in reading, writing, mathematics, and science) providing for intensive remedial instruction will be developed and implemented. For reading, the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary must be identified along with the desired levels of performance and the instructional and support services to be provided. Remedial instruction may be conducted through one or more of the following activities: summer school course work; extended day services; parent obtained tutorial programs; contracted academic services; exceptional student services, if appropriate; and/or suspension of curriculum other than reading, writing, mathematics, and science. For students being retained, the plan will reflect a program different from the previous year that takes into consideration students' learning style. Florida statute requires PMP plans be developed in consultation with parents, however, it does not require parent approval nor does it give parents the right to veto a PMP plan. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

District school boards shall allocate remedial and supplemental instruction resources to students in the following priority: (a) students who are deficient in reading by the end of grade 3; (b) students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

- F. For each year in which a student scores at level 1 on FCAT Reading or level 2 non-fluent, the student must be enrolled in, and complete, an intensive reading course the following year. Placement of Level 2 fluent readers, in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department (Florida Department of Education) shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S.1011.62(8), F.S.

Students in grades 11 & 12 not meeting graduation requirement on FCAT in the area of reading are required to receive reading intervention according the Florida Department of Education's Student *Reading Placement Chart* for the 2009-2010 school year.

- G. For each year in which a student scores at Level 1 (Grade 9, below scale score 261 & Grade 10, below scale score 287) or Level 2 (Grade 9, below scale score 296 & Grade 10, below scale score 315) on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory. Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit. s. 1011.62(8) F.S.

VII. ADDITIONAL CREDIT PROVISIONS

- A. Credits from Adult/Career and Technical Education Centers. The same standards for course content and performance that apply to the credits earned in the regularly assigned school apply to credits earned in adult programs. Students are eligible for the following while enrolled in their regular high school.
1. There are no restrictions on the number of vocational credits that may be earned and applied toward graduation requirements.
 2. Principal approved non-vocational credits earned in adult enrollment programs may be applied toward graduation requirements.
 - a. Students who are in their third or fourth year of high school may earn remedial credit from adult education programs with administrative approval.
 - b. This provision may not be used to accelerate a student's graduation date.

3. If necessary to provide vocational training, additional non-vocational credits may be earned from the Withlacoochee Technical Institute (WTI) as part of a planned program approved by the principal.
- B. Credit earned through Citrus County Schools competency-based programs is accepted based on validation through performance standard testing.
 - C. Courses taken outside of the regular high school program* may be taken for elective credit with advance approval of the principal. These courses must match the Florida Course Code Directory as well as the Florida Course Descriptions. Students may be required to pass (with a minimum of 70%, which is equivalent to a competence level of “C” or better) the final competency exam given at the school in which they are seeking credit or otherwise demonstrate course competencies. Correspondence courses may be taken for academic credit with the approval of the principal. Correspondence courses are limited to one credit per student and must be from a Southern Association (or other region with the same standards) approved agency. A correspondence course shall not be taken as “new credit” unless it involves a course not available to the student at the school. Students receive credit after the third year of high school for all courses taken outside the regular high school program*.

*Regular high school program includes courses offered through: Citrus County School System academies, WTI, post-secondary institutions with Citrus County School System articulated agreements and Florida Virtual High School on-line courses taken during the regular school day.

- D. Advanced Placement courses are rigorous courses of studies leading to nationally standardized exams for motivated secondary students. Students may be issued college credit based on the national exam score. Citrus County students taking AP courses are required to take the national AP exams, however, the national AP exam score will have no effect on the high school course grade earned. The AP exam grade is used by post-secondary institutions to determine amount of post-secondary credit granted.
- E. Students eligible for dual enrollment by meeting district and state standards may earn college credit as well as high school credit when enrolled in dual enrollment courses. Students must demonstrate readiness for college-level coursework, have at least 3.0 unweighted GPA, and have qualifying test scores as defined in the district articulation agreements if they are to be enrolled in college courses. Students must demonstrate readiness for vocational-level coursework, have at least a 2.0 unweighted GPA, and have qualifying test scores as defined in district articulation agreements if they are to be enrolled in vocational courses. Students must also meet any additional requirements that may be included in district guidelines developed to ensure student readiness for postsecondary instruction. Dual enrollment courses will be graded using college standards. Students must meet college catalog pre-requisites for any course in which they are dually enrolled. Students should exhaust all possible offerings at home school before pursuing options at other sites.

All dual enrollment courses taken by a student, whether during regular school day or not, must be pre-approved by high school guidance and must be a part of the student's planned academic program.

Students dually enrolled in the State university or community college system are exempted from tuition and fees. Citrus County Schools will only furnish textbooks for students when they are dually enrolled with a university or community college that has an articulation agreement with Citrus County Schools.

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.

Students needing FCAT remediation will not be eligible for dual enrollment. Any exceptions to this must be approved by the high school principal.

The student must have completed their sophomore year in high school and be at least sixteen (16) years old or older for consideration for dual enrollment courses. Students are no longer eligible for dual enrollment once they reach the age of nineteen (19), but may finish the semester in which they turn nineteen (19) if currently enrolled in dual enrollment courses.

Any exceptions to the age, GPA or other requirements must be approved by both the high school and college's Dual Enrollment Petitions Committee. Students and their parents should contact the Dual Enrollment Coordinator to request a meeting with the DE Petitions Committee. Students and their guidance counselor are notified of the committee's decision by phone within one week following the meeting.

With the exception of pre-approved "academies" or "cohorts", only **seniors** will be allowed to enroll full-time (12 to a maximum of 18 credit hours in any given semester) through dual enrollment.

- F. The International Baccalaureate Organization must authorize individual schools before those schools can offer the IB Diploma Program. Lecanto High School is the only authorized school in Citrus County to offer the Diploma Program.

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

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

According to Florida statute 1003.43, completion of the International Baccalaureate diploma curriculum satisfies all state and local graduation requirements.

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

Students must:

- Complete the following
 - 4 units of English (two of which must be the IB English HL classes)
 - 4 units of Spanish (one of which must be Spanish SL during the senior year)
 - 4 units of History (two of which must be History of the Americas HL classes)
 - 4 units of Science (two of which must be Chemistry SL/HL OR Biology SL/HL)
 - 4 units of Math (one of which must be either Math Studies SL or Math SL)
 - 1 unit of IB Group 6 (Visual Art).
 - ½ unit of Personal Fitness and ½ unit of Health
 - 1 unit of a fine art
 - 2 units of Theory of Knowledge and Extended Essay writing
- Credit for IB classes must be earned by taking an approved IB class in an authorized IB World School.
- Submit the completed 4,000 word, research based Extended Essay by October 31 of the senior year.
- Complete the entire Creativity, Action, and Service project and submit all documentation by December 1 of the senior year.
- Adhere to the rules of the LHS PIBS/IB Honor Code
- Take all internal and external IB assessments

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

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

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

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

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

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

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

Basic Criteria to Apply to PIBS

- A/B honor roll and no more than 1 “C” in any academic area during the 8th grade year.
- FCAT 7th **and** 8th grade **READING** level 3.5 **or** higher as defined by DSS scores
7th Grade = 1830 DSS
8th Grade = 1980 DSS
- FCAT 7th **and** 8th **MATH** level 3.5 **or** higher as defined by DSS scores
7th Grade = 1860 DSS
8th Grade = 1925 DSS
- Application Essay—must earn a 4 (on the FCAT rubric) as graded by the application committee
- Algebra 1 Honors taken in 8th Grade with a “C” or higher

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

IB Diploma recipients or students who complete the IB Curriculum and attain the requisite SAT or ACT scores will be eligible for the FL Bright Futures Academic Scholars Award.

- G. Early admission allows students who have finished three years of high school to enter college while still in high school. It is a form of dual enrollment in which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Tuition, fees, and instructional material costs are the same as for dual enrollment. Students applying for early admission to a community college must first obtain dual enrollment status. Check with the guidance department for details of this program.
- H. 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 G.P.A. and acceptable attendance record for the prior nine-week period. (Students failing any class due to attendance are not eligible). Students must not have any in-school or out-of school suspensions during prior nine-week period. Juniors must be eligible to graduate (Standard or Special Diploma) with their class members. Beginning with the graduating class of 2005, students must have two job preparatory vocational credits within the same program (with an average of “C” or higher) related to their job placement. One of the credits may be taken concurrently with CDE. Students from schools not on a 4 x 4 block schedule must have at least one job preparatory credit to be eligible. Recommendation of vocational instructor is considered in job placement. Extenuating circumstances (related to G.P.A., attendance, or discipline) must have approval of school principal.

- I. Unless approved by principal, each student in grades 9-12 must be scheduled for a minimum of 8 classes with a maximum of 10 credits earned per regular school year. Unless approved by principal, a student may enroll in up to two credits of courses outside the regular school day through other programs such as Florida Virtual School, Dual Enrollment, WTI, or correspondence courses as long as a student receives prior approval and does not exceed the 10 credit school year maximum. Courses taken during the summer are considered part of the previous school year. Drop-out prevention and juvenile justice programs may modify maximum number of credits earned based on program design.
- J. Course Code modifications and/or accommodations appropriate to student needs may be requested for high school programs.
- K. Basic education course substitutions may be made as described in Florida Course Code Directory.
- L. 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:
 - 1. Is in an accelerated program within the school and has exhausted curriculum options available; or
 - 2. Scored at or above the state recognition levels described in the Duke Talent Identification Program (TIP).

In addition, students taking courses at the high school level must have previously demonstrated mastery of middle school requirements and pre-requisite skills needed in that subject area.

Those students below 9th grade enrolling in high school courses for high school credit will be administratively designated as ninth graders for that portion of the school day for which they are enrolled in high school courses. 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).

Beginning 2008-09, all high school courses taken by students prior to entering ninth grade will become part of the high school transcript. Courses will be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

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

M. Florida Virtual High School

Florida Virtual High School provides the opportunity for high school students to access, through the Internet, courses that may not be available to them at their home school. All courses taken must fit the students planned educational program, follow the Citrus County Florida Virtual High School guidelines, and be approved by the principal and guidance counselor of regular high school. As per Florida Statute 1002.20, students may not be denied access to Florida Virtual High School as an educational option for their academic pursuits. Just cause for denying a student the ability to enroll in a Florida Virtual School (FLVS) course does exist if the student's desired course is not an appropriate placement based on course prerequisites, grade level or age appropriateness of the student, or if the student requires academic interventions not provided by FLVS. In order for students to take advantage of FLVS courses, they must maintain current enrollment in their home school pursuant to Section VII, H. by attending a full day of classes (4). The school counselor's approval online is used by Florida Virtual School to verify that the desired course(s) meets the needs of the student's academic plan.

Students are held to the course drop dates established through the Florida Virtual High School. It may not be possible to enroll students in another course if a FLVS course is dropped after the first three days of the quarter. Grades will be posted to the student's academic history upon receipt of Florida Virtual High School transcript. FLVS courses must be completed and added to academic history prior to use for promotion, graduation, or award designations according to timelines established for each. Credits earned through FLVS will be considered in the same manner as credits earned in Citrus County schools.

Florida Virtual High School courses are available to middle school students on a very limited basis using the criteria listed for middle school students taking high school credit. All courses for middle school students must be approved by both the middle and high school principal as well as the middle and high school guidance counselor.

N. Job Preparatory Program Substitutions

Job Preparatory courses may be substituted for core course requirements, but may not exceed two (2) credits in each of the following: English, Math, or Science. A student who completes a job preparatory program and substitutes part of this program for

Business English, Business Math, Pre-Algebra, General Science, or Anatomy and Physiology may not take any of these courses and receive additional credit. Further details of this program can be obtained from the school's guidance department.

O. Vocational Non-Job Preparatory Course Substitutions

Students may have a non-job preparatory vocational course substituted for a job-preparatory course within a vocational program if they demonstrate mastery of the competencies that are required to complete that job preparatory course.

1. To demonstrate mastery students must have taken a vocational course that is equivalent in content to the course for which substitution is requested. **AND**
2. The student must demonstrate through a post-test procedure and/or by written verification by appropriate vocational personnel, mastery of the required competencies of the course for which substitution is requested (The post-test may be given at the end of the equivalent vocational course or at the beginning of the next vocational course the student takes within the respective vocational program.) This substitution procedure may only be done on a student-by-student basis.

P. Horizon Education Center Students who have dropped out of school for at least one grading period and six or less credits* to graduate may enroll at the Horizon Education Center to complete their high school requirements. **

1. Students currently enrolled in their home high school will need prior written approval for access of this program and will only be granted under special circumstances. **

*Students needing more credits may be enrolled in certain extenuating circumstances with approval from the Horizon instructor.

**In both circumstances, written principal approval is required for students to participate in their home high school graduation ceremonies.

VIII. HIGH SCHOOL CAREER AND TECHNICAL EDUCATION OPTIONS

A. School-based Career and Technical Education Courses - Open to all high school students seeking practical arts/elective credit. Program outcomes include:

1. Exposure to career and technical education concepts and employability skills.
2. Experience in technical settings.
3. Development of specific occupational skills.

B. Cooperative Diversified Education/CDE (on the job training) - Open to all qualifying juniors and seniors, who have their own transportation, seeking a standard or special diploma. Program outcomes include:

1. Work experience.
 2. Practical arts/elective credit.
 3. Gainful employment.
- C. On the Job Training (Career Placement) - Open to all ESE high school students seeking practical arts/elective credit who have insurance and transportation. Program outcomes include:
1. Work experience.
 2. Practical arts/elective credit.
 3. Gainful employment.
- D. Career and Technical Education Programs for Students with Disabilities - Open to ESE students seeking special diploma, certificates of attendance, or special certificates of attendance. Program outcomes include:
1. Development of general employability skills; *and*
 2. Development of potential for gainful employment; *and*
 3. Smooth transition for sheltered work, when appropriate.
- E. Vocational Instruction in the Community (Career Experience) – Open to students with disabilities seeking elective credit. Program outcomes include:
1. Development of entry-level employability skills.
 2. Development of potential for gainful employment.
 3. Smooth transition for work experience, when appropriate.
- F. Career and Technical Education Job Preparation Courses at WTI – Students may utilize these classes through the following methods:
1. Shared enrollment (Co-enrolled & Dual Enrolled) – Students take classes at both their high school and WTI. These classes are generally taken during the 11th and/or 12th grade(s).

Adult High School – Students transfer to the adult education program at WTI for both academic and occupational classes and earn a high school diploma from WTI. Students earning a diploma may participate in the WTI graduation ceremony.

G. ESE High School Program at WTI

Qualified students with disabilities, who are 16 years or older, and enrolled in grades 9-12 may enroll in classes held at WTI and earn a high school diploma from WTI.

H. Supported Employment (Supportive Competitive Employment) - Open to students with disabilities pursuing Special Diploma elective credit who have been determined through their IEP to need intensive support assistance to secure and maintain employment.

More information on WTI and these options are described in the “Adult/Career and Technical Education Section” of this publication.

IX. AWARDS AND HONORS FOR STANDARD DIPLOMA STUDENTS

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

A. Cum Laude Awards System

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

Students must meet all graduation requirements for standard diploma including passing scores on the FCAT.

Students will receive summa cum laude recognition if they have a 4.00 or higher weighted cumulative grade point average and **at least** three credits of weighted courses with a “C” or higher.

Students will receive magna cum laude recognition if they have 3.85 or higher weighted cumulative grade point average and do not meet the criteria for summa cum laude.

Students will receive cum laude recognition if they have 3.5 or higher weighted cumulative grade point average and do not meet the criteria for magna or summa cum laude.

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

B. Florida Bright Futures Scholarships Program

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

1. Florida Academic Scholars Award
2. Florida Medallion Scholars Award
3. Gold Seal Vocational Scholars Award

The eligibility requirements vary for each scholarship. Requirements include, but are not limited to, certain course requirements and minimum grade point averages. Detailed information about this program may be obtained in the guidance office.

C. 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.

X. REPORTING STUDENT PROGRESS

Districts must annually report to the parent of each student the progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, and the student’s results on each statewide assessment test. Statewide assessment results are given to parents following each administration of the assessment in which the student takes part. The final report card of the school year will be the standard means for annually reporting student progress. With the approval of the Assistant Superintendent, schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card. Report cards will be issued to all students four (4) times a year, after each nine-week grading session. A report card will also be issued at the conclusion of summer school. Report cards provide students and parents with an objective evaluation of the students’ scholastic achievement, effort, and conduct in each subject area.

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

<u>Grade</u>	<u>Percent</u>	<u>Grade Point Value</u>	<u>Definition</u>
A	90-100	4	Outstanding
B	80-89	3	Above average
C	70-79	2	Average
D	60-69	1	Lowest acceptable
F	0-59	0	Failure
I	0	0	Incomplete

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

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

A countywide approved interim progress report will be issued to all students at the midpoint of the regularly established grading period.

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

ESE programs for students with disabilities will inform parents of their child's progress toward annual goals and the extent to which the progress will enable the child to achieve the goals by the end of the year.

Districts are required by law to annually publish in the local newspaper the following: the district policies and procedures on retention and promotion; the number and percentage of all students by grade level performing at Levels 1 and 2 on FCAT Reading; the number and percentage, by grade, of all students retained; the total number of students promoted for good cause, by each category; and any revisions to the district school board's policy on retention and promotion.

XI. WEIGHTED GRADES AND CLASS RANKING

Along with the unweighted grade point average calculated for each student, a weighted average will also be calculated. For each course designated for weighting (which includes but not limited to Honors, AP, Dual Enrollment, IB, Pre-IB, AICE, Pre-AICE) in which students earn at least a "C", an additional quality point will be added during the grade point average calculation.

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

Class rank of standard diploma students will only be reported as a percentile rank rounded to the nearest percentile. The percentile rank will be used to report student's class rank for school applications, scholarships, and other such requests.

The percentile 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 percentile rank of students graduating during the summer will be based on students' G.P.A. when compared to percentile ranking of senior class at time of school graduation.

Special diploma students will be ranked separately and reported as percentile rank of special diploma students mirroring the same process used with standard diploma students.

XII. SCHEDULE CHANGES

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

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

Students enrolled in dual enrollment courses and/or Florida Virtual High School courses 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.

XIII. GED - SPECIAL NOTE

Citrus County School District students are encouraged to earn a high school diploma whenever possible. However, when a student (not FCAT/GED Exit Option) enrolled in regular day school successfully passes the GED test, the following rules applies:

- A. The K-12 school program is terminated immediately.
- B. The student will not be eligible to participate in any high school function or activities reserved for students. These include, but are not limited to: graduation night, prom, commencement exercises (at any school), athletic events, etc.

XIV. HOMEBOUND (available for students with a medically diagnosed physical or psychiatric condition which confines the student to home or hospital for an extended period of time.)

Secondary students will receive Hospitalized/Homebound (H/H) instruction only in academic subjects required for graduation. For graduating seniors, the subjects taught will be adjusted for graduation requirements.

Course credit can be awarded for H/H instruction under the following conditions:

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

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.

ADULT HIGH SCHOOL EDUCATION

I. ADULT HIGH SCHOOL DIPLOMA

A. Entrance Requirements for the - Adult High School and Adult Basic Education Programs.

1. The student must be 16 years of age or older,
2. The student must be officially withdrawn from the K-12 school program, or
3. The student has been granted permission from the Superintendent.

B. Students may enter the adult high school at the beginning of each nine (9) week marking period.

C. Courses and Credits

1. Required Credits (for adult high school students)

<u>SUBJECT AREA</u>	<u>CREDITS</u>
Language Arts	4
Mathematics	3
Science	3
American Government	0.5
American History	1
World History	1
Economics	0.5
Life Management Skills	0.5
*Practical Arts / Fine Arts	1
Electives	<u>9.5</u>
** TOTAL	24.0

Note: See section D regarding transfer of credits.

Note: Successful completion of all required sections of the 10th Grade FCAT.

* Practical Arts/Fine Arts credit may be fulfilled by one of the following options:

- a. Practical Exploratory Career Education, Exploratory Vocational Education, or Vocational Education - 1 Credit

Any course or combination of courses in the Vocational Basic sub-section of the 9-12, Adult Section or any course in the Vocational Section of the Course Code Directory may be used to satisfy this requirement; **OR**

- b. Performing Fine Arts - 1 Credit

Any course or combination of courses in music, dance, drama, painting, sculpture, or art marked by "PF" in Florida Course Code Directory may be

used to satisfy this requirement. An art form course that requires manual dexterity, speech, or debate may also be used to fulfill this requirement.

OR

- c. One-half credit in a. and one-half credit in b.

** Refer to "Course Code Directory" for further qualifications, substitutions and restrictions.

2. Curriculum

- a. Courses are of sufficient length and content to permit a level of competence at least equivalent to that required of students in the other high schools of this district, regardless of time spent in class.
- b. A competency based instructional format is used so programs are flexible and allow enrollment at certain points during the year. A variety of instructional techniques are used to provide for individual and group needs.
- c. Student competence is determined by a variety of methods. It is not the intent of this program to document performance solely by a single method (i.e. end of course test).
- d. The Adult High School course descriptions and student performance standards are approved by the Citrus County School Board.
- e. The Citrus County School Board waives the laboratory component of the science requirements. The use of lab simulations is encouraged whenever appropriate.
- f. Students enrolling in adult high school will receive a WTI diploma upon completion of graduation requirements and successful completion of all required sections of the 10th grade FCAT. These students will be eligible to participate in WTI commencement ceremonies.

3. Vocational Credit Substitutions

Upon successful completion of certain job preparatory programs, a student may substitute a portion of the elective credits earned in the job preparatory program for some required credits in English, Mathematics, and in Science. Consult the Course Code Directory for details.

4. Grading Scale

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

<u>Grade</u>	<u>Percent</u>	<u>Grade Point Value</u>	<u>Definition</u>
A	90-100	4	Outstanding
B	80-89	3	Above average
C	70-79	2	Average
D	60-69	1	Lowest acceptable
F	0-59	0	Failure
I	0	0	Incomplete

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

S – Satisfactory
N - Needs improvement
U – Unsatisfactory

D. Florida High School Competency Test

Students entering adult high school during or after the 1999-2000 school year must pass the FCAT.

Adults who have earned sufficient credits to be classified as high school sophomores, juniors or seniors may take the examination at any scheduled administration. Adults, who are currently enrolled in an appropriate adult education program, may retake the examination at any subsequent administration. Adults, who are not currently enrolled in an appropriate educational program, may not retake the examination until at least the second administration following the most recent examination taken. .

E. Grade Point Average

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

Effective for students entering ninth grade prior to the 1997-1998 school year, the student must have:

1. A 1.5 or above cumulative GPA for all courses taken that apply to the 24 credits required for high school and a 2.0 or above cumulative GPA for those courses (of the 24) taken after July 1, 1997. **OR**
2. An overall cumulative grade point average of 2.0 or above. This would require the inclusion of all high school courses taken in the student’s educational program, except those courses to which grade forgiveness has been applied.

Effective for students entering ninth grade in the 1997-1998 school year and thereafter, a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses which make up the 24 required credits for graduation is necessary to graduate from high school.

Students may retake a course in which a D or an F was earned in order to improve their grade point average. When a course is repeated, the better of the two grades is calculated into the cumulative grade point average.

Although grade forgiven course attempts will not be part of a student's grade point average, all grades received whether replaced or not will appear on student transcripts.

Effective for students entering ninth grade in the 2000-2001 school year and thereafter, a cumulative grade point average of 2.0 or above on a 4.0 scale in all courses not replaced by grade forgiveness is necessary for meeting graduation requirement.

Effective for students entering ninth grade in the 2000-2001 school year and thereafter the grade forgiveness policy is as follows:

For academic courses, the "D" or "F" will only be replaced with the grade of a "C" or better earned subsequently in the same or comparable course.

In elective courses, the "D" or "F" will only be replaced with the grade of "C" or better earned subsequently in another (or same) course. All course grades not replaced with a "C" or better and all attempts not grade forgiven shall be included in the calculation of the cumulative grade point average for graduation. Although grade forgiven course attempts will not be part of a student's grade point average, all grades received whether replaced or not will appear on student transcripts.

F. Credits Accepted From Other Schools

1. Documented credits will be accepted from all other schools including the Armed Forces Institute in a fair and non-punitive manner using various assessment procedures.
2. Educational courses completed in special schools operated by the Armed Forces may be accepted for credit only if:
 - a. Documented evidence is provided
 - b. Credit was awarded in accordance with recommendations of the American Council in Education.
3. Two (2) elective credits may be granted to an individual who has satisfactorily completed a minimum of one (1) full year of service in the Armed Forces, as evidenced by documentation provided by the Armed Forces.
4. A maximum of eight (8) credits toward high school graduation based on military experiences and course work completed while in the Armed Forces may be awarded.

II. CERTIFICATE OF COMPLETION

Students who have successfully completed all the credit requirements for graduation, but have not met state requirements on FCAT 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.

*(Explanatory Note: 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. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit high school graduation program.)

III. 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:

- A. The student must be enrolled in a class dealing with pre-natal care, parenting and family management.
- B. When the child is born and/or the student completes the special course (see above), the student may transfer back to the regular high school (all high school credits earned will be accepted by the regular school) or the student may enter the adult high school program and earn a high school diploma from WTI.
- C. If a teen parent desires to participate in graduation ceremonies at their zoned school, he/she must declare his/her intention no later than the start of the second semester of their senior year.

IV. GENERAL EQUIVALENCY DIPLOMA (GED)

The General Equivalency Diploma (GED) is the equivalent of a High School Diploma and is available through WTI.

- A. To enroll in the GED program the applicant must:
 - 1. Be 16 years of age or older.
 - 2. Be officially withdrawn from the K-12 program.
 - 3. Complete the GED application and entrance survey.
 - 4. Score grade level 9 or above on the TABE test. Students scoring below grade level 9 will be enrolled in the Adult Basic Education (ABE) program. Students may be enrolled in both programs concurrently as determined by their TABE scores.

B. If the applicant is 16 or 17 years of age, the applicant must:

1. Meet with the GED guidance counselor to discuss all educational options, i.e.:
 - a. the WTI adult high school
 - b. a WTI technical program
 - c. one of the Exit Option programs (passed reading and math components the FCAT)
 - d. the WTI - GED prep program
 - e. returning to their home school
2. Complete the GED prep application and entrance survey signed by the parent/guardian and student in the presence of the GED Counselor.
3. Score grade level 9 or above on the TABE test. Students scoring below grade level 9 will be enrolled in the ABE program. Students may be enrolled in both programs concurrently as determined by their TABE scores

C. GED Test Criteria.

Students must:

1. Be 18 years of age or after the graduation of their cohort group, defined as the group with whom they entered kindergarten.
2. Attend a mandatory GED orientation prior to testing.
3. Complete the exit interview.
4. State Statute SBE 6A-6.021 allows students who are 16 or 17 years of age to take the GED test before their cohort group if:
 - a. they have (an) extenuating circumstance(s)
 - b. they have submitted a written statement and appropriate documentation of the extenuating circumstances to the GED guidance counselor.
 - c. the GED team agrees that an extenuating circumstance does exist. (The GED team consists of the GED Administrator, the Chief Examiner, the Guidance Counselor.)
 - d. they have completed the GED prep program requirements.
 - e. they have performance approval from the instructor.

- D. It is recommended that students attain GED practice test scores of 450 on each test and an overall average of 500 before taking official GED tests.
- E. Violation of the student code of conduct or classroom rules as defined in the class handouts will result in the termination of GED services to the student. Final disposition will rest in the hands of GED administrator.
- F. 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 (not FCAT/GED Exit Option) successfully passes the GED test, the following applies:

1. The K-12 school program is terminated immediately.
2. The student will not be eligible to participate in any high school function or activities reserved for students. These include, but are not limited to: graduation night, prom, commencement exercises (at any school), athletic events, etc.

V. CAREER AND TECHNICAL EDUCATION AT WTI

A. Eligibility

1. To enroll in a career and technical education program high school students must have attained the grade level specified in the "Course Code Directory" from the Florida Department of Education to enroll in a career and technical education program. Listed below are exceptions under which students may appropriately be admitted to programs and courses for which they do not qualify by virtue of their grade level, and which are based on documented evidence that individual students are ready for the instruction and will profit from special assignment to a vocational course or program.

Students may enroll in WTI classes through the following options:

- a. Dual enrollment – generally eleventh and twelfth grade students take occupational classes at WTI and take academic classes at their home high school. Students earn a diploma from their home high school. Students that graduate high school before completing their career and technical education (CTE) program may re-enroll in WTI as a post-secondary student. Students choosing this option must pay the post-secondary tuition and fees for the remaining portion of the program and purchase the necessary tools, textbooks and supplies.

- b. Transfer – Students transfer to WTI from their home high school for both occupational classes and academic classes. Students earn a diploma from WTI.
- c. Students may also enroll in WTI based upon documented evidence of their ability to perform in an occupational setting and evidence that the student will benefit from enrolling in a career and technical educational program.

Special note: students performing below the ninth grade level will be counseled to determine if a CTE program at WTI is appropriate.

Documented evidence of these special conditions must be provided in the student records and be available for auditors. This documentation must be completed before grade level exceptions can be approved.

B. Post Secondary Enrollment

- 1. Students not enrolled in high school and are at least 16 years of age may enroll in classes at WTI.
- 2. Fees for post-secondary courses will be assessed in accordance with state regulations.

C. Certificate Requirements

A student must meet the following requirements to receive a certificate.

- 1. Maintain a 2.0 ("C") grade point average or higher.
- 2. Meet the attendance requirements for the course or program.
- 3. Be recommended for a certificate by the instructor.
- 4. Complete all required course work.
- 5. Have all financial obligations fulfilled.
- 6. Meet Florida mathematics and language skill levels as set in the Florida Course Performance Standards.

D. Students may earn high school credits by completing occupational classes. The requirements for earning credits are as follows:

- 1. Students must earn a passing grade in the course.
- 2. Students must have acceptable attendance as defined by state statute and WTI policy - or - demonstrate mastery of the course performance standards. Mastery

of these standards will be documented through demonstrations of skills or other competency examinations.

VI. OTHER ADULT EDUCATIONAL PROGRAMS

A. Community Schools

1. Adult education is designed to provide educational, recreational, social, cultural, health, and community services for persons in the community regardless of age.

2. Extended Day Care

Extended Day Care is designed for the working parents of school age children. It provides supervision, enrichment activities, recreational, social games, and educational activities.

3. Fees for Community School Programs will be assessed in accordance with state regulations.

B. Adult Literacy

This program assists adults who lack basic or functional literacy competencies necessary to enhance their ability to become personally and economically self-sufficient.

PUBLIC NOTICE TO PARENTS AND GUARDIANS

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

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

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

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

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

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

PLEASE NOTE: The right of access will be honored by the school unless there is a legal document or court order on file at the school specifically denying right to either or both parent

All policies in this document are subject to legislative changes as they occur.

Appendix A

Graduation Requirements for Basic, Adult and Special Programs

HIGH SCHOOL PROGRAMS FOR STUDENTS WHO ENTERED NINTH GRADE IN 2003-2004			
Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent (2)
Science	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics	3 credits	3 credits
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	2 credits in the same language or demonstrated proficiency in a second language
Practical Arts/ Performing Fine Arts	1 credit Practical Arts Career Education or 1 credit Exploratory Career Education or 1 credit Performing Fine Arts, or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts	Not required	Not required
Life Management Skills	0.5 credit	Not required	Not required
Physical Education	1 credit to include 0.5 credit Personal Fitness and 0.5 credit Physical Education elective (3)	Not required	Not required
Electives	8.5 credits 1 credit of World Cultural Geography* 1 credit of Technical Systems and Applications or its equivalent* (* Citrus County Requirement)	3 credits	3 credits (4)
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Earn a passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 2.0 on a 4.0 scale

Students Entering Ninth Grade in 2007-2008 School Year

Subject Area	Graduation Requirements of 24-Credit/4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program ⁽¹⁾	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course ⁽²⁾	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ⁽²⁾
Science	3 credits in natural science, two must have a laboratory component	3 credits in natural science, two must have a laboratory component	3 credits in natural science, two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts	1 credit in fine arts	Not Required	Not Required
Physical Education	1 credit in physical education to include the integration of health ⁽³⁾	Not Required	Not Required
Majors, Minors, or Electives ⁽⁴⁾	8 credits • 4 credits in a major area of interest • 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses Must include 1 credit of World Cultural Geography* (* Citrus County Requirement) **Please note IV Graduation Requirements Section E & F	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives or 3 credits in single career/technical certificate dual enrollment and 2 credits in electives or 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college preparatory program and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

⁽¹⁾ All courses earned toward the 18-credit/three-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please use the [Comprehensive Course Table](#) or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

- ⁽²⁾ See high school guidance counselor for assistance with Algebra I equivalents. Courses or series of courses deemed “equivalent” for satisfying the Algebra I graduation requirements are: Algebra I; Algebra I Honors; Algebra Ia and Ib; Applied Mathematics I and II, Integrated Mathematics I and II; and Pacesetter Mathematics I.
- ⁽³⁾ See high school guidance counselor for physical education electives.
- ⁽⁴⁾ Students may revise major areas of interest each year as part of their annual course registration processes.