



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

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

THOMAS KENNEDY
DISTRICT 1

VIRGINIA BRYANT
DISTRICT 2

DOUGLAS A. DODD
DISTRICT 3

SANDRA COUNTS
DISTRICT 4

LINDA B. POWERS
DISTRICT 5

June 19, 2018

**SPECIAL MEETING AND WORKSHOP: 9:00 A.M.
OF THE
CITRUS COUNTY SCHOOL BOARD
JUNE 26, 2018**

AGENDA:

SPECIAL MEETING

Opening Exercise

- I. ADOPTION OF AGENDA AS RECOMMENDED BY SUPERINTENDENT
- II. CITIZEN COMMENTS
- III. EDUCATIONAL SERVICES, SCOTT HEBERT
 - A. Approve Mental Health Assistance Allocation Plan
- IV. SCHOOL SUPPORT SERVICES, JONNY BISHOP
 - A. Human Resources, Suzy Swain
 - 1) Approve Instructional and Support Recommendations
 - 2) Approval of 2018-2019 Market Adjustment for Administrators
 - 3) Approval of 2018-2019 New Administrator Placement Schedules
 - 4) Approve the Updated Job Description for School Social Worker
 - 5) Approve the New Job Description for Food Service Maintenance Foreman
- V. ATTORNEY, LEGAL MATTERS
- VI. ANY OTHER BUSINESS THAT NEEDS TO COME BEFORE THE SCHOOL BOARD
- VII. ADJOURNMENT

WORKSHOP

I. TOPICS:

- A. K12 Virtual
- B. 2018-2019 Student Progression Plan
- C. Policy Review
- D. Guidance Resources
- E. Process for Substitutes
- F. Budget Update

II. ADJOURNMENT

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

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting

Requested by Kit Humbaugh ~~KH~~ Department of Student Services

Additional contact(s)/originator _____

Document Title Mental Health Assistance Allocation Plan

Board Action Required:

Presentation/Recognition _____ Information X

Consideration/Approval _____

Approval of the Mental Health Assistance Allocation Plan

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

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

Executive Summary/Highlights:

Citrus County's school based mental health services plan for prevention, assessment, intervention, counseling, consultation and referrals to community agencies to ensure a safe and healthy learning environment for all students.

Strategic Goals:

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

Strategies include:

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

Financial Impact to the District: N/A

Amount Budgeted \$434,575.00 Additional Amount Requested _____

Funding Source: Florida Department of Education

Personnel:

Estimated Salary \$382,130.00 hour _____ day _____ annual _____

Pay Grade/Level TBD based on years of instructional experience

Benefits yes Terms of Position TERM

Financial Impact reviewed by: Edie Bennett

(Form Board Approved 7/10/07)

Edie Bennett



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Mental Health Assistance Allocation Plan 2018-2019

Citrus County’s school-based mental health services include a broad spectrum of prevention, assessment, intervention, counseling, consultation, and referrals to community agencies for services. All these services are fundamental in a school’s ability to ensure a safe and healthy learning environment for all students. Mental health school supports address classroom behavior and discipline, promote academic success, prevent and respond to crisis, target students’ social and emotional needs, respond to serious mental health concerns, and promote partnerships with at-risk families.

Mental Health Assistance Planned Expenditures:

Total Allocation	\$ 434,575.00
Addition of 2 school psychologists:	\$ 114,280.00
Addition of 4 school social workers:	\$ 218,711.00
Addition of 1 Student Services Specialist:	\$ 59,138.00
Professional development and implementation expenses:	\$ 42,446.00

Note: The school district allocated 90% of expenditures to provide mental health services or coordination of mental health services with primary care and mental health providers. The services provided with the allocation do not supplant other funding sources, increase existing staff salaries, nor provide staff with bonuses. The funding totals are approximate amounts and may be adjusted between categories as determined by Citrus County district administration.

The school district will use the current Medicaid reimbursement service provider (Sivic Solutions) to expand funding reimbursement to include mental health services. Training will be provided to mental health service providers on procedures for submitting services provided to student for reimbursement.

Description of Mental Health Services

All students will be administered a universal screener designed to determine emotional and behavioral risk. The specific universal screening tool is determined based on the student's grade level. School based Problem-Solving Teams (PST) will review the universal screener results, along with other Early Warning System (EWS) data such as grades, attendance, and discipline. School-based PST members consist of an administrator, school counselor, psychologist, social worker, and teacher on special assignment. The school-based PST will identify those students with an evaluated risk rating and determine if additional assessments are warranted. Documentation of students in need of additional assessments will be completed using the Mental Health Services Tracking form.

The school-based PST will conduct a meeting including the parent and classroom teachers to review individual student universal screener results and other EWS data. The PST will develop an intervention plan to include: specific intervention, frequency and duration of intervention, intervention provider, progress monitoring tool, and timeframe to review intervention progress monitoring. Interventions should be implemented for a reasonable amount of time as determined by members of the school-based PST during collaborative discussion. The intervention plan will be documented in the student management system and on the Mental Health Services Tracking form. If the student is receiving mental health services from a community agency or primary care provider, the PST will also request a release of information from the provider.

After the intervention has been implemented for a reasonable amount of time as determined by the school-based PST, the PST including the parent and classroom teacher(s) will reconvene to review the intervention data. Depending on the data collected, the PST may determine to end the intervention, continue the intervention, change to a new intervention, and/or add another intervention. In addition, a referral to a community agency for mental health services may be warranted.

Teachers and other school staff may refer a student to the school-based PST for mental health concerns using a district created Student of Concern Referral Form. Students with a confirmed threat assessment will be referred to the school-based PST. Students with a confirmed self-injury report will be monitored by a member of the school-based PST. The school-based Baker Act contact will be notified of students with a Baker Act from school or known off campus Baker Act. In addition, the Student Services Specialist will also be notified of Baker Act that occur by school-based Baker Act contacts in order to initiate communication with primary care and mental health providers.

Evidence and/or Research Based Mental Health Services

Mental Health Services will be provided by various staff depending on the student's level of need, mental health concerns and EWS indicators. Tier 1 Supports will be provided by classroom teachers, school counselors, school/district teachers on special assignment, and/or appropriate community agencies. Tier 2 Supports will be provided by school counselors, psychologists, social worker, school/district teachers on special assignment, and/or appropriate community agencies. Tier 3 Supports will be provided by school psychologists, social workers, and appropriate community agencies.

Program	Tier Level	Provider
Sanford Harmony	1	Classroom Teacher, School Counselor
Second Step	1	Classroom Teacher, School Counselor
Mind-Up	1	Classroom Teacher, School Counselor
SSIS Class Wide	1	Classroom Teacher, School Counselor
Mental Health Mini-lessons	1	Classroom Teacher, School Counselor
PBIS school-wide systems	1	Classroom Teacher, School Counselor
Morning show messages	1	Classroom Teacher, School Counselor
Mental Health Strategy Training	1	Classroom Teacher, School Counselor
Head Space App	1	Classroom Teacher
Al-A-Teen	1	Al-A-Teen Community Group
ADC of Citrus County	1	Anti-Drug Coalition
Small group/individual counseling	2	School Counselor, Social Worker, Psychologist
SSIS Green Book	2	School Counselor, Social Worker, Psychologist
Superflex	2	School Counselor, Social Worker, Psychologist
Zones of Regulation	2	School Counselor, Social Worker, Psychologist
Totally Chill	2	School Counselor, Social Worker, Psychologist
Resiliency Builders	2	School Counselor, Social Worker, Psychologist
Substance Abuse Counseling	2	The Centers (Community Resource)
Too Good for Violence – The Mendez Foundation	2	Social Worker
Mentors	2	Community Mentors, Big Brother – Big Sister
CBT-Based programs and lessons	3	Social Worker, Psychologist
MATCH – ATDC	3	Psychologist
Coping Cat	3	Social Worker, Psychologist
Think Good, Feel Good	3	Social Worker, Psychologist
Alternative to Restraint & Seclusion	3	Social Worker, Psychologist
Substance Abuse Counseling	3	The Centers (Community Resource)
Mentor, Motivate, Modify - 8 Week Program	3	Filter Youth Development

Implementation and Outcome Measures

Process for Documenting Number of Students Screened and Assessed

The Student Services Specialist will monitor and report the number of students screened using the universal screener. This will be completed using electronic live data and monitoring reports through the universal screener system. The school-based PST will identify those students with an evaluated risk rating and determine if additional assessments are warranted. The number of students receiving additional assessments will be provided to the Student Services Specialist.

Process for Documenting Number of Students Referred for Services

Students referred for mental health services within the school district will be monitored through the student management system (Skyward) RTI/MTSS section. School-based PST and the Student Services Specialist will have access to reports with mental health referral information.

Students referred for mental health services to outside agencies will be documented through the Mental Health Services Tracking form. Each school site will report the number of students referred to outside agencies for mental health services to the Student Services Specialist.

Process for Documenting Number of Students Receiving Services (School-Based and Community)

Students receiving interventions for mental health services within the school district will be monitored through the student management system (Skyward) RTI/MTSS section. School-based PST and the Student Services Specialist will have access to reports with mental health intervention information.

Students receiving mental health services from outside agencies will be documented through the Mental Health Services Tracking form. Each school site will report the number of students referred to outside agencies for mental health services to the Student Services Specialist. The Student Services Specialist will be responsible for coordinating services for students with outside agencies.

Credentialed Mental Health Providers Employed by the School District

The below staff are currently credentialed and employed to provide mental health services to students:

- 10 School Psychologists
- 7 School Social Workers
- 36 School Counselors

With the mental health allocated funds, the school district will employ the below credentialed staff to provide mental health services to students:

- 12 School Psychologists
- 11 School Social Workers
- 36 School Counselors
- 1 Student Services Specialist

Credentialed Mental Health Providers Contracted by the School District

The school district currently shares an agreed upon Memorandum of Understanding (MOU) with the below agencies to provide mental health services to students:

- The Centers
- Children's Home Society

Collaboration with Community Agencies

Communication with Agencies

A MOU will be created between Citrus County Schools and additional community agencies to establish and ensure a process for service referrals, sharing of information, and terms of school-based services. School staff will obtain a release of information from outside agencies working with students such as mental health counselors, psychiatrists, and other mental health care providers.

Ongoing efforts shall be made between district school staff and school-based staff when specific student mental health concerns arise. Additionally, school staff and community agencies shall maintain an open line of communication especially in cases of a Baker Act, residential placement, counseling services, and other mental health services.

When difficulties occur in obtaining parental consent for student referrals, a letter will be sent to the parent/guardian with information that the student will be referred to a mental health agency.

School-based PST will utilize the Mental Health Services Tracking Sheet to document communication with outside school agencies.

Primary Care Provider Communication

School staff will obtain a release of information from the student primary care provider and other mental health providers working with students. The Student Services Specialist will coordinate ongoing communication with these providers to develop a continuum of supports. School-based PST in collaboration with the Student Services Specialist will utilize the Mental Health Services Tracking Sheet to document communication with outside school agencies.

Agency Committee Meeting

The district will facilitate a collaborative meeting at the beginning of each school year involving stakeholders at the school district and mental health community agencies. This collaborative meeting will provide an opportunity for the school district to share the Mental Health Assistance Allocation Plan with community agencies. In addition, members can share information on school-based services that can be provided to students, as well as services in the community. The Student Services Specialist will be responsible for coordinating the Agency Committee Meeting.

Training and Professional Development

The below professional development is currently conducted by Citrus County for all staff and includes new training for all staff and students based on the new requirements.

Current Training Provided:

- Society for the Prevention of Teen Suicide (SPTS) – 2-hour module required for all newly hired staff to complete
- Suicide Prevention Online Presentation – all staff required to complete each year

New Training for Staff:

- Mental Health Awareness Training for all school district staff
- Creating Positive School Climate for all school district staff
- Crisis intervention and threat assessment training for social workers, school psychologists, and school administrators
- Youth Mental Health First Aid Train the Trainer
 - Select district representatives to be trained by Florida DOE as trainers
- School Based Youth Mental Health First Aiders Training provided by district trainers
 - Select school-based staff such as principal, assistant principal, school counselor, psychologist, social worker
- Ongoing professional development for school district mental health providers on the use and implementation of researched and evidence-based intervention programs

Student Education:

- Mental Health Wellness for all students

**PERSONNEL INFORMATION
(INSTRUCTIONAL)
SCHOOL BOARD MEETING June 26, 2018**

APPOINTMENTS FOR 2018-2019:

Maura Clark-Ed. Services-Title 1 Teacher-TERM (R)	08/02/18
Keith Consol-WTC-Teacher (R)	08/02/18
Briana Elzy-CSE-Teacher (R)	08/02/18
Lorraine Gonzales-Educational Services-Title 1 Teacher-TERM (R)	08/02/18
Nancy Klark-CHS-Teacher (R)	08/02/18
Michelle Knott-CRE-Teacher (R)	08/12/18
Deborah Kruczek-WTC-Teacher-TERM (R)	08/02/18
Mindy London-CRP-Teacher (R)	08/02/18
Wayne London-ESE-Speech-Language Pathologist (R)	08/02/18
Viodelda Page-CRH-Teacher (R)	08/02/18
Joseph Paprzycki-CRM-Teacher (N)	08/02/18
Andrea Pastorello-CSM-Certified School Counselor (R)	07/16/18
Charles Ramsey-CRM-Teacher (R)	08/02/18
Christina Russo-IPS-Teacher-TERM	08/02/18
Jessica Schlessler-HER-Teacher (R)	08/02/18
Samantha Sickler-CSE-Teacher (R)	08/02/18
David Swartzfager-CRH-Teacher (R)	08/02/18
Benjamin Swinton-CHS Teacher-Change to CHS- Assessment Specialist (R)	07/25/18
Aimee VanAlstyne-CRM-Teacher (R)	08/02/18
Kristin Vanderpool-Educational Services-Teacher Title 1- TERM (R)	08/02/18

RECOMMENDATIONS FOR OUT-OF-FIELD TEACHERS 2017-2018:

Certification Area	Out-of-Field Assignment
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LEAVE OF ABSENCE REQUESTS FOR 2017-2018:

LEAVE OF ABSENCE REQUESTS FOR 2018-2019:

RESIGNATIONS FOR 2017-2018:

Shelby Bridges-IPS-Teacher	05/25/18
Scott Mentel-CREST-Teacher	05/25/18

RESIGNATIONS FROM DROP 2017-2018:

RETIREMENTS FOR 2017-2018:

RETIREMENTS TO DROP 2017-2018:

RETIREMENTS TO DROP 2018-2019:

SUPPLEMENTS (ATHLETIC AND OTHER) 2017-2018:

SUPPLEMENTS (ATHLETIC AND OTHER) 2018-2019:

SUSPENSIONS/TERMINATIONS 2017-2018:

LINE OF DUTY:

ADDITIONAL DAYS:

ADDITIONAL PERSONNEL FOR SUMMER SCHOOL 2018:

**PERSONNEL INFORMATION
(SUPPORT)
SCHOOL BOARD MEETING June 26, 2018**

APPOINTMENTS FOR 2018-2019:

Stacey Badger-PGE-Teacher Aide, Title 1 -TERM (R)	08/10/18
Jane Baker-PGE-Teacher Aide, Title 1 -TERM (R)	08/10/18
Elma Bott-FRE-Teacher Aide, Title 1-TERM (R)	08/10/18
Lisa Brault-IPS-Paraprofessional, ESE -TERM (R)	08/10/18
Elizabeth Cooper-CRP-Teacher Aide, Title 1 -TERM (R)	08/10/18
Alysha DiDiego-IPS-Paraprofessional, ESE-TERM (R)	08/10/18
Andy Dillersberger-WTC-Teacher Aide, Industrial-TERM (R)	08/10/18
Stacie DiRuzza-IMS-Teacher Aide, ESE-TERM (R)	08/10/18
Amy Emminger-CRM-Teacher Aide, Title 1 -TERM (R)	08/10/18
Deborah Ervin-CRH-On-site Helper Day Care-TERM (R)	08/10/18
Trenda Garrett-PGE-Teacher Aide, Title 1 -TERM (R)	08/10/18
Dawn Harris-District Student Services-Parent Facilitator-TERM (R)	08/10/18
Shelby Holmberg-FCE-Teacher Aide, ESE-TERM (R)	08/10/18
Glenna Kemp-CRM-Teacher Aide ESE-TERM (R)	08/10/18
Emilie Kimmons-HER-Paraprofessional-TERM (R)	08/10/18
Nicole Knechtel-IMS-Teacher Aide, ESE (R)	08/10/18
Margaret Lamb-LPS-Title 1 Aide 4 hrs-TERM and ESE Aide 4 hrs.-TERM (R)	08/10/18
Diana Murphy-CRH-On-site Helper,Day Care-TERM (R)	08/10/18
Holly Pratt-PGE-Paraprofessional (R)	08/10/18
Laura Radford-CRP-Teacher Aide, Title 1 -TERM (R)	08/10/18
Kristina Reid-FRE-Paraprofessional, Title 1 -TERM (R)	08/10/18
Dianna Roughton-FRE-Teacher Aide, Title 1 -TERM (R)	08/10/18
Jessica Smith-HER-Paraprofessional-TERM (R)	08/10/18
Bridget Spell-HER-Paraprofessional-TERM (R)	08/10/18
Katheryne Stevens-PGE-Teacher Aide, Title 1 -TERM (R)	08/10/18
Jill Strickland-HOM-6 hr. Paraprofessional, Title 1 -TERM (R)	08/10/18
Nicole Wilkie-District Student Services-School Nurse, RN (R)	07/24/18
Tracey Witty-CRM-Teacher Aide (R)	08/10/18
Adriana Winkelholz-RCE-Teacher Aide,6 hr.-Change to RCE-Teacher Aide, Title 1-TERM (R)	08/10/18

LEAVE OF ABSENCE REQUESTS FOR 2017-2018:

LEAVE OF ABSENCE REQUESTS FOR 2018-2019:

RESIGNATIONS FOR 2017-2018:

Michele Pederson-LHS-Teacher Aide-6 hour	05/24/18
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RESIGNATIONS FROM DROP 2017-2018:

RESIGNATIONS FROM DROP 2018-2019:

RETIREMENTS FOR 2017-2018:

RETIREMENTS FOR 2018-2019:

Elizabetha Spence-WTC-Administrative Secretary	02/01/19
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RETIREMENTS TO DROP 2017-2018:

RETIREMENTS TO DROP 2018-2019:

Jeff Tobin-WTC-Tech Support Specialist

(11/01/18-10/31/23)

SUSPENSIONS/TERMINATIONS 2017-2018:

LINE OF DUTY:

ADDITIONAL DAYS:

ADDITIONAL PERSONNEL FOR SUMMER SCHOOL 2018:

1536

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.
 Requested by Suzanne Swain, Department of Human Resources
 Additional contact(s)/originator _____
 Document Title 2018-19 Market Adjustment for Administrators

Board Action Required:

Presentation/Recognition _____ Information _____
 Consideration/Approval Approval of 2018-19 Market Adjustment for Administrators
 (This wording should be your actual motion to appear on the agenda)

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

Executive Summary / Highlights:

The market adjustment for instructional staff for the 2018-2019 school year is \$6.12 a day. Therefore, the market adjustment for administrative staff for the 2018-2019 school year is as follows:

- 216 day administrator- \$1,322.00 (216 x \$6.12)
- 236 day administrator- \$1,444.00 (236 x \$6.12)
- 251 day administrator- \$1,536.00 (251 x \$6.12)

Strategic Goals:

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

* Other/Operational Activity _____

Strategies Include:

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

Financial Impact to the District: 216 day- \$35,694.00 236 day- \$1,444.00 251 day- \$84,480.00
 Total Amount- \$121,618.00 Total with benefits- \$142,913.00

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Edie Bennett
 (Form Board Approved 7/10/07-original)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.
Requested by Suzanne Swaik, Department of Human Resources
Additional contact(s)/originator _____
Document Title 2018-19 New Administrator Placement Schedules

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval Approval of 2018-19 New Administrator Placement Schedules
(This wording should be your actual motion to appear on the agenda)

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

Executive Summary / Highlights:

The current administrator placement schedule was updated to include the market adjustments and performance pay. All current administrators that change positions and new administrators hired on or after July 1, 2018 will be placed using the 2018-2019 Administrative Placement Schedule.

Strategic Goals:

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

x Other/Operational Activity _____

Strategies Include:

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

Financial Impact to the District: \$0 _____

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Edie Blawie
(Form Board Approved 7/10/07-original)

CITRUS COUNTY SCHOOL BOARD
District Administrative Placement Schedule
2018-2019

Years of Service	A0201-0 251 Days	A0202-0 251 Days	A0203-0 251 Days	A0204-0 251 Days	A0205-0 251 Days	A0206-0 251 Days	A0207-0 251 Days	A0208-0 251 Days	A0401-0 236 Days
1	\$93,902.00	\$88,146.00	\$86,421.00	\$84,694.00	\$82,969.00	\$80,896.00	\$78,709.00	\$76,982.00	\$72,378.00
2	\$94,674.00	\$88,919.00	\$87,194.00	\$85,466.00	\$83,741.00	\$81,670.00	\$79,482.00	\$77,756.00	\$73,104.00
3	\$95,480.00	\$89,724.00	\$88,000.00	\$86,274.00	\$84,545.00	\$82,475.00	\$80,288.00	\$78,562.00	\$73,863.00
4	\$96,284.00	\$90,531.00	\$88,803.00	\$87,079.00	\$85,351.00	\$83,280.00	\$81,093.00	\$79,368.00	\$74,620.00
5	\$97,090.00	\$91,336.00	\$89,610.00	\$87,884.00	\$86,157.00	\$84,086.00	\$81,898.00	\$80,173.00	\$75,378.00
6	\$97,897.00	\$92,142.00	\$90,416.00	\$88,689.00	\$86,963.00	\$84,892.00	\$82,705.00	\$80,979.00	\$76,137.00
7	\$98,702.00	\$92,947.00	\$91,222.00	\$89,496.00	\$87,768.00	\$85,698.00	\$83,510.00	\$81,784.00	\$76,894.00
8	\$99,508.00	\$93,753.00	\$92,026.00	\$90,301.00	\$88,575.00	\$86,502.00	\$84,317.00	\$82,591.00	\$77,650.00
9	\$100,314.00	\$94,560.00	\$92,833.00	\$91,106.00	\$89,381.00	\$87,308.00	\$85,121.00	\$83,395.00	\$78,407.00
10	\$101,119.00	\$95,365.00	\$93,638.00	\$91,912.00	\$90,186.00	\$88,114.00	\$85,927.00	\$84,200.00	\$79,165.00
11	\$101,925.00	\$96,169.00	\$94,444.00	\$92,717.00	\$90,991.00	\$88,919.00	\$86,733.00	\$85,007.00	\$79,922.00
12	\$102,730.00	\$96,974.00	\$95,249.00	\$93,524.00	\$91,798.00	\$89,724.00	\$87,539.00	\$85,812.00	\$80,680.00
13	\$103,536.00	\$97,782.00	\$96,055.00	\$94,327.00	\$92,603.00	\$90,531.00	\$88,343.00	\$86,618.00	\$81,439.00
14	\$104,342.00	\$98,586.00	\$96,860.00	\$95,134.00	\$93,409.00	\$91,336.00	\$89,151.00	\$87,423.00	\$82,195.00
15	\$105,147.00	\$99,391.00	\$97,668.00	\$95,940.00	\$94,213.00	\$92,142.00	\$89,955.00	\$88,229.00	\$82,952.00
16	\$105,953.00	\$100,199.00	\$98,471.00	\$96,746.00	\$95,020.00	\$92,947.00	\$90,760.00	\$89,035.00	\$83,710.00
17	\$107,102.00	\$101,350.00	\$99,623.00	\$97,897.00	\$96,169.00	\$94,099.00	\$91,912.00	\$90,186.00	\$84,792.00
18+	\$107,766.00	\$102,011.00	\$100,284.00	\$98,560.00	\$96,832.00	\$94,760.00	\$92,574.00	\$90,848.00	\$85,416.00

Board Approved: _____

DISTRICT ADMINISTRATIVE PLACEMENT

CITRUS COUNTY SCHOOL BOARD
School Administrative Placement Salary Schedule
2018-2019

Years of Service	AP201-0 251 Days	AP202-0 251 Days	AP203-0 251 Days	AP204-0 251 Days	AP205-0 251 Days	AP206-0 251 Days	AP207-0 251 Days	AP208-0 251 Days	AP305-0 216 Days	AP306-0 216 Days	AP307-0 216 Days	AP308-0 216 Days
1	\$92,133.00	\$86,489.00	\$84,798.00	\$83,104.00	\$81,412.00	\$79,380.00	\$77,236.00	\$75,542.00	\$73,175.00	\$71,142.00	\$68,999.00	\$67,306.00
2	\$92,891.00	\$87,247.00	\$85,555.00	\$83,861.00	\$82,170.00	\$80,139.00	\$77,993.00	\$76,301.00	\$73,931.00	\$71,900.00	\$69,757.00	\$68,063.00
3	\$93,681.00	\$88,037.00	\$86,346.00	\$84,653.00	\$82,958.00	\$80,928.00	\$78,784.00	\$77,091.00	\$74,722.00	\$72,690.00	\$70,548.00	\$68,854.00
4	\$94,469.00	\$88,828.00	\$87,134.00	\$85,443.00	\$83,748.00	\$81,717.00	\$79,573.00	\$77,881.00	\$75,513.00	\$73,481.00	\$71,336.00	\$69,644.00
5	\$95,259.00	\$89,617.00	\$87,925.00	\$86,232.00	\$84,539.00	\$82,508.00	\$80,363.00	\$78,671.00	\$76,301.00	\$74,271.00	\$72,126.00	\$70,432.00
6	\$96,051.00	\$90,407.00	\$88,715.00	\$87,022.00	\$85,329.00	\$83,298.00	\$81,154.00	\$79,461.00	\$77,091.00	\$75,061.00	\$72,917.00	\$71,224.00
7	\$96,840.00	\$91,197.00	\$89,505.00	\$87,813.00	\$86,119.00	\$84,089.00	\$81,943.00	\$80,251.00	\$77,882.00	\$75,851.00	\$73,707.00	\$72,014.00
8	\$97,631.00	\$91,987.00	\$90,294.00	\$88,602.00	\$86,910.00	\$84,877.00	\$82,734.00	\$81,042.00	\$78,672.00	\$76,641.00	\$74,496.00	\$72,804.00
9	\$98,421.00	\$92,779.00	\$91,085.00	\$89,391.00	\$87,700.00	\$85,667.00	\$83,523.00	\$81,830.00	\$79,462.00	\$77,431.00	\$75,287.00	\$73,594.00
10	\$99,210.00	\$93,568.00	\$91,875.00	\$90,182.00	\$88,489.00	\$86,458.00	\$84,313.00	\$82,620.00	\$80,252.00	\$78,221.00	\$76,076.00	\$74,383.00
11	\$100,000.00	\$94,356.00	\$92,665.00	\$90,972.00	\$89,279.00	\$87,247.00	\$85,104.00	\$83,411.00	\$81,041.00	\$79,010.00	\$76,866.00	\$75,174.00
12	\$100,790.00	\$95,146.00	\$93,454.00	\$91,763.00	\$90,070.00	\$88,037.00	\$85,894.00	\$84,201.00	\$81,832.00	\$79,800.00	\$77,657.00	\$75,964.00
13	\$101,580.00	\$95,938.00	\$94,244.00	\$92,550.00	\$90,860.00	\$88,828.00	\$86,682.00	\$84,991.00	\$82,621.00	\$80,592.00	\$78,447.00	\$76,753.00
14	\$102,371.00	\$96,727.00	\$95,034.00	\$93,341.00	\$91,650.00	\$89,617.00	\$87,474.00	\$85,780.00	\$83,411.00	\$81,381.00	\$79,236.00	\$77,544.00
15	\$103,160.00	\$97,516.00	\$95,826.00	\$94,132.00	\$92,438.00	\$90,407.00	\$88,263.00	\$86,570.00	\$84,203.00	\$82,170.00	\$80,026.00	\$78,335.00
16	\$103,950.00	\$98,308.00	\$96,614.00	\$94,922.00	\$93,229.00	\$91,197.00	\$89,053.00	\$87,361.00	\$84,993.00	\$82,961.00	\$80,816.00	\$79,123.00
17	\$105,077.00	\$99,437.00	\$97,743.00	\$96,051.00	\$94,356.00	\$92,326.00	\$90,182.00	\$88,489.00	\$86,121.00	\$84,057.00	\$81,945.00	\$80,252.00
18+	\$105,728.00	\$100,085.00	\$98,391.00	\$96,701.00	\$95,007.00	\$92,975.00	\$90,831.00	\$89,139.00	\$86,661.00	\$84,598.00	\$82,486.00	\$80,793.00

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.
Requested by Suzanne Swain JS, Department of Human Resources
Additional contact(s)/originator Jonny Bishop JMB
Document Title Updated Job Description for School Social Worker

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval Approve Updated Job Description for School Social Worker

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

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

Executive Summary / Highlights:

The job description was revised to provide a more comprehensible definition of the role/expectation of the school social worker and update performance responsibilities. School Social Workers not only assist and support students, they are also responsible for creating a better understanding as to how factors in the home, school and community can impact the social, emotional and behavior of students.

Strategic Goals:

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

Other/Operational Activity

Strategies Include:

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

Financial Impact to the District: \$0

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Edie Bennett

(Form Board Approved 7/10/07-original)

SCHOOL DISTRICT OF CITRUS COUNTY JOB DESCRIPTION

SCHOOL SOCIAL WORKER

QUALIFICATIONS:

- (1) Bachelor's Degree in Social Work with certification/eligibility in School Social Work.
 (1)(2) Master's Degree in Social Work preferred.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of ~~necessary~~ School Social Worker functions and responsibilities to fulfill job requirements. Ability to work successfully in ~~stressful, confrontational, and crisis situations~~ crisis situations that may be stressful and/or confrontational. Ability to organize, prioritize, and respond to multiple tasks. Knowledge of and ability to facilitate interagency services to meet student, school and home needs. Ability to work efficiently and effectively with minimal supervision.

REPORTS TO:

Director of Student Services

JOB GOAL

~~To help assist and support students with social, emotional, and physical developmental needs to enhance student success and maximize educational opportunities available to them. — Facilitate an understanding of how factors in the home, school, and community impact educational experiences and remove barriers to learning by meeting students' social, emotional, and behavioral needs.~~

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- (1) ~~Serve an essential as a liaison~~ between the home, the school, and the community.*
- (2) ~~Serve as a resource person for schools, as requested, to assist schools with problems the students may be having.* Adhere to the NASW Code of Ethics, School Social Work Standards, and demonstrate the NASW core values. *~~
- (3) ~~Make home visits, as necessary, and provide information to schools and parents as it may affect school progress.* Provide evidence-based education, behavior, and mental health services to support academic and behavior outcomes. *~~
- (4) ~~Work as a member of the teaching team to meet the overall goals of the school in educating students.* Serve as leaders and consultants in promoting positive school climate. *~~
- (5) ~~Make referrals to appropriate community agencies and provide feedback to the schools when necessary.* Conduct assessments of individuals, families and systems/organizations with the goal of improving student social, emotional, behavioral, and academic concern~~
- (6) ~~Work to resolve the social-emotional factors, which affect the success of students.* Advocate for students and their families by helping them gain access to and effectively use formal and informal community resources that enable families to self-advocate. *~~
- (7) ~~Interpret to the family the pupil's needs and strive to involve them in the solution of the actual or potential problem.* Pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to staff, students, and families. *~~
- (8) ~~Serve as a resource to help parents to utilize the community agencies and professional services available to meet the needs of the student and the family.* Ensure that students and their families are provided services within the context of multicultural understanding and competence. *~~
- (9) ~~Keep complete, current and accurate records and files.* Maintain timely, accurate, and confidential records that document services. *~~
- (10) ~~Serve as a active members of the Sschool Intervention Teams and district Crisis Intervention Assistance Teams.*~~
- (11) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*
- (12) Perform other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force as frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the district according to the board approved Staffing Plan.

EVALUATION:

Performance of this job will be appraised in accordance with provisions of the Board's policy on appraisal of personnel.

* Essential Performance Responsibilities

Job Description Supplement Code 5

BOARD APPROVED 3/13/01

REVISED: ~~2/27/18~~ 6/4/18

SCHOOL DISTRICT OF CITRUS COUNTY JOB DESCRIPTION

SCHOOL SOCIAL WORKER

QUALIFICATIONS:

- (1) Bachelor's Degree in Social Work with certification/eligibility in School Social Work.
- (2) Master's Degree in Social Work preferred.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of School Social Worker functions and responsibilities to fulfill job requirements. Ability to work successfully in crisis situations that may be stressful and/or confrontational. Ability to organize, prioritize, and respond to multiple tasks. Knowledge of and ability to facilitate interagency services to meet student, school and home needs. Ability to work efficiently and effectively with minimal supervision.

REPORTS TO:

Director of Student Services

JOB GOAL

Facilitate an understanding of how factors in the home, school, and community impact educational experiences and remove barriers to learning by meeting students' social, emotional, and behavioral needs.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

- (1) Serve as a liaison between the home, the school, and the community.*
- (2) Adhere to the NASW Code of Ethics, School Social Work Standards, and demonstrate the NASW core values. *
- (3) Provide evidence-based education, behavior, and mental health services to support academic and behavior outcomes. *
- (4) Serve as leaders and consultants in promoting positive school climate. *
- (5) Conduct assessments of individuals, families and systems/organizations with the goal of improving student social, emotional, behavioral, and academic concern. *
- (6) Advocate for students and their families by helping them gain access to and effectively use formal and informal community resources that enable families to self-advocate. *
- (7) Pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to staff, students, and families. *
- (8) Ensure that students and their families are provided services within the context of multicultural understanding and competence. *
- (9) Maintain timely, accurate, and confidential records that document services. *
- (10) Serve as active members of the School Intervention Teams and Crisis Assistance Teams.*
- (11) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. *
- (12) Perform other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force as frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the district according to the board approved Staffing Plan.

EVALUATION:

Performance of this job will be appraised in accordance with provisions of the Board's policy on appraisal of personnel.

* Essential Performance Responsibilities

Job Description Supplement Code 5

BOARD APPROVED 3/13/01

REVISED: 6/4/18

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.
Requested by Suzanne Swain, Department of Human Resources
Additional contact(s)/originator Jonny Bishop
Document Title New Job Description for Food Service Maintenance Foreman

Board Action Required:

Presentation/Recognition _____ Information _____
Consideration/Approval Approve New Job Description for Food Service Maintenance Foreman

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

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

Executive Summary / Highlights:

As the world of technology is ever-changing, so is the world of Food Service Equipment. Food Service Equipment is becoming much more advanced and the need to have a qualified supervisor to oversee the daily repairs and maintenance of the school's food service equipment is a position that is greatly needed. This position will insure correct preventative maintenance is scheduled and performed according to manufacturer recommendations, thus preventing down time and effecting meal service. When equipment is in need of repair, this position will insure equipment is repaired quickly and correctly. This position will insure the Food Service Department continues to operate in a cost-effective manner.

Strategic Goals:

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

Other/Operational Activity

Strategies Include:

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

Financial Impact to the District: Cost difference between Journeyman (05) and Foreman (03) with benefits- \$3,350.63 (Federal Funding)

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Edie Burch

(Form Board Approved 7/10/07-original)

SCHOOL DISTRICT OF CITRUS COUNTY

JOB DESCRIPTION

FOOD SERVICE MAINTENANCE FOREMAN

QUALIFICATIONS:

- (1) High School Diploma.
- (2) Possess a valid Florida Driver's license (and remain insurable at the standard insurance market rate).
- (3) Five (5) years of experience in journey-level repair of kitchen equipment.
- (4) Possess or obtain within six (6) months of hiring and maintain a valid Refrigerant Transition and Recovery Usage Certificate (Universal).
- (5) Possess and maintain a valid CDL license.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of electrical, plumbing, steam, gas, electronic and refrigeration methods, current technology, principles and practices related to institutional kitchens located in school district buildings. Kitchen maintenance and repair, including circuit tracing and troubleshooting skills related to electric motors, pumps, compressors and electronic sensors. Current refrigeration technology and EPA regulations. Ability to test and make electrical, mechanical and plumbing repairs, using appropriate diagnostic equipment. Use hand tools. Read schematic drawings. Lead the work of others, including outside contractors and district maintenance and custodial personnel. Work cooperatively with others. Keep logs of Freon used and reclaimed, as well as simple work records. Read and write English at a level required for successful job performance.

REPORTS TO:

Director of Food Services

JOB GOAL

Work independently and provide oversight and supervision to all journey-level plumbing, refrigeration, electrical, electronic and mechanical maintenance of kitchen equipment. Equipment includes, but is not limited to, dishwashers, convection ovens, steamers, freezers, coolers, serving lines, disposals, pumps, motors, steam kettles, and compressors; installs or relocates equipment; and performs related work as required.

SUPERVISES:

Journeyman-Kitchen Equipment Mechanic

PERFORMANCE RESPONSIBILITIES:

- (1) Oversee the service, repairs, replacement, and maintenance of all walk-in and reach-in freezers, refrigerators, ice makers and milk coolers replacing components including motors, Freon, belts, thermometers and adjusts controls to accommodate specific types of Freon being used in any particular appliance. *
- (2) Oversee the repairs, descaling, maintenance and replacement of dishwashers and electric or gas water and booster heaters. *
- (3) Oversee the maintenance of pumps. *
- (4) Oversee the replacement of valves, belts, filters, bearings, gears and motor parts. *
- (5) Oversee the maintenance and repairs of electronic combi-ovens, convection and standard ovens, steam ovens, industrial mixers, choppers, steam kettles, tilting braisers, and steamers. *
- (6) Oversee the installation of gas valves, electric fans, vents, thermo-couplers, pilot lights and door springs. *
- (7) Oversee the maintenance and repairs of heating and refrigeration units on food carts; fabricates and mounts sneeze guards. *
- (8) Oversee the installation of electrical lines by running conduit, pulling wire, installing outlets, repairs motors, switches, plugs, and appliance cords. *
- (9) Oversee the replacement of pipes, faucets, and reversing and standard switches; locate and repair leaks; repair or replace industrial garbage disposals and clear minor blockages from sinks and disposals; cut and thread pipe, and sweat copper pipes. *
- (10) Oversee the assembly of a variety of kitchen racks and carts; mount computer brackets for touch screens. *
- (11) Maintain records of materials and time spent performing various maintenance and repair jobs. *
- (12) Recommend the repair or replacement of specific kitchen equipment. *
- (13) Serve as the point of contact for all equipment manufacturers and repair parts supply houses. *
- (14) Provide insight and recommendations to Food Service Director with regards to renovation and/or new construction projects. *

FOOD SERVICE MAINTENANCE FOREMAN (Continued):

- (15) Investigate and coordinate the resolution of warranty issues. *
- (16) Use effective positive interpersonal communication skills. *
- (17) Keep skills up to date with regards to the repair and maintenance of all food service equipment. *
- (18) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. *
- (19) Performs other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Heavy Work: Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force as needed to move objects. Works in wet, cold, hot and greasy conditions inside and outside school and central kitchens, works in confined areas including over ceilings, through crawl spaces and on roofs, climbing ladders to and from roofs to repair or replace motors and ventilation equipment, sometimes carrying nitrogen bottles as part of a two-person team. Regular exposure to electricity, gas, freon, motor oil and other hazardous materials. Must have dexterity to manipulate large and small parts.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

*Essential Performance Responsibilities
Job Description Supplement Code 8
BOARD APPROVED 3/8/05

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.
Requested by Scott Hebert, Department of Educational Services
Additional contact(s)/originator Debra Stanley
Document Title K12 Virtual



Board Action Required:

Presentation/Recognition _____ Information X
Consideration/Approval _____
K12 Virtual

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

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

Executive Summary / Highlights:

K12 Virtual Tuition-Free Online public schools offer a personalized, high-quality education with instruction from state-certified teachers. K12 schools adhere to the same state testing, school accountability, and attendance policies. Students would benefit from a rigorous curriculum. K12 offerings include a daily combination of online lessons, interactive activities, and virtual classroom sessions. K12 would provide a variety of educational products and services to include K12 owned and licensed curriculum, online school and learning management systems. Students would interact with teachers and classmates online or by phone.

K12 provides district-run programs with on-line school learning platforms and various levels of support.

Strategic Goals:

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

Strategies Include:

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

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: Sammy Wilson

(Form Board Approved 7/10/07)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.
Requested by Trish Douglas *Patrol*, Department of Educational Services
Additional contact(s)/originator David Roland
Document Title 2018 - 2019 Student Progression Plan

Board Action Required:

Presentation/Recognition _____ Information X
Consideration/Approval _____

2018 - 2019 Student Progression Plan

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

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

Executive Summary / Highlights:

Review proposed changes to the 2018 - 2019 Student Progression Plan

Strategic Goals:

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

Strategies Include:

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

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay grade/level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by: *Sammy Wilson*

(Form Board Approved 7/10/07)

Student Progression Plan Committee Minutes & Change Log

In Attendance:

Elementary Attendees

Dr. Scott Hebert, Executive Director Educational Services, DSC
Trish Douglas, Director of Elementary Education, DSC
Lynne Kirby, Director of ESE, DSC
Jennifer Greco, Coordinator of ESE, DSC
Amy Crowell, Director of Research & Accountability, DSC
Stephanie Gardner, Supervisor of Achievement Data Technology, DSC
Linda Powers, CCSB Board Member
Mollie Chandler, Elementary Program Specialist- ELA & ESOL, DSC
Donnie Brown, Principal, CRP
Stephanie Runion, ESE Specialist, DSC
Beverly Tidwell, Math TOSA, DSC
Janet Tuggle, Principal, PGE
Jenna Mullins, TOSA, CRE
Melanie Howard, TOSA, CREST
Sharen Lowe, Assistant Principal, CSE
Meg Blocker, Teacher, FCE
Marcia Brown, Guidance Counselor, FRE
Leona Williams, Guidance Counselor, HER
Alice Harrell, Principal, HOM
Jamie Fehrenbach, TOSA, IPS
Vicki Lofton, Principal, LPS
Jerrica Alligood, TOSA, PGE
Sean Furniss, Assistant Principal, RCE
Richard Crowley, Science TOSA, DSC
Dr. Mike Geddes, Director of Instructional Technology
Heather Kroning, Parent Representative

Middle School Attendees

David Roland- Director of Secondary Education, DSC
Kit Humbaugh- Coordinator of Student Services
Debbie Stanley- Coordinator
Amy Crowell- Director of Research and Accountability, DSC
Stephanie Gardner- Supervisor of Achievement Data and Technology, DSC
Lynne Kirby- Director of ESE, DSC
Jennifer Greco- Coordinator of ESE, DSC
Dawna Boley- Principal, MYCRO
Doug Dodd- School Board member
Alycia Lulenski- TOSA CSMS
Deidre Labelle- Assistant Principal, CSMS
Kevin Purinton- parent representative
Amanda Stringer- Dean, IMS
Brady Hannett- Assistant Principal, IMS
Victoria Smith- CCEA, President
Steve Chamblain- Director Information Technology

Richard Crowley- TOSA Science, DSC
Diana Goolsby- TOSA LMS
Maurisa Applegate- Assistant Principal, LMS
Kelly Filipic- School Counselor, CRMS
Ryan Selby- Assistant Principal, CRMS
Teresa Petit- School Counselor, CSMS
Joseph Benedetto- TOSA, IMS

High School Attendees

David Roland- Director of Secondary Education, DSC
Kit Humbaugh- Coordinator of Student Services
Debbie Stanley- Coordinator of Special Academic Programs, DSC
Amy Crowell- Director of Research and Accountability, DSC
Stephanie Gardner- Supervisor of Achievement Data and Technology, DSC
Lynne Kirby- Director of ESE, DSC
Jennifer Greco- Coordinator of ESE, DSC
Deborah Beck- TOSA Secondary ELA/World Languages/ESOL
Zac Leonard- Lead Teacher, AES
Jason Koon- Principal, LPS
Mollie Chandler- Program Specialist ELA/ESOL
Derrick Buettner- IB Coordinator, LPS
Ryan Naugle- Counselor, WTC
Trudie Mason- School Counselor, CRHS
Laura Mason- Principal, CHS
Callie McClain- School Counselor, CHS
Steve Chamblain- Director Informational Technology
Todd Goolsby- Assistant Principal, CHS
Beth Evans, School Counselor, LHS
Thomas Kennedy- School Board Member
Victoria Joseph- CCEA, President
Linda Connors- Principal, CRHS
Beverly Tidwell- TOSA Math, DSC
Melissa Baird- Assistant Principal, CRHS
Melanie Howard- TOSA, CREST
Katie Hensley- Parent Representative
Richard Crowley- TOSA Science, DSC

Elementary Student Progression Plan Committee Meeting Minutes & Change Log

Change Log

Original SPP	Revised SPP	Paragraph / Line	Change
Front page			Change date
All pages			Check bullet points and if there should be periods
All statutes			Lowercase s. statute, F.S.
All pages		Footer	Change approved date- when approved
Page 1			Change date
Page 1		General requirements 1st bullet	Change "Florida Statutes" to Florida Statute"
Page 2 Grade Placement		Paragraph 3/line 2	Take out- "These official records will include the information listed above."
Page 2 Teacher change requests		Paragraph 1 and paragraph 2	Paragraph 1- principal approves Paragraph 2- school district approves Make the violation statement apply to both paragraphs? Paragraph 3: start with "If an infield teacher... Put this statute at the end of 3 rd paragraph 1012.42 (2)
Page 3 Transfer Home Education Program		Paragraph 1/line 1	Change program to programs
Page 3 Special Programs- Home Education		Paragraph 7/line 2	For more information visit the FLDOE Website at (link listed) Take out office of independent and parental choice
Page 3		2 nd paragraph/ Special programs last paragraph	Change to contact- Student Services
Page 4		2 nd bullet- 4 th sub-bullet	Remove standardized test scores above the 35 th percentile bullet (entire bullet)
Page 5		1 st bullet/1 st carrot	Remove reference to block scheduling- take out (or the equivalent of a block schedule) both times
Page 5		6 th bullet	Remove the word academic
Page 5		3 rd bullet	Change to- A parental agreement concerning homebound or hospitalized policies and parental cooperation signed by a parent, guardian, or primary caregiver.

Elementary Student Progression Plan Committee Meeting Minutes & Change Log

Page 5		7 th bullet	Revise “A long term (full semester [quarter])” Remove- quarter
Page 6		First paragraph	Revise “(less than a full semester [quarter])” Remove- quarter
Page 6			Delete last carrot
Page 6		Student Eligibility Section	Remove the title and section and from table of contents
Page 7	Page 6	2 nd bullet	Student may transfer back to the regular high school-change to- student may transfer back to his/her zoned school. Next sentence- take out the word high school. -All courses/credits earned will be accepted by the zoned school.
Page 9	Page 9	MTSS 5/5	Change databased to data-based
Page 9	Page 9	MTSS	Last line of paragraph: For more information regarding the middle school MTSS process, see Appendix F. (add appendix F)
Page 9	Page 9	Progress Monitoring Plan	Change Heading: The Progress Monitoring System Change all PMP to Progress Monitoring System including first one that is spelled out
Page 9	Page 9	Paragraph 1/line 1	Insert period at the end of the sentence “If the PST determines...)
Page 9	Page 9	Paragraph 1/line 1	Change “their” to his/her
Page 9	Page 9	Paragraph 5/line 7	Put period after “Appendix E”- change appendix E to new chart
Page 9	Page 9	Multi-Tiered System of Support section	MTSS- capitalize Tiered in title and paragraph
Page 10	Page 10	Intensive requirement- 1 st paragraph/ 1 line Line 2	Change Citrus County Schools continues our commitment to provide- to- Citrus County Schools is committed to providing support... Take out- double block of time in- Change to- In addition to the English Language Arts Course
Page 11	Page 11	Dual Enrollment 5 th paragraph- 1 st sentence	Add comma after the word enrollment
Page 12	Page 12	2 nd paragraph	Change from 6.25-6.75 to- 6.25 to 7 clock hours

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			Change first sentence after () to- Must meet the additional requirement of having achieved all criteria to be eligible...
Page 12	Page 12	4 th paragraph WTC Dual Enrollment/ 2 nd sentence	Make new paragraph with the last sentence That starts with After graduation...change to: Students enrolled after graduation from high school will transition to post-secondary students and will be responsible for all payments and fees.
Page 13 (new page 16)	Page 12-13	Paragraph 2/ line 5-7 Paragraph 3	Add PSAT as a comparative score and clarify the use of PERT. Insert- Graduation requirements include a passing score on the 10th Grade FSA ELA assessment or earning a concordant score on the ACT or SAT test, and a passing score on the FSA Algebra 1 assessment or earning a comparative score on the ACT, SAT, or PSAT tests. Students who entered 9th grade prior to 2018-2019 may continue using PERT (Post-Secondary Education Readiness Test) for a math comparative score. Paragraph 3 line 6 Remove -on the PERT-
Page 13	Page 12	Paragraph 2/line 2	Change where Good Cause is detailed SPP- *put new section title after its fixed*
Page 13	Page 12	Paragraph 2/line 7	Change date 2017/2018 to 2018/2019
Page 13	Page 13	Table 1	4,5,6 FSA-ELA CBT change to 4,5,6 FSA-ELA PBT 3-6 FSA Math CBT change to: FSA-MATH PBT 7 FSA ELA WR PBT change to FSA-ELA WR CBT

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			<p>Algebra 1- change to FSA- ALG. CBT</p> <p>Geometry- FSA-Math change to FSA GEO. CBT</p>
Page 14- Florida Kindergarten Readiness Screener	Page 14	Paragraph 2/line 7	Change sentence from “Beginning in the 2017-2018 school year, STAR Early Literacy will be used as the Florida Kindergarten Readiness Screener.” To “STAR Early Literacy is used as the Florida Kindergarten Readiness Screener.”
Page 14	Page 13	Top chart	Change NGSS from State Sunshine Standards to Sunshine State Standards
Page 14		Table 2	Remove
Page 15	Page 15	Table 3	Change to table 2 Change title to Graduation Assessment Requirements Change table information: Change information to when students took the assessments
Page 16	Page 16	Table 4	Change to table 3
Page 15 FSAA	Page 14	Paragraph 1/line 11	Take out “Beginning in 2017-2018” start new sentence with “The FSAA program includes two assessment components.”
Page 15 FSAA		Paragraph 2/line 1	Take out “new” change a to an
Page 16		1 st bullet/ 1 st sentence	Take out- grade 10 FCAT 2.0 Reading test
Page 16		1 st bullet/ 2 nd sentence	Take out- reading
Page 16		2 nd bullet/1 st sentence	Take out- FCAT 2.0 or
Page 16		2 nd bullet/ 1 st sentence	Take out- (for FCAT concordant scores, see table 4)
Page 16- Concordant and Comparative Scores Option			Clarify this paragraph to include PSAT/PERT information
Page 16	Page 18	Table 4	Replace Concordant and Comparative Scores Table 4 with updated tests and scores
Page 16 under table 4		Under table 4	Delete Please Note sentence
Page 16 Concordant and Comparative Scores Option			Remove sentence containing the link

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Page 16		Under the table	Change the date to 2018-2019
Page 17		SAT/ACT College Admission Tests/ 3 rd sentence	Remove the word- new
Page 18	Page 18	Table 5	College Readiness Scores Change title to Table 4 Add math before 24 in chart under New SAT Add below table- *College readiness scores are under review and are subject to change during the 2018-2019 school year.
Page 18	Page 18	District testing calendar	Move whole paragraph over to line up with page
Page 18	Page 18	District testing calendar	Website change 17-18 to 18-19
Page 20	Page 20	Access courses bullet	Change first 2 sentences to Access courses are intended only for students with significant cognitive disability and are designed...
Page 20	Page 20	2 nd bullet/1 st carrot	Must take the Florida Standards Alternate Assessment (FSAA) in ELA 1, ELA 2, Algebra 1, Geometry EOC, Biology EOC, US History EOC. Take out after- in reading, math, and science replaced...
Page 20	Page 20	2 nd bullet/2 nd carrot	Must score 3 or above or have results waived for the ELA 2 and Algebra 1.
Page 21		Fundamental Courses bullet	Remove 3 paragraphs under this bullet
Page 21	Page 20	Under Fundamental Courses	Add bullet above paragraph- Legislation passed in Florida.... Special Diploma- title before Legislation paragraph Add sentence- For questions regarding special diploma refer to 2017-2018 Student Progression Plan.
Page 22		First carrot/2 nd sentence	Remove 2 nd sentence starting with These courses are appropriate...
Page 22	Page 21	Career and Technical Education Courses bullet	Remove regular or ESE from 1 st sentence

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Page 22	Page 21	Career and Technical Education Courses bullet	Change 2 nd sentence to- Districts are encouraged to use allowable accommodations and modification, or modified occupational completion points (MOCPs), to enable students with significant cognitive disabilities to participate in regular CTE programs.
Page 22	Page 21	Career and Technical Ed	Remove paragraph- the courses listed under CTE for students
Page 22	Page 21	MOCP section	Remove ESE in parentheses from MOCP section First sentence change to- In addition to accommodations, some secondary students with significant cognitive disabilities will need...
Page 23	Page 22	Participation in Statewide assessment	3 rd line- change to: Allowable accommodations, if determined appropriate by the Individual Education Plan (IEP) team and recorded on the student's IEP.
Page 23	Page 22	Bullet under allowable accommodations	Insert Stephanie Gardner's information
Page 24	Page 23	First section top of page	Change date before PDF to (2018)
Page 24	Page 23	Statewide, Standardized Results Waiver for Students with Disabilities	4 th line- accommodations, shall have assessment results waived (including the 30% EOC portion) for the purpose of receiving a course grade and standard high school diploma...
Page 24	Page 23	Industry Certification Exams	Change to Documentation may be included in the TIEP (transition Individual Education Plan) that clearly indicated that it is anticipated...
Page 27		Grade Placement	Remove entire section- and from Table of Contents
Page 28	Page 26	4 th bullet	Take out special diploma bullet
Page 29	Page 27	Deferred Standard Diploma- lines 1-2	Remove first 2 lines- start paragraph with- During the 2014 legislative session... Add space between the first 2 paragraphs
Page 29	Page 27	3 rd paragraph	Change first sentence to: In order for the student to defer the diploma, the Transition IEP team

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			determines specially designed instruction that the student requires to be successful. Take out () around sentence- leave the sentence
Page 29	Page 27-28	4 th /5 th paragraph	Flip 4 th and 5 th paragraph
Page 29		Student Rights/Parent notification	Remove section and from table of contents
Page 30	Page 28	Students with Disabilities under Section 504	Reference OneDrive- replace with document- Page 30 *capitalize Section* SECTION
Page 30 Placement	Page 28	Paragraph 3/line 3	Change sentence "An ELL Committee composed of..." to An ELL committee composed of at least three school employees, the ESOL teacher (s), administrator or designee, and any other instructional personnel responsible for the instruction of ELLs shall make recommendations for appropriate placement.
Page 30 Placement	Page 28	Bullet points- 2nd bullet	Take out ELA, FCAT 2.0. Add WIDA Screener and W-APT
Page 31 Assessment	Page 29	Paragraph 1/ line 2	Change ELL plan to ELL Student Plan
Page 31		Paragraph 3/line 2	Change ELLs to ELL's
Page 30-31			Change ELL/ELLs/ELL's to ELL Student Plan and make everything consistent
Page 31 assessment	Page 29	Paragraph 3/ line 2	Change may be exempted to may be exempt
Page 31	Page 29	1 st sentence	Add the following sentence to the first sentence on the page- ELLs shall not be penalized because they lack English reading, writing, speaking, or listening skills.
Check appendix E			Flow chart
Page 32- first grade	Page 30	Paragraph 2/ line 1	Change- In addition, the student must have been enrolled in public school... To In addition, the student must have successfully completed the requirements for kindergarten.
Page 32	Page 31	First bullet	Change their to his/her
Page 32	Page 31	First full paragraph/ line 1	Change first sentence to:

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			<p>A parent or guardian must be notified formally in writing that his/her child is being assigned to the lower/higher grade.</p> <p>*change parent to parent or guardian throughout *</p>
Page 33 Promotion/Retention General Requirements for Promotion		Last paragraph last sentence	Take out "The Citrus County Schools' Student Progression Plan includes standards for evaluation student performance on the NGSSS and Florida Standards."
Page 33- General requirements for promotion	Page 31	2 nd bullet- 3 rd bullet	Look at wording
Page 33	Page 31	Paragraph 5/ line 1	Change "Our district curriculum" to "The district adopted curriculum"
Page 34	Page 32	Paragraph 2/ line 3	Add a comma after socially
Page 34	Page 32	1 st / last line, 3 rd paragraph 4 th line	Change Florida's Statewide Assessment to Florida Standards Assessment
Page 34	Page 32	Paragraph 1/ line 8	Change reading to ELA
Page 34	Page 32	Paragraph 2/line 3	Take out "Guidelines for satisfactory performance are noted on the End of the Year Proficiency Chart."
Page 34 specific requirements for promotion	Page 32	1 st sentence	Change to "Each student must participate in statewide assessments required by s.1008.22,F.S. (s.1008.25(4),F.S.)."
Page 35		Paragraph 3	Lower case "exceptional education"
All pages			Check to see if the word "grade" needs to be capitalized
All pages			Should ELA/Math/Science/Social Studies
All pages			Does principal need to be capitalized Does superintendent need to be capitalized
Page 35	Page 33		Change the paragraph- In addition To bullet points in the section above Change ESE services can be utilized "if applicable"
Page 35	Page 33	4 line 1 and line 3	Add comma after remediation Change reading, writing to ELA
Page 36	Page 34	Paragraph 3/line 5	Take out foreign language

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Page 36	Page 34	Paragraph 2/ line 2	Change Florida Statewide Assessment to Florida Standards Assessment *do this anytime it is applying to ELA
Page 36		Paragraph 4/ line 2	Change language arts to ELA
Page 36		Paragraph 6/ line 1	Change promotion for ESE students to Students with disabilities *change any ESE students to students with disabilities
Page 36		Paragraph 2/line 3	Change statute to s.1008.25(6)(b),F.S.
Page 37	Page 35	Bullet points- 5 th bullet point	make "individual" in front of Progress Monitoring Plan lowercase
Page 37	Page 35	Paragraph 8/ line 4	Add individual before Progress Monitoring Plan And put quotes around "Promotion with Remediation" *do this to all*
Page 38	Page 35	First complete paragraph- 2 nd line	Add quotation marks around "Promotion with Remediation"
Delete page 38 "Third Grade Students" (new page 36)	Page 36	Insert- Promotion to Grade 4 TAP-	Add before "parent notification all grades and students who have been retained for 2 years" Check statute of last bullet in students retained for 2 years
Page 45	Page 42	Paragraph 3/line 2	Remove "or" from between Kindergarten insert a comma between them Grade 1
Page 45	Page 43	2 nd to last bullet	Comma between fluency and vocabulary
Page 46 Curriculum	Page 43	Paragraph 4/line 1	Take out "Beginning with the 2017-2018 school year," capitalize Students
Page 47	Page 44	1 st full paragraph/1	Change sentence to- Districts must annually publish on the district website and in the local newspaper the following:
Page 47	Page 44	2 nd paragraph	take out statute (s.1008.25(7)(b)8,F.S.
Page 47	Page 44	1 st full paragraph	Florida Statewide Assessment change to Florida Standard Assessment
Page 47	Page 45	Under report cards	4 th paragraph 2 nd line each student and his/her parent
Page 48	Page 45	Assessment reports	Change Florida Statewide Assessment to Florida Statewide Assessments

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Page 48	Page 46	Grading procedures paragraph	Change last paragraph- make it flow better
Page 48	Page 46	Step by step first sentence	Change staggering to staggered
Page 49	Page 47	References to statute	Change- document in one drive
Page 49	Page 47	Transfer/Withdrawals	Change statute to- Rule 6A *reference
Page 50	Page 48	Promotion	Delete- as follows per statue
Page 50	Page 48	5 th bullet	Remove such as Plato, Edgenuity, etc...
Page 50	Page 48	2 nd paragraph	Capitalize tiered in Multi-tiered
Page 50	Page 48	Promotion	3 rd bullet- change semester of which to- course
Page 51	Page 49	Paragraph under Retention	Change first sentence to: As part of the school's progress monitoring system, any student who has been retained or promoted with remediation may be referred to the Problem Solving Team (PST). When students are retained, they will be placed on an individualized Progress Monitoring Plan (PMP) and in programs based on their learning needs.
Page 51	Page 49	Retention paragraph/ line 7/ line 9	Take out plans after PMP Take out plan
Page 52	Page 50	3 rd bullet	Change semester to course
Page 52	Page 50	4th bullet	One of these courses must be a civics education course...
Page 53	Page 51	High School Courses taken by Middle School students	Line 1- take out Algebra II 2 nd bullet- take out and/or Algebra II, out and/or before US History
Page 54	Page 53	Last paragraph/ 2 nd sentence	Change goal (s) to goal(s)
Page 55	Page 53	Grading procedures	Line the 0 up with the rest of the numbers
Page 56	Page 51	Add section	Insert same MYCRO school document as high school from One drive And add to table of contents Put high school under high school section
Page 57- Grade Placement		4 th paragraph	Remove paragraph starting with grade placement for students seeking special diploma

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Page 57- Grade Placement		1 st sentence	Change first sentence to: Grade placement for students seeking a Standard High School Diploma will be based on the following criteria:
Page 59		Paragraph 1/ line 7	Take out Algebra II
Page 60-61	Page 58	Special Programs- AES	Section change- use from Zac's AES document put under special programs- before citrus county students leaving the country for foreign exchange section
Page 61		Mycro School 1 st paragraph/ line 3 Line 2	Make senior's- seniors Change sentence that begins in line 1 to- The school is made up of small learning communities that provide a high school or middle school program for students who need to get back on track for graduation.
Page 61		Mycro School	Replace from document- in OneDrive CTMY-SPP-docs
Page 61		Mycro school/foreign exchange	Put a space between Mycro and foreign exchange
Page 62	Page 60	Paragraph after bullets Line 5	Change line 5 sentence to: The maximum number of foreign exchange students in a school will be determined by the principal but will not exceed 6.
Page 62	Page 61	Citrus county students leaving the country for FE	Start the paragraph on the line under the heading
Page 63	Page 61	Course program placement 3 rd paragraph	Put parenthesis around other than blended learning
Page 63	Page 61	Course program placement 2 nd paragraph	Change "quarter" to semester
Page 64	Page 61	Top- first sentence after statute	Remove sentence from- One full credit-school board
Page 65	Page 62	CAP 1 st bullet- 6 th line	Take out period leave comma
Page 66 (new page 63)	Page 63	Advanced Placement	CHS will send Capstone blurb
Page 66 International Baccalaureate Program	Page 63	Copy paste it in this section	Insert document from OneDrive SPP IB 2018-2019
Page 69	Page 66	Cooperative diversified section paragraph 1/line 6	Take out (standard or special diploma)
Page 70	Page 68	4 th bullet physical education	HOPE- 1 credit OR

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			<p>Personal fitness- .5 credit Personal activity- .5 credit Health/life management skills- .5 credit</p> <p>*insert above note: delete bullet under notes</p>
Page 71	Page 68	2 nd paragraph	Take out this paragraph
Page 71	Page 69	1 st bullet	Change 7.5 credit to 8 credit electives
Page 71	Page 69	5 th paragraph- beginning during the 2016 legislative session...	<p>Take out paragraph and replace with below:</p> <p>Completion of a career and technical course in which a student earns a nationally recognized industry certification in information technology that is identified on the career and professional education act (CAPE) industry certification funding list.</p> <p>Remove the first bullet under this paragraph about drives ed online</p>
Page 74 (new page 71)	Page 71	Chart	Table 1 title: Waiver Options for School Districts using Personal Fitness/Physical Activity as Graduation Requirements
Page 74	Page 72	Certificate of Completion paragraph 1/ line 2	Change 1 st sentence to Students who have successfully completed all the credit requirements for graduation, but have not met state requirements on FSA ELA, state mandated Algebra 1 assessment, and/or achieved ...
Page 74	Page 72	PERT 3 rd line	Remove FCAT2.0 Reading
Page 75	Page 72	1 st paragraph 1/3 line	remove FCAT 2.0 Reading
Page 75	Page 73	High School Equivalency Diploma	<p>Copy changes from document- Replace High School Equivalency Document- top bullet on page 77- from One Drive- Above Graduation Participation</p>
Page 77	Page 74	Paragraph before awards and honors	Remove "approve or"
Page 77	Page 75	Bullets under Awards and Honors	<p>Take out 2nd and 3rd bullet 4th bullet- take out Beginning the 2018-2019 school year- capitalize Students</p>

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			Turn paragraph on page 78 into another bullet
Page 79		2 nd bullet	Remove 2 nd bullet
Page 79		2nd paragraph under High school coursework section	Remove 2 nd paragraph
Page 80		Section: Out of state HS diploma programs	Remove this section and from table of contents
Page 82		Grading and Reporting procedures Grading Procedures section paragraph 1/line 2	Take out (midterm)- both times
Page 82	Page 79	Under bullets	Line 2 change sentence: The remaining 20% will be the students grade on the semester exam or equivalent. The two semesters will be averaged on a 4-point scale to determine the final course grade. Each semester grade will be counted as 50% of the course grade.
Page 82	Page 79	Note at bottom of page	Change- students participating in state-tested EOC courses do not take semester finals/end of term tests.
Page 83	Page 80	Paragraph above bullets at bottom of page	Change: A grade is not issued in a credit recovery course until all the unit tests and the End of Term tests have been taken. If a student does not complete a credit recovery course before the end of the scheduled semester, it is the individual schools discretion to: Bullets: First bullet change: quarter or term-to semester
Page 83	Page 80	Last paragraph	Change to: If a student has not completed and is continuing work in credit recovery on the same course, that students receives an "I" in the semester bucket. When the student continues the course with a new build in the next semester and complete- that student will receive the grade in the FIN BUCKET. If a student does not complete by the end of the course,

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			the student receives an “F” in the FIN BUCKET. After receiving an “F”, the student may take the course in a regular classroom or credit recovery to grade forgive the “F”.
Page 84	Page 81	2 nd paragraph line 1	Change: All non-EOC courses for which high school credit...
Page 84	Page 81	Progress towards annual goals section- paragraph change	Change: Progress toward annual goals and the extent to which the progress will enable the child to achieve the goals at each reporting period for students with an IEP will be provided to parents.
Page 85	Page 82	5 th paragraph under Grade Forgiveness	Delete Note
Page 85	Page 82	Grade Forgiveness	Take out 3 rd paragraph
Appendix B	Page 86	Social Studies	Take out- World Geography CC required
Appendix B	Page 86	PE/Health	Change/insert instead of what’s there: 1 credit HOPE (or its equivalent)
Appendix B	Page 86	Electives/other	Change from 7.5 to 8
Page 90 Appendix C	Page 87		World geography remove line Replace graduation test requirements chart
Appendix C page 90	Page 87		Chart for Graduation Requirements Reading: change FCAT 2.0 Reading to FSA ELA 350 MATH- Algebra I EOC- take out must pass put 497 PERT-comparative

**CITRUS COUNTY STUDENT PROGRESSION PLAN
2018-2019**



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**CITRUS COUNTY SCHOOLS STUDENT PROGRESSION PLAN
2018-2019**

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CITRUS COUNTY SCHOOLS STUDENT PROGRESSION PLAN

2018-2019

GENERAL INFORMATION (Grades PreK-12th)

ADMISSION

General Requirements

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

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

McKinney-Vento Act

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

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

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

It is the responsibility of the enrolling school to immediately contact the school last attended so relevant records can be obtained. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A displaced student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous

academic records, medical and immunization records, and proof of residency. The District has the option to verify residency through a home visit.

McKinney-Vento students must have access to a free public education and must be admitted to school in the school district in which they or their families live. A displaced child shall be granted a temporary exemption from entrance requirements for 30 school days. If McKinney-Vento status was incorrectly awarded or the District received false information, services may be discontinued. The parent/guardian then has the right to file a Dispute Resolution. This form can be obtained through District Student Services.

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

Grade Placement

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

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

Teacher Change Requests

Parents/guardians have the right to request his or her child be transferred to another classroom teacher; however, parents/guardians do not have the right to choose a specific classroom teacher. Parents/guardians wishing to request to have his or her child transferred to another classroom must do so in writing to the school principal. The school principal must approve or deny the transfer within two (2) weeks of receiving the request. If denied, the school must notify the parent/guardian and specify the reason for the denial.

A parent/guardian whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled, however parents/guardians do not have the right to choose a specific classroom teacher. The parent/guardian wishing to request to have his or her child transferred must do so in writing to the school principal. The school district must approve or deny the parent's/guardian's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks.

Student transfers may be granted, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 F.S. and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent/guardian and specify the reasons for the denial. s. 1012.42(2), F.S.

Transfer from Home Education

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

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

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

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

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

Interstate Compact for Military Children

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

SPECIAL PROGRAMS

Home Education

Florida Statute 1002.41 defines home education programs. For more information, visit FLDOE Website at <http://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>. To register for home education, contact Student Services in the Citrus County School District. Students entering Citrus County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by Rule 6A-1.09941, F.A.C.

The Citrus County School System specifies that a home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he/she would be assigned to

attend based on the district's attendance area policies, or develop an agreement to participate at a private school provided the following conditions are met:

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

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

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

Hospital Homebound

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

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

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

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

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

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

Citrus Virtual Options

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

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

Teenage Parent Alternative

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

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

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

CURRICULUM INFORMATION

Academically Challenging Curriculum to Enhance Learning (ACCEL)

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

Each school must offer the following as ACCEL options:

- Whole-grade and mid-year promotion

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

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

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

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

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

Additionally:

- Recommendations from one or more of the student's teachers in core-curricula courses as defined in s. 1003.01(14)(a)-(e), F.S.
- A recommendation from a certified school counselor if one is assigned to the school where the student is enrolled
- Other factors may need to be considered specific to entry requirements into programs such as dual enrollment courses, International Baccalaureate and certain academies

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

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

- Parent and/or legal guardian of the student (or parental designee)
- Principal or assistant principal from the child's current school; and receiving school if applicable
- Current teacher(s) of the student
- Teacher at the grade level to which the student may be accelerated (with the exception of students recommended for possible early graduation from high school)

- Gifted education coordinator or teacher of the gifted
- ESE specialist and/or school psychologist
- Certified school counselor with expertise in the appropriate use of academic acceleration
- TOSA or Program Specialist with expertise in the curriculum
- Student

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

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

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

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

If the PST determines that an ACCEL option is not appropriate for meeting the student's needs, the principal will notify the parent/guardian and the student will continue with his/her current placement.

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

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

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

Multi-Tiered System of Supports (MTSS)

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

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

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

- A federally required student plan such as an Individual Education Plan (IEP) Transition Individual Education Plan (TIEP)
- A school wide system of progress monitoring for all students
- An individualized Progress Monitoring Plan

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

The Progress Monitoring System must:

- Identify educational goals and intermediate benchmarks for the student in the core curriculum areas, which will prepare the student for high school.

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

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

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

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

Intensive Requirement

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

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

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

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

Dual Enrollment

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

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

agreement with any state college, technical college, or university for the student to enroll as a dual enrollment student.

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

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

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

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

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

Any exceptions to the requirements must be approved by both the high school and college's Dual Enrollment Petitions Committee. Students and their parents/guardians should contact the Dual Enrollment Coordinator to request a meeting with the DE Petitions Committee. Students and their certified school counselors are notified of the committee's decision by phone within one week following the meeting.

State College or State University Dual Enrollment

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

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

Withlacoochee Technical College Dual Enrollment

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

Students seeking full-time dual enrollment (6.25-7 clock hours per day) must meet the additional requirement of having achieved all criteria to be eligible for high school graduation, including but not limited to earning all required high school credits and passing all state testing requirements for graduation. Full-time students are also responsible for their own transportation.

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

Due to State of Florida dual enrollment requirements, high school students in Withlacoochee Technical College's cosmetology program will be enrolled in high school course numbers until their graduation date.

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

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

STATEWIDE ASSESSMENT PROGRAMS

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

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

Promotion from grade 3 to grade 4 will be based on proficiency requirements with options for those students who may not meet those expectations, Good Cause (detailed in Citrus County Elementary Student Progression Plan: Third Grade Students). Graduation requirements include a passing score

on the 10th Grade FSA ELA assessment or earning a concordant score on the ACT or SAT test, and a passing score on the FSA Algebra 1 assessment or earning a comparative score on the ACT, SAT, or PSAT tests. Students who entered 9th grade prior to 2018-2019 may continue using PERT (Post-Secondary Education Readiness Test) for a math comparative score.

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

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

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

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

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

Other Statewide Assessments

- **Florida Voluntary Prekindergarten Assessment (VPK)**- The VPK is administered to all prekindergarten students throughout the year. The purpose of the VPK is to provide teachers with valid and reliable feedback regarding students' progress in attaining the skills in the Florida Development and Early Learning Standards for Four-Year-Olds. Teachers use this information to guide instructional decisions in the VPK classroom. s. 1002.67, F.S.
- **Florida Kindergarten Readiness Screener (FLKRS)**-The FLKRS assessment is administered to all kindergarteners within the first 30 days of school. Its purpose is to gather information about a child's overall development and address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. FLKRS results are also used to calculate VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares 4-year-olds to be ready for kindergarten based on the standards. STAR Early Literacy is used as the Florida Kindergarten Readiness Screener. s. 1002.69, F.S.
- **Florida's Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLS 2.0)**-The ACCESS for ELLs 2.0 test is administered each school year to students in grades K-12, currently classified as English Language Learners (ELL), with a code of "LY". The ACCESS for ELLs 2.0 is a criterion-referenced test administered to measure students' proficiency and gains in English in four domains: reading, writing, listening, and speaking.
- **Florida Standards Alternate Assessment (FSAA)**- All Florida students participate in the state's assessment and accountability system. The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points (FS-AP) in Language Arts, mathematics, science, and social studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. The FSAA program includes two assessment components. The FSAA Performance Task (FSAA-PT) is designed to assess students at three levels of complexity and results are reported through achievement levels.

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

that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA program.

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

Overview of Standard Diploma and Assessments

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

Table 2: Graduation Assessment Requirements

ELA		
FSA ELA Grade 10	FSA ELA taken before Spring 2016 (as a first-time test taker)	FSA ELA taken Spring 2016 & Beyond (as a first-time test taker)
	349	350
MATH		
FSA Algebra 1 EOC	Algebra 1 EOC taken before Spring 2016 (as a first-time test taker)	Algebra 1 EOC taken Spring 2016 & Beyond (as a first-time test taker)
	489	497

Graduation Assessment Options

- Retaking the Statewide Assessments**—Students can retake the Grade 10 FSA ELA test, or FSA Algebra 1 EOC Assessment each time the test is administered until achieving a passing score, and students can enroll beyond the twelfth-grade year should they need additional instruction to pass an assessment. Students currently have up to five opportunities to pass the Grade 10 ELA test before their scheduled graduation. Students who do not pass these tests in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on when students first take the test, since they typically take it at the conclusion of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.
- Concordant and Comparative Scores Option**—A student can also graduate by receiving a score concordant to the FSA ELA passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment passing score on the ACT, SAT, or PSAT. Students who entered 9th grade prior to 2018-2019 may continue using PERT for a math comparative score. Table 3 shows the concordant and comparative scores students must achieve based on the year they entered grade 9. Even if they have achieved a concordant or comparative score before the grade 10 ELA assessment or FSA Algebra 1 EOC, all students enrolled in grade 10 or the Algebra 1 course are required to participate in the statewide assessments in accordance with s. 1008.22, F.S.

Table 3: Concordant & Comparative Scores

ELA CONCORDANTS		
	Entered 9 th grade prior to 2018-19	Entered 9 th grade in 2018-19 & Beyond
ACT	19 (Reading) OR 18 (Reading and English Averaged) -May be from multiple administrations	18 (Reading and English Averaged) -May be from multiple administrations
SAT	430 (EBRW) or 24 (Reading)	480 (EBRW)
MATH COMPARATIVES		
	Entered 9 th grade prior to 2018-19	Entered 9 th grade in 2018-19 & Beyond
ACT Math	16	16
SAT Math	420	420
PSAT/NMSQT Math	430	430
PERT Math	97	May NOT be used

- Waivers for Students with Disabilities**—Students with disabilities who are working toward a standard high school diploma are expected to participate in statewide, standardized assessments; however, legislation provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), F.S., for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the Bureau of Exceptional Education and Student Services at <http://www.fldoe.org/academics/exceptional-student-edu>.
- High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a State of Florida High School Diploma, the state’s equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study that graduating seniors should know and be able to do, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® Test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Local adult education programs sponsored by school districts, colleges and community organizations may assist students with determining how to best prepare for the test. Additional information and resources regarding the GED® Test and the high school equivalency program may be accessed at <http://www.fldoe.org/academics/career-adult-edu/hse/>.

End of Course Assessments (EOC)

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

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

SAT & ACT College Admission Tests

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

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

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

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

Post-Secondary Education Readiness Test (PERT)

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

Table 4: College Readiness Scores

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

*College readiness scores are under review and are subject to change during the 2018-2019 school year.

District Testing Calendar

Citrus County’s Testing Calendar, which includes information and administration dates for all district, state, national, and international tests administered throughout the school year may be accessed at [http://www.citruseducation.com/news/K12 Uniform Assessment Calendar 18-19.pdf](http://www.citruseducation.com/news/K12_Uniform_Assessment_Calendar_18-19.pdf)

EXCEPTIONAL STUDENT EDUCATION (Grades PK-12)

Eligibility

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

- Autism Spectrum Disorder (ASD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/autism-spectrum-disorder-asd.shtml>
- Deaf or Hard-of-Hearing (DHH)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/deaf-or-hard-of-hearing-dhh.shtml>
- Developmentally Delayed (DD): Ages 3-5 Years
<http://www.fldoe.org/academics/exceptional-student-edu/early-education/ages-three-through-five.shtml>
- Dual-Sensory Impairment (DSI): Deaf-Blind
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/dual-sensory-impairment-dsi.shtml>
- Emotional/Behavioral Disability (E/BD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/emotional-behavioral-disability-e-bd.shtml>
- Gifted
<http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.shtml>
- Homebound or Hospitalized (HH)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/hospital-homebound-hh.shtml>
- Intellectual Disability (InD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/intellectual-disabilities-ind.shtml>
- Language Impairment (LI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/language-impairment-li.shtml>
- Other Health Impairment (OHI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/other-health-impairment-ohi.shtml>

- Orthopedic Impairment (OI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/orthopedic-impairment-oi.shtml>
- Specific Learning Disability (SLD)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/specific-learning-disabilities-sld/index.shtml>
- Speech Impairment (SI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/speech-impairment-si.shtml>
- Traumatic Brain Injury (TBI)
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/traumatic-brain-injury-tbi.shtml>
- Visual Impairment (VI): Blind and Partially Sighted
<http://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/visual-impairment-vi-blind-partly-sigh.shtml>

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

Curriculum and Instruction

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

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

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

Services for students who are gifted may be provided directly or indirectly. For more information on Gifted Education, please visit <http://www.fldoe.org/academics/exceptional-student-edu/gifted-edu.shtml>

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

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

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

Parent Brochure: https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/2016/07/2016_FSAA_Parent_Brochure_English_Web.pdf

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

Requirements:

- Must take the Florida Standards Alternate Assessment (FSAA) in ELA 1, ELA 2, Algebra 1, Geometry OC, Biology EOC, and US History EOC
- Must score 3 or above or have results waived for ELA 2 and Algebra 1
- If results are waived, demonstrate achievement via a portfolio (best practice - collect portfolio artifacts for all students)

- **Special Diploma**

For questions regarding special diploma, refer to 2017-2018 Student Progression Plan.

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

- **Other ESE Courses**

The courses listed under Special Skills Courses are designed to meet the specialized needs of students with disabilities. Some courses are tailored to meet the specific needs

of a particular exceptionality. Other courses may be used to meet the individual needs of any student with exceptionalities.

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

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

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

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

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

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

- **Accommodations**

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

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

- Setting – Change the location in which instruction and assessment are given or change the conditions of the instruction and assessment setting.
- Assistive Technology – Use assistive technology to access information or respond to questions or prompts.

- **Participation in Statewide Assessment**

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

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

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

- **Allowable Accommodations**

Assisting Students with Disabilities (2018) (PDF)

Guide to instructional accommodations to assist school district personnel and parents/guardians when making decisions about the use of accommodations for students with disabilities.

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

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

- Four categories of accommodations are identified along with numerous examples.
- Strategies to help teachers and students implement and monitor the impact of accommodations for classroom instruction and assessment are presented.
- The appendices provide a quick reference guide and resources on statewide testing accommodations.

- **Accommodations Resources Online**

- Selecting Accommodations: Guidance for Individual Educational Plan Teams (PDF):

<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070064-selectingaccommodations.pdf>

(2013) - A brief explanation of the process the IEP team should follow to determine which accommodations a student with a disability may need.

- Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education (PDF):

http://www.fldoe.org/core/fileparse.php/7690/urlt/0070067-310907_accomm.pdf

Brochure (Revised 2011) - Identifies accommodations and modifications that students with disabilities in secondary and postsecondary career education and adult general education programs may need.

- Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education (PDF):

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

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

- Accommodations: Assisting Students with Disabilities (2018) (PDF):
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>
Guide to instructional accommodations to assist school district personnel and parents/guardians when making decisions about the use of accommodations for students with disabilities.
- Accommodations and Modifications for Students with Disabilities (PDF):
<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070070-ac-mod-parents.pdf>
What Parents Need to Know (2003) - Helps parents/guardians understand accommodations and modifications. Included are examples as well as information about how decisions are made.

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

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

A student with a disability, as defined in s. 1007.02, F.S., for whom the IEP team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived (including the 30% EOC portion) for the purpose of receiving a course grade and a standard high school diploma.

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

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

- **Industry Certification Exams**

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

- **Extraordinary Exemption**

As used in this section, the term:

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

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

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

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

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

A request must include all of the following:

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

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

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

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

- **Child with Medical Complexity**

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

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

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

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

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

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

Graduation Options

High School Graduation Requirements for Students with Disabilities

General requirements- Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282(1)-(9), F.S. or 1002.3105(5), F.S. or 1003.4282(11), F.S. and 1003.4285, F.S. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with s. 1008.22(3)(c)2., F.S., or participation in a statewide assessment has been exempted in accordance with s. 1008.212 F.S. or 1008.22(9), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

Exceptional Student Education

Diploma Options:

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

- **Standard Diploma**
Students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements referred to in the Student Progression Plan (Other SPP section to be referenced)
- **Standard Diploma-Access Points:**
The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate

measure of the student's skills and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum.

- **Standard Diploma-Academic and Employment:**
The Standard Diploma-Academic and Vocational pathway includes requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. In addition to the academic requirements, the pathway also includes employment requirements. Such employment must be at minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan for the equivalent of at least one (1) semester.
- **Certificate of Completion:**
Students being supported by ESE services, except students eligible for the Gifted Student Program, working towards a Standard Diploma, may participate in all commencement exercises by earning a certificate of completion. A certificate of completion will be awarded to students who earn the required credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted.

Deferred Standard Diploma

During the 2014 legislative session, s. 1003.4282, F.S. was amended and added the opportunity for certain students with disabilities to defer receipt of their standard high school diploma in order to continue to receive services.

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

In order for the students to defer the diploma, the Transition IEP team determines specially designed instruction that the student requires to be successful. This typically is a need for the services of an ESE teacher to help the student gain specific skills necessary to be successful in the post-secondary world.

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

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

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

STUDENTS WITH DISABILITIES UNDER SECTION 504 (Rehabilitation Act)

Section 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A Section 504 plan a plan should address the educational impact of the identified disability and the services/accommodations necessary to facilitate equal access to education in the least restrictive environment. These measures "remove barriers" to learning.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Identification

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

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

Placement

Students identified as ELLs are supported through Title III and the English for Speakers of Other Languages (ESOL) program. These students shall be placed in appropriate courses with qualified teachers trained in ESOL strategies. An ELL committee composed of at least three school employees, the ESOL teacher (s), administrator or designee, and any other instructional personnel responsible for the instruction of ELLs shall make recommendations for appropriate placement.

Parents/guardians will be invited to participate in the meetings.

Criteria used in making placement decisions should include:

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

Progress

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

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

Assessment

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

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

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

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

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

ELEMENTARY EDUCATION

GRADE PLACEMENT

Pre-Kindergarten

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

Program eligibility and selection is based on the following criteria:

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

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

Kindergarten

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

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

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

First Grade

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

In addition, the student must have successfully completed the requirements for kindergarten.

Special Assignment

On the recommendation of the principal and with the approval of the superintendent, any student may be reassigned to a lower/higher grade so that the student will be able to benefit from instruction at that specified level. A Special Assignment/Accelerated Placement form will be used for the reassignment recommendation. This form is available through the office of the Director of Elementary Education.

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

TRANSFERS & WITHDRAWALS

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

For kindergarten and first grade students transferring in from out of state, the following State Board Rules (S.B.R.) 6a-1.0985 (F.A.C.) apply:

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

PROMOTION & RETENTION

General Requirements for Promotion

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

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

The district adopted curriculum, is designed to be concept and process-oriented, promote active involvement of students, emphasize students' thinking and reasoning abilities, provide a broad range of content, emphasize application to real-life experiences, incorporate applicable Florida Next Generation Sunshine State Standards (NGSSS) and Florida Standards (FS), as appropriate, and meet the developmental needs of all students. Student promotion in the Citrus County Public Schools is based upon an evaluation of each student's performance on the NGSSS and Florida Standards (s. 1008.25 (2)(a), F.S.)

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

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

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

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

Promotion decisions are made on an individual basis.

Specific Requirements for Promotion

Each student must participate in statewide assessments required by s. 1008.22, F.S. (s. 1008.25(4), F.S.).

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

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

- Use of additional diagnostic assessments, determined by the district to identify the nature of the student's difficulty and areas of academic need.
- Implementation of an individual Progress Monitoring Plan (PMP), or an Individual

Education Plan (IEP), developed in consultation with a parent/guardian that is designed to assist the student in meeting state and district expectations of proficiency.

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

- Diagnostic/prescriptive approach
- Targeted to specific skill development
- Opportunities for repeated exposure to needed areas of instruction
- Smaller chunks of text or content
- Guided and independent practice
- Skill development and practice integration into all activities
- Frequent monitoring
- Criterion-based evaluation
- After school remediation
- Extended year activities
- Tutorial programs
- Exceptional education services (when applicable)

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

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

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

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

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

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The

student must be provided with intensive reading instruction until the reading deficiency is remediated. (s. 1008.25(5) (a), F.S.)

If the student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring the designated proficient level or higher on the Florida Standards Assessment in English Language Arts for Grade 3, the student must be retained, unless exempt for Good Cause. (s. 1008.25 (6) (b), F.S.)

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

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

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

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

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

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

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

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

Retention

Students who do not satisfactorily meet the levels of performance established for the grade to which they are assigned may be assigned to the same grade in the next school year. Schools may make a

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

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

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

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

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

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

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

Promotion with Remediation

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

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

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

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

Retention Notification

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

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

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

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

THIRD GRADE STUDENTS

Requirements for Promotion to Grade 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under section 1008.22, F.S., for grade 3. s. 1008.25(5)(b), F.S.

Good Cause

The district school board may only exempt students from mandatory retention for good cause.

Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of section s. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. s. 1008.25(6)(b), F.S.

Alternative Assessments for Promotion to Grade 4

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

Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide English Language Arts Florida Standards Assessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts Florida Standards Assessment. The student portfolio must meet the following criteria:

1. Be selected by the student's teacher,
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
3. Include evidence that the standards assessed by the grade 3 statewide English Language Arts Florida Standards Assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts Florida Standards Assessment. For each standard, there must be at least three (3) examples of

mastery as demonstrated by a grade of seventy (70) percent or above on each example, and,
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing. (Rule 6A-1.094221, F.A.C., and s. 1008.25(6)(c)2, F.S.

Summer Reading Camps

Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. Students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under section s. 1012.34, F.S., and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading. s. 1008.25(7), F.S.

Services for Students Promoted to Grade 4 with a Good Cause Exemption

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. S. 1008.25(4), F.S., and s. 1008.25(6)(b), F.S.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading. These students must also be provided

intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

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

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan

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

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

Mid-Year Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and,
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Florida Standards;
2. Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221, F.A.C., and described in Section B of this TAP; or
3. Successful completion of portfolio elements that meet the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the standards assessed by the grade 3 English Language Arts Florida Standards assessment. Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state-provided third grade student portfolio. Portfolios should contain 50 percent literary and 50 percent informational texts
 - d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills

The criteria for students promoted after November 1 must provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4.

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

REQUIRED PARENTAL NOTIFICATIONS

For all students in kindergarten through grade 3, schools may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary.

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

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent/guardian, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent/guardian can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents/guardians and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent/guardian of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
8. The district's specific criteria and policies for midyear promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Additionally, each school district shall provide written notification to the parent/guardian of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. This notification must comply with the aforementioned notification for parents/guardians of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. s. 1008.25(5)(a), F.S., s. 1008.25(5)(c), F.S., and s. 1008.25(7)(b)(1), F.S.)

Parent/Guardian Notification-ALL Grades

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

- The Florida Statewide Assessment is not the sole determiner of promotion

- That additional evaluation, portfolio reviews and assessments are available to assist parents/guardians and the district in knowing when a child is reading at or above grade level and ready for grade promotion
- The district's specific criteria and policies for mid-year promotion s. 1008.25(5), F.S.

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

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

Students Who Have Been Retained for Two Years

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

PROGRESS MONITORING

Remediation/Interventions

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

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

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

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

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten, grade 1, grade 2, grade 3 or through teacher observations, must be given intensive reading instruction immediately following the identification of

the reading deficiency. MTSS is used as a framework to guide the development and delivery of interventions.

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

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

READ Interventions will:

- Provide intensive, explicit, systematic, and multisensory reading interventions to all K-3 students immediately following the identification of the reading deficiency by the statewide assessment system. These assessments must measure oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension as measured by scientifically based and reliable assessments that measure those component areas.
- Provide initial and ongoing analysis of each student's reading progress
- Be provided during regular school hours in addition to the regular reading instruction.
- Be provided through a state-identified reading curriculum that has been reviewed by the Florida Center of Reading Research at Florida State University
- Assist students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
- Provide skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Provide scientifically based and reliable assessment
- Provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all subjects
- Entrust district school boards to assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

CURRICULUM

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

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

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

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

Students in grades K-5 are required to receive 100 minutes of unstructured, free play recess each week. The 100 minutes of recess are in addition to the 150 minutes of physical education that is required each week.

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

REPORTING PROCEDURES

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

Districts must annually report to the parent/guardian of each student the progress toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics, and the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. s. 1008.25 (8)(a), F.S.

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

Districts shall report to the Department of Education, in the manner described by the department, the progress of students in class at the end of the first semester.

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

Report Cards

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

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

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

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

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

Interim Progress Reports (Mid-Terms)

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

Assessment Reports

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

GRADING PROCEDURES

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

Numerical Values for assigning letter grades:

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

Non-numerical values for assigning letter grades:

S	Satisfactory performance
NI	Needs improvement
U	Unsatisfactory progress

Values for other grading codes:

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

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

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

STEP-BY-STEP PROGRAM

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

MIDDLE SCHOOL EDUCATION

GRADE PLACEMENT

Validation of courses shall be based upon student's academic performance at the receiving school. A student transferring into a school shall be placed into the appropriate sequential course and is expected to be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

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

- Portfolio, equivalent to appropriate grade level shall be evaluated by the superintendent or designee
- Demonstrated performance in courses taken at other public or private accredited schools
- Demonstrated proficiencies on nationally-normed standardized subject-area assessments
- Demonstrated proficiencies on the statewide, standardized assessment; or
- Written review, provided by the former school, of the criteria utilized for a given subject. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3) (c) and (d) of this rule, if required.

TRANSFERS & WITHDRAWALS

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

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

- Grades earned and offered for acceptance shall be based on official transcript and shall be accepted at face value. However, this procedure is subject to validation if required for the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through academic performance during the first grading period as outlined in paragraph (1)(b) of this rule.
- If a student transfers into a middle school and has successfully completed a Civics education course, the decision as to whether the student must take a Civics End-of-Course (EOC) Assessment will be made at the discretion of the school principal.
- The EOC will not be required if the school principal determines that the student has demonstrated mastery of course content through one of the five alternative validation procedures above.

PROMOTION & RETENTION

Promotion

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

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

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

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

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

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

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

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

Special Assignment

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

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

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

Retention

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

Promotion with Remediation Plan

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

In all “Promotion with Remediation” cases, the student’s cumulative guidance record and/or report card should indicate the following:

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

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

CURRICULUM

Course Curriculum

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

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

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

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

MYcroSchool Middle School Academy

Citrus MYcroSchool has partnered with Citrus County Schools to re-engage and accelerate over age middle school students. If a student is 16 years or older and has not completed middle school, the student may be eligible to attend Citrus MYcroSchool. The parent/guardian of the student should contact the student’s guidance counselor or administrator for more information about possible enrollment at Citrus MYcroSchool.

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

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

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

Middle school students who take any high school course for high school credit and earn a grade of "C", "D", or "F" (or the equivalent) will have an opportunity to improve their grade through grade forgiveness. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher earned subsequently in the same or comparable course. However, they will be required to repeat the entire course, or a comparable course, during the following school year. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

REPORTING PROCEDURES

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

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

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

Report Cards

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

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

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

Interim Progress Reports (Mid-terms)

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

Assessment Reports

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

GRADING PROCEDURES

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

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

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

Non-numerical guidelines for assigning letter grades:

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

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

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

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

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

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

HIGH SCHOOL EDUCATION

GRADE PLACEMENT WITHIN HIGH SCHOOL

Grade placement for students seeking a Standard High School Diploma will be based on the following criteria:

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

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

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

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

TRANSFERS & WITHDRAWALS

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

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order of expulsion or dismissal of a student by any

in-state or out-of-state public district school board, private school or lab schools, for an act which would have been grounds for expulsion according to the Citrus County Schools Code of Student Conduct. (School Board Policy)

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

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

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

- Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation
- If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule
- Assessment requirements for transfer students under s.1003.4282, F.S. must be satisfied
- Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (4) of this rule.
- Alternative Validation Procedure- If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent/guardian:
 - Portfolio evaluation by the superintendent or designee
 - Written recommendation by a Florida certified teacher selected by the parent/guardian and approved by the principal
 - Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools
 - Satisfactory performance on nationally-normed standardized subject area assessments
 - Satisfactory performance on a statewide, standardized assessment
 - Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3d) and (e) of this rule if required.

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

Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score pursuant to s. 1008.22, F.S., passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301, F.S.. If a student's transcript shows a credit in high school reading or English

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

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

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

Placement of Students Age 18 or Older Returning to School

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

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

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

Course Weighting for Transfer Students

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

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

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

The following steps will be taken:

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

SPECIAL PROGRAMS

Academy of Environmental Science

The Academy of Environmental Science (AES) is a tuition free, public charter school sponsored by Citrus County Schools. It provides a unique learning experience for high school students in grades 9 and 10 preparing students in the sciences, with an emphasis on environmental sciences. Enrollment is by application only. Students will attend AES for the following years:

- 9th Grade
- 10th Grade

AES Course Progression

Students attending AES will adhere to the following course progression.

9th Grade	10th Grade
English 1 Honors	English 2 Honors
Math (Algebra 1 Honors, Geometry, Algebra 2 Honors)	Math (Algebra 1 Honors, Geometry, Algebra 2 Honors, Pre-Calculus Honors)
Environmental Science Honors	Biology 1 Honors (AP Option)
World History Honors	AP World History
HOPE	Marine Science 2 Honors*
Marine Science 1 Honors*	Limnology Honors*
Elective*	AP Environmental Science*

*Student schedules may vary based on the individual needs of the student

MYcroSchool

MYcroSchool is a tuition-free public charter high school providing a premiere high school drop-out prevention/recovery program re-engaging students through relationship-focused, high tech, and rigorous learning experiences resulting in MY school MY way. The school is made up of small learning communities that provide a high school program for students who need to get back on track for graduation. Additionally, students who are fifth year seniors may have the opportunity to attend.

The student body is made up of students who may be two or more years behind their kindergarten cohort or who are fifth or sixth year seniors. Additionally, students currently enrolled in Citrus County Schools who feel they have an extenuating circumstance and would like to attend Citrus MYcroSchool, should contact their counselor to set up a meeting with the designated administrator and counselor to discuss enrollment at Citrus MYcroSchool. If approved, the school will send documentation to MYcroSchool-Citrus.

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

Foreign Exchange Program

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

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

Schools will begin accepting applications on April 1 for each new school year. A sponsoring organization must make application for individual students by June 1 and obtain written approval by June 30 from the principal or designee for enrollment of foreign exchange students at local high school. Foreign exchange students must be enrolled within the first five (5) days of the first term. The maximum number of foreign exchange students in a school will be determined by the principal but will not exceed six (6). High schools may further limit the number of foreign exchange students they admit based on class size and/or total student enrollment.

Citrus County Students Leaving the Country for Foreign Exchange

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

CURRICULUM & INSTRUCTION

Mastery of Student Performance Standards

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

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

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

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

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

Course/Program Placement

Schedule Changes- Students or parents/guardians requesting a schedule change must do so within the first 3 days of the school term. A change will be considered only if it meets the school's criteria

(guidelines) for change. If a teacher, counselor or administrator recommends a level change based on level of difficulty of course, this change must occur in the first 10 days of the term. In extenuating circumstances, the principal may approve schedule changes beyond the 10 days. Schedule changes for work experience or career and technical courses must have administrator approval.

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

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

High School Credit

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295(3), F.S. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271, F.S. that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21), F.S. and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(9), F.S. The hourly requirements for one-half credit are one-half the requirements specified in the above paragraph.

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

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

Honors and Advanced Courses of Study

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

- **Advanced Placement (AP)**
Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board.

Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

- **International Baccalaureate (IB)**

Students enrolled in the International Baccalaureate (IB) program taking IB courses may be awarded postsecondary credit when scoring a minimum of 4 on a 7-point scale on the corresponding IB exam. For information regarding the program see the IB section for further information.

- **Dual Enrollment**

Students eligible for dual enrollment may earn high school credit as well as college credit. See Dual Enrollment section for further information.

- **Career Pathways**

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

- **Credit Acceleration Program (CAP)**

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

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

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

- The student must successfully complete the 11th grade with enough credits to be classified as a senior.

- The courses that the student needs for completion of the high school diploma are available at the college.
- The college is accredited through SACS or other regional accrediting agency.
- An articulation agreement exists between the college and the Citrus County School District.
- The student meets all requirements for college and dual enrollment admission, is considered “college ready.”
- The student has met all testing requirements for high school graduation.
- The student must have the approval of the high school principal.
- A student making a “D” or “F” in a college course will be subject to the rules of the college and may have to return to the high school for completion of requirements.

Advanced Placement (AP) Capstone™

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

International Baccalaureate (IB) Program

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

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

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

All students in Citrus County are eligible to apply to PIBS (9th and 10th grades). The basic eligibility criteria to apply to 9th grade PIBS is listed below.

Just because students meet the requisite requirements to apply to PIBS does not ensure their acceptance. If the number of applicants exceeds the available spaces, only those students with the highest qualifications will be accepted. The number of students accepted into the 9th grade PIBS program is determined by the district office.

Basic criteria to apply to PIBS:

- A/B honor roll and no more than 2 “Cs” in any academic area during the 8th grade year
- FSA 7th grade READING achievement at proficiency level or higher
- FSA 7th grade MATH achievement at proficiency level or higher
- PASS all 8th grade FSA tests that are taken with an achievement level of proficiency level or higher
- Pass all End of Course (EOC) Exams that are taken. NOTE: If a student fails an EOC math exam, then the student must have earned an A or B in the course to be still eligible for PIBS
- Application Essay— must earn above grade level measured on the State writing rubric as graded by the application committee
- It is preferred that students take Algebra I (honors) in 8th grade (or before)

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

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

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

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

- Have completed two years of Spanish
- Have completed Algebra 2 with a grade of C or higher
- Have passed all mandated state assessments
- Have an unweighted GPA of 3.0 or higher
- Have signed and initialed agreements to the Honor Code
- Have completed a guidance registration form

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

According to s. 1003.4282, F.S., completion of the IB diploma curriculum—as detailed in this progression plan—satisfies all state and local graduation requirements.

For Citrus County, the completion of the IB program includes all the following throughout four years of high school. An IB Diploma Program designates classes as either Higher Level (HL) or Standard Level (SL). Students must take at least 3 (and no more than 4) HL classes and 3 (and no less than 2) SL classes.

Credit for IB classes must be earned by taking an approved IB class in an authorized IB World School. Students who wish to earn their high school diploma via the IB curriculum must complete the following:

- 4 credits of English (one of which must be IB English 4 during the senior year)
- 4 credits of Spanish (one of which must be IB Spanish 5 during the senior year)
- 4 credits of history or social sciences (one of which must be IB Contemporary History during the senior year)
- 3 credits of Science (one of which must be IB Biology 3 during the senior year)
- 4 credits of Math (one of which must be the senior math class that prepares students to take the IB Math Studies Exam or the IB Math SL exam or the IB Math HL exam).
- 2 credits of IB Group 6 or another IB Group. The electives available must be authorized IB classes.
- 1 credit of HOPE (or the equivalent of Personal Fitness, PE, and Health).
- 1 credit of a fine art
- 100 hours of Theory of Knowledge

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

- Submit the completed 4,000 word, research based Extended Essay, by March 10 of the senior year.
- Complete all Creativity, Action, and Service requirements by April 30 of the senior year.
- Adhere to the rules of the LHS PIBS/IB Honor Code
- Complete all internal and external IB assessments

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

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

Students who complete the above requirements are eligible for the standard diploma from Lecanto High School/State of Florida.

Students can also earn an additional diploma—the IB Diploma. Evaluation and scores of the internal and external assessments determine whether the student is awarded an IB Diploma. Specific scoring is determined by the IB organization and is available from the IB Coordinator. The IB diploma, awarded by the International Baccalaureate Organization headquartered in Cardiff, Wales, United Kingdom, is recognized by colleges and universities around the world as an indicator of the highest academic achievement.

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

If a student withdraws from the IB or PIBS program, she/he will be required to complete additional district and state requirements for graduation. Students who withdraw from IB or PIBS or who are removed from the program due to lack of performance or violation of the Honor Code may be required to return to their zoned schools.

Additional Program Options

- **Career and Technical Education**

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

- **Cooperative Diversified Education**

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

GRADUATION: DIPLOMAS, REQUIREMENTS, OPTIONS, AND GUIDELINES

General Graduation Requirements

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

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

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

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

Four-Year Standard Graduation Requirements

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

Curriculum Credits (24)

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

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

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

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

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

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

- 8 credit electives
 - At least 1 course within the 24 credits required for graduation must be completed through online learning beginning with the 2011-2012 ninth grade cohort group. Citrus County Public Schools has put into place several options to ensure that students are able to meet this requirement. Students are strongly encouraged to meet with their Certified School Counselor to determine their best route in meeting the online course requirement.
 - Citrus County Virtual School (CCVS) is the provider of first choice for virtual instruction; however, in situations in which CCVS cannot fulfill the need, students may access the services of Florida Virtual School (FLVS) or other providers of virtual instruction. See the comprehensive list of providers at <http://app4.fldoe.org/coursecatalog/>.
 - Completion of a career and technical course in which a student earns a nationally recognized industry certification in information technology that is identified on the career and professional education act (CAPE) industry certification funding list. Citrus County high schools offer this certification through Microsoft Office Specialist (069) and Microsoft Masters (017).
 - An online high school course successfully completed during grades 6 through 8 fulfills this requirement.
 - The course may be either a half credit or a full credit course— however, the entire course (whatever the length) must be completed online. If a course is taken for credit recovery online, it will fulfill the online graduation requirement so long as the course is part of the 24 credits for graduation.
 - A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.
 - Computer labs have been established at each high school to assist with student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester. Completion dates for blended learning courses must follow the Citrus County Schools Calendar for end of term reporting dates. District students taking blended courses in traditional district schools must be full-time public school students enrolled at the school. Drop/Add dates must also coincide with the Student Progression Plan.

- Once a term has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course at a district high school and at CCVS, FLVS, or with another online course provider.
- The online course graduation requirement may be met through an online course offered by Citrus County Virtual School, Florida Virtual School, a virtual education provider approved by the State Board of Education (<http://app4.fldoe.org/coursecatalog/>), a high school, or an online dual enrollment course. Students who take virtual courses from any other online school/organization will receive credit for that course only if that school/organization is accredited by one of the regional associations of colleges and schools, e.g. Southern Association of Colleges and Schools (SACS). Students must have permission from their high school to enroll.
- A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S. meets this requirement.
- This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S. which indicates that an online course would be inappropriate or a student who transfers into a Florida high school from out of state and has less than 1 academic year remaining in high school.
- Due to National Collegiate Athletic Association (NCAA) eligibility requirements, Division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses and courses taken online through credit retrieval programs. Several of these courses may not be recommended for prospective NCAA Division I and II athletes. Students are highly encouraged to consult with their Certified School Counselor in conjunction with the Athletic Director of their high school prior to enrolling in virtual coursework.

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

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

Grade Point Average for Graduation

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

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

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

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

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

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

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

Certificate of Completion

Students who have successfully completed all the credit requirements for graduation, but have not met state requirements on FSA ELA, state mandated Algebra 1 assessment, and/or achieved a minimum grade point average, are eligible for a certificate of completion. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies.

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

PERT Eligible Certificate of Completion

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

Students Returning for 5th Year

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

Early Graduation Provision

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

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

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award (if eligible) under sections 1009.53-1009.538, F.S., during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August

31 of the student's graduation year. A student who receives an initial award during the spring term will be evaluated for scholarship renewal after a full academic year (fall through spring) of award eligibility has passed. This provides students who graduate from high school midyear and receive an initial award in the spring term a full academic year (potentially three terms of funding) before they will be evaluated for scholarship renewal.

High School Equivalency Diploma

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

To enroll in the GED® program the applicant must:

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

GED® Test criteria:

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

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

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

- GED® Ready™ Practice Test:
 - Reasoning through Language Arts score of 145 or above
 - Mathematical Reasoning score of 145 or above
 - Science score of 145 or above
 - Social Studies score of 145 or above

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

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

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

GED® Special Note:

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

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

Graduation Participation

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

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

A student may participate in only one graduation ceremony.

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

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

AWARDS AND HONORS FOR STANDARD DIPLOMA STUDENTS

Cum Laude Awards System

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

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

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

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

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

Gold and Silver Seal of Biliteracy

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

The Silver Seal is awarded to a student who:

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

The Gold Seal is awarded to a student who:

- Has earned a standard high school diploma AND
- Has earned a Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) AND

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

DIPLOMA DESIGNATIONS

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

- **High School Diploma Scholar Designation**— To qualify for a standard high school diploma Scholar designation, students must earn passing scores on each of the following statewide assessments: Algebra 1, Biology 1, Geometry and U.S. History. The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see <http://www.fldoe.org/academics/graduation-requirements/>). For students who took an EOC assessment during its implementation year, there may be an option to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned if the achievement standards had been implemented at that time, or these students may retake the test. Additionally, a student may choose to take an EOC assessment if the student did not have an opportunity and wants to qualify for the Scholar Designation.
- **High School Diploma Merit Designation** – A student must meet the standard graduation requirements and attain one or more industry certifications from the CAPE funding list at <http://www.fldoe.org/core/fileparse.php/8904/urlt/1617icfl-SBE.pdf>

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

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

See Appendix B for a chart of Diploma Designation Requirements

HIGH SCHOOL COURSEWORK BY MIDDLE SCHOOL STUDENTS

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

To be eligible, a student:

- Is in an accelerated program within the school and has exhausted curriculum options available
- In addition, students taking courses at the high school level must have previously demonstrated mastery of middle school requirements and pre-requisite skills needed in that subject area

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

Courses taken as part of 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.

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY s.1006.15, F.S

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

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

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

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

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

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

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

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

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

POST-SECONDARY INFORMATION

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

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

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

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

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

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

- **Florida College System**

Students are admitted based on a high school standard diploma to be able to work on an associate or bachelor's degree. College placement testing will determine if students are able to begin credit work or may first need developmental education courses to build skills. Further information about the Florida College System is available at

<http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml>

- **Florida Bright Futures Scholarship Program**

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

The scholarship awards are:

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

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

- **Talented 20 Program**

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

GRADING & REPORTING PROCEDURES

Grading Procedures

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

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

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

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

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

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

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

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

Districts must annually report to the parent/guardian 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/guardians following each administration of the assessment in which the student takes part. The final report card of the school year will be the standard means for annually reporting student progress. With the approval of the assistant superintendent, schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card.

High School Grading System

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

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

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

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

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

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

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

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

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

Assessment Reports

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

Progress Toward Annual Goals

Progress toward annual goals and the extent to which the progress will enable the child to achieve the goals at each reporting period for students with an IEP will be provided to parents/guardians.

Grade Weighting

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

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

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

Grade Forgiveness

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

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

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 7.5 elective credits required for graduation, in most cases during the senior year unless student makes a special request to have grade forgiveness applied earlier.

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

Grade Forgiveness for High School Credit Earned in Middle School

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F" or the equivalent of a grade of "C", "D", or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

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

APPENDIX A

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

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

This compact applies to the children of:

- Active-duty members of the uniformed services, including National Guard and Reserve on active-duty orders;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact does not apply to the children of:

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

Educational Records and Enrollment

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

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

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

Placement and Attendance

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

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

Eligibility

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

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

Graduation

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

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

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

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

APPENDIX B

STANDARD DIPLOMA REQUIREMENTS AND DIPLOMA DESIGNATIONS

For Cohorts Entering High School in 2011 and beyond

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

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

	STANDARD DIPLOMA REQUIREMENTS	SCHOLAR DESIGNATION² (In addition to Standard Diploma Requirements)	MERIT DESIGNATION² (In addition to Standard Diploma Requirements)
English	4 credits ELA I, II, III, IV Must Pass 10 th Grade Reading/ELA Statewide Standardized Assessment	Same as standard	Same as standard
Math	4 credits Algebra 1- EOC MP; 30% EOC Geometry- 30% EOC 2 credits (other than Algebra 1 & Geometry) may be substituted with allowable industry certifications that lead to college credit ¹	Algebra 2- MP Geometry–EOC ⁴ MP- 30% EOC Statistics or Equally Rigorous Math course (Level 3 above Algebra 2)	Same as standard
Science	3 credits Biology 1- 30% EOC 2 credits Equally Rigorous Courses 1 credit (other than Biology 1) may be substituted with allowable industry certification that lead to college credit ¹	Biology 1-EOC ³ MP- 30% EOC Chemistry OR Physics 1 credit Equally Rigorous Science	Same as standard
Social Studies	4 credits US History- 30% EOC World History ½ US Government ½ Economics w/ Financial Literacy	US History MP EOC ³ – 30% EOC	Same as standard
Fine/Performing Arts	1 credit	Same as Standard	Same as standard
PE/Health	1 credit HOPE (or its equivalent)	Same as Standard	Same as standard
Online	1 course	Same as Standard	Same as standard
World Language	None	2 credits Must be same World Language	
Electives/Other	8 credits electives	Must earn 1 AP, IB, or Dual Enrollment course credit	Students pursuing a merit designation must use electives to attain one or more industry certifications
TOTAL	24 credits	24 credits	24 credits
Codes: MP=Must Pass EOC=Standardized End of Course Assessment ELA=English Language Arts			

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

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

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

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

APPENDIX C ACCEL 18 Credit Graduation Option

ACCEL 18 CREDIT GRADUATION OPTION	
Subject Area	
English	4 credits
Math	4 credits
Algebra Credit	yes
Geometry Credit	yes
Science	3 credits
Biology	yes
2 Equally Rigorous Science	Yes
Social Studies	
World History	1 credit
US History	1 credit
Economics with Financial Literacy	0.5 credit
US Government	0.5 credit
Fine Arts	1 credit -Fine Art or Practical with Artistic Content
Health	not required
PE	not required
Personal Fitness	not required
Electives	3 credits
Online Requirement	not required
TOTAL	Total of 18 credits
<p>GPA: A 2.0 cumulative unweighted unrounded GPA in all courses taken for graduation (except those forgiven by grade forgiveness) is required.</p>	

GRADUATION ASSESSMENT REQUIREMENTS FOR 18 and 24 CREDIT OPTIONS		
ELA		
FSA ELA Grade 10	FSA ELA taken before Spring 2016 (as a first-time test taker)	FSA ELA taken Spring 2016 & Beyond (as a first-time test taker)
	349	350
ELA CONCORDANTS		
	Entered 9th grade prior to 2018-19	Entered 9th grade in 2018-19 & Beyond
ACT	19 (Reading) OR 18 (Reading and English Averaged) -May be from multiple administrations	18 (Reading and English Averaged) -May be from multiple administrations
SAT	430 (EBRW) or 24 (Reading)	480 (EBRW)
MATH		
FSA Algebra 1 EOC	Algebra 1 EOC taken before Spring 2016 (as a first-time test taker)	Algebra 1 EOC taken Spring 2016 & Beyond (as a first-time test taker)
	489	497
MATH COMPARATIVES		
	Entered 9th grade prior to 2018-19	Entered 9th grade in 2018-19 & Beyond
ACT Math	16	16
SAT Math	420	420
PSAT/NMSQT Math	430	430
PERT Math	97	May NOT be used

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

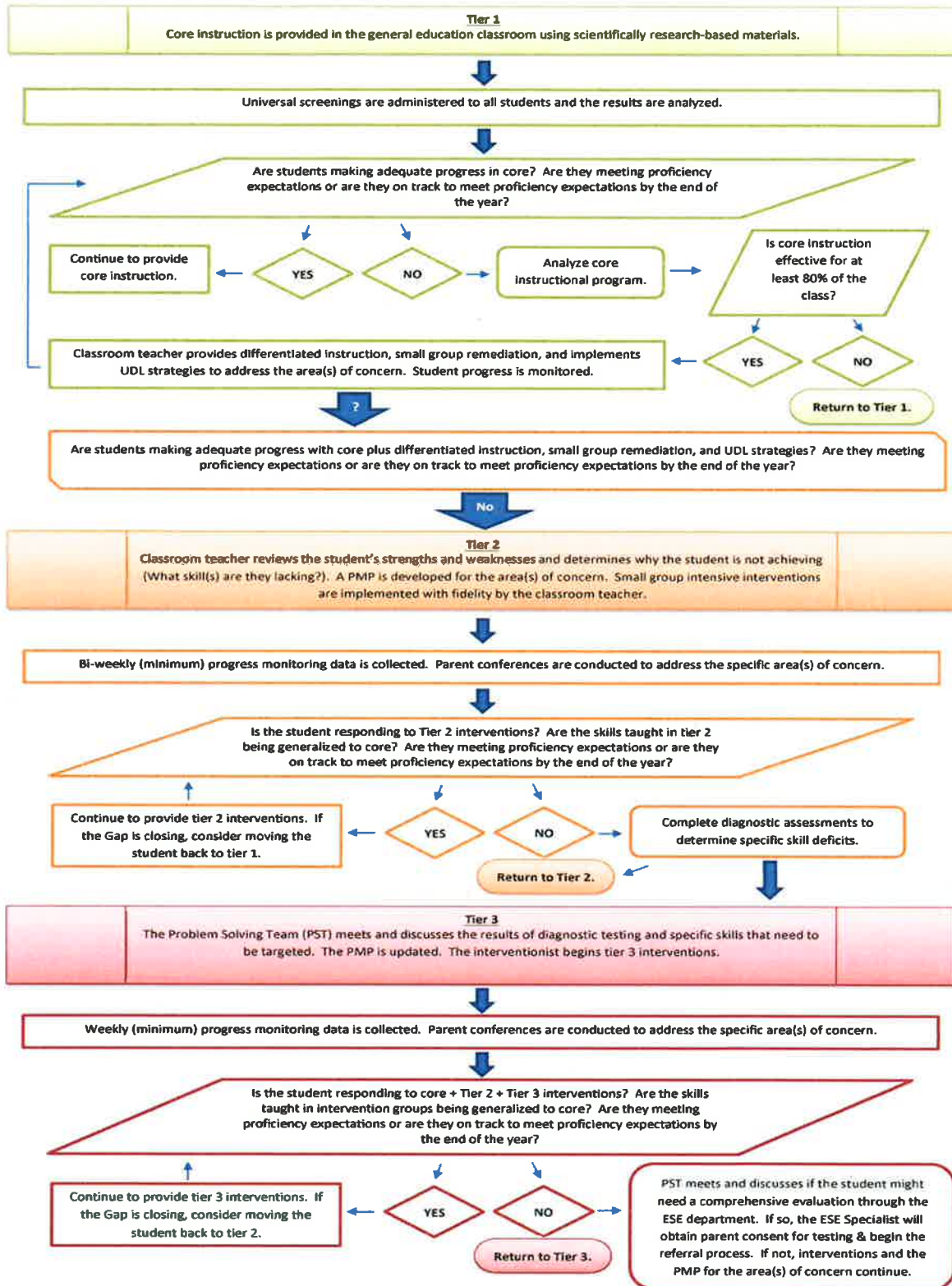
**APPENDIX D STANDARD DIPLOMA OPTIONS FOR STUDENTS WITH DISABILITIES FOR STUDENTS
ENTERING 9TH GRADE IN 2014-15 AND AFTER**

24 credit standard diploma option available to all students, including students with disabilities	24 credit standard diploma option with academic and employment requirements, available only to students with disabilities	24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment. *
4 credits English Language Arts (ELA)		
<ul style="list-style-type: none"> • ELA I, II III, IV • ELA honors, Advanced Placement (AP), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column see Note 1 below 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • See Note 1 below
• 4 credits Math		
<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • See Note 1 below 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • See Note 1 below
• 3 credits Science		
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • See Note 1 below 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • See Note 1 below
3 credits Social Studies		
<ul style="list-style-type: none"> • 1 credit in World History² • 1 credit in U.S. History² • .5 credit in U.S. Government² • .5 credit in Economics with Financial Literacy 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • See Note 1 below 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • See Note 1 below
1 credit Fine and Performing Art		
Eligible courses are specified in the FL Course Code Directory		
1 credit Physical Education		
<ul style="list-style-type: none"> • .5credit in Personal Fitness² • .5 credit in Physical Ed Activity 		
• 1 online Course		
<ul style="list-style-type: none"> • May be .5or 1 credit but must take the entire course online. 	<ul style="list-style-type: none"> • May be waived by IEP team if not appropriate for student 	<ul style="list-style-type: none"> • May be waived by IEP team if not appropriate for student
• 8 credits Electives		
<ul style="list-style-type: none"> To include: • 1/2 credit in Health 	<ul style="list-style-type: none"> • Must include .5 credit in an employment based course • May include ESE courses 	<ul style="list-style-type: none"> • May include employment based course/s.
<p>Note 1: A CTE course with related Academic content may be able to be substituted for one credit in each academic area. At this time, these courses have not been identified.</p>		
<p>Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessment unless a waiver of assessments is granted.</p>		

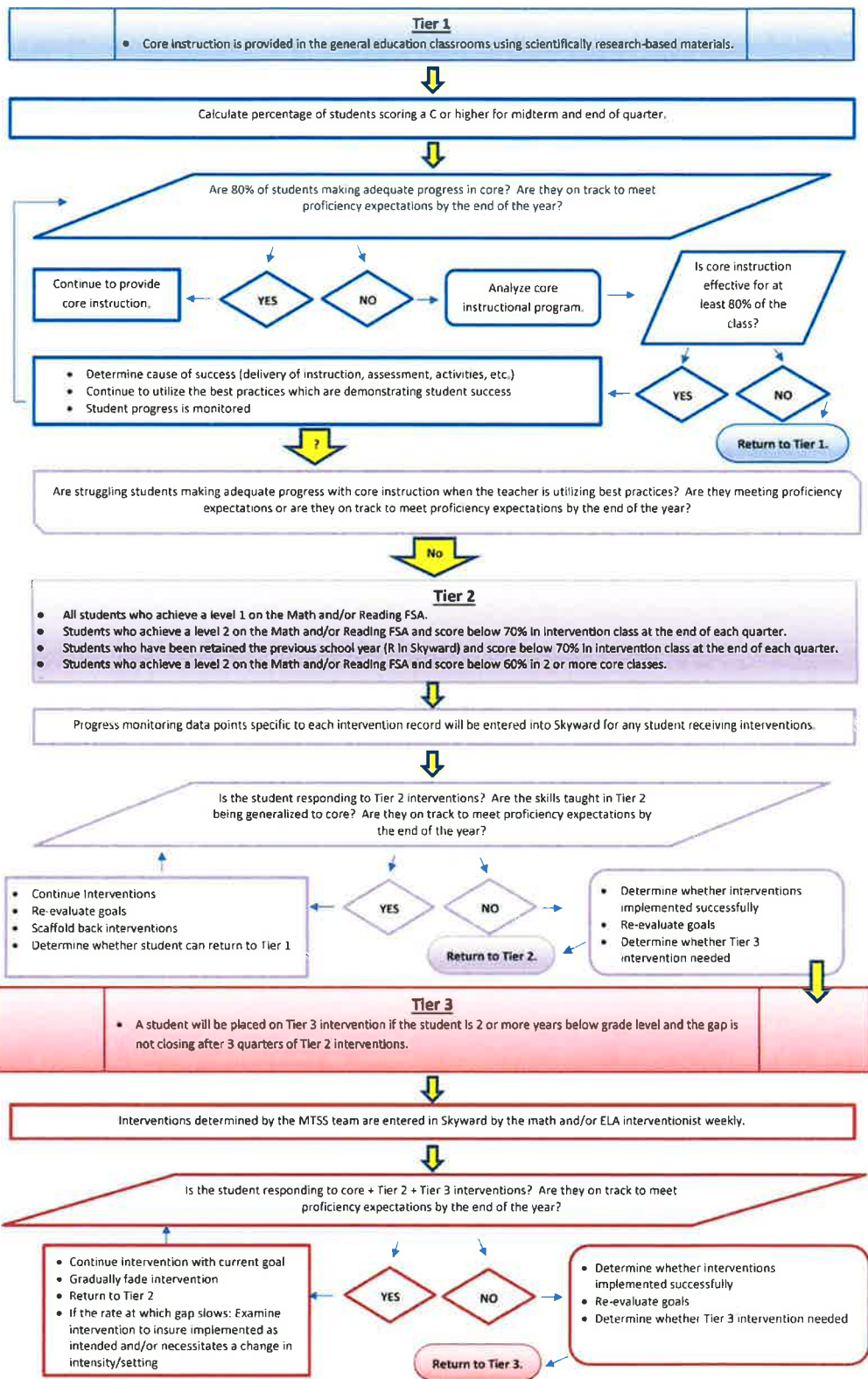
*Parent/guardian consent is required before a student may take Access Courses.

APPENDIX E

Multi-Tiered System of Supports- Elementary



APPENDIX F Multi-Tiered System of Supports- Middle School



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

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

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

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

PUBLIC NOTICE TO PARENTS AND GUARDIANS

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

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

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

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

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

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

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

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

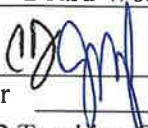
Web access of these materials can be found at:

Florida Statute:

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

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

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 - Board Workshop School Board Meeting.
Requested by Chuck Dixon  Department of Planning & Growth
Additional contact(s)/originator _____ Management
Document Title Policy 6.22 Teaching Out of Field

Board Action Required:

Presentation/Recognition Present Information _____
Consideration/Approval _____
X Request to review the revision of Policy 6.22 Teaching Out of Field

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

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

Request to review the revision of Policy 6.22 Teaching Out of Field:
adds III. based on revision to 1012.42, F.S.; revision recommended

This matter was discussed by the Policy and Forms Committee on January 18, 2018.

Strategic Goals:

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

Strategies include:

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

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by:  _____

(Form Board Approved 7/10/07)

CHAPTER 6.00 – HUMAN RESOURCES

TEACHING OUT-OF-FIELD

6.22+

- I. The employment or assignment of out-of-field teachers may occur when a qualified and appropriately certificated teacher is unavailable. Any teacher who is employed or assigned out-of-field shall be required to satisfy the course credit requirement in State Board of Education rule if he/she is appointed in a subsequent school year(s). The deadline for earning the six (6) semester hours of college credit or equivalent in the appropriate field shall be one (1) calendar year from the date of initial appointment to the out-of-field teaching assignment.
- II. Each principal shall report to the Superintendent any teacher who is assigned to teach a subject(s) for which he/she is not properly certificated. Such reports shall be filed at the beginning of each school year or when changes occur and shall include the following information: teacher's name, the certificate area(s) on the Florida Educator's Certificate, the out-of-field assignment, and the justification. The School Board minutes shall reflect such approvals.
- III. The District shall report out-of-field teachers on the District website within thirty (30) days before the beginning of each semester.
- IV. Recommendations will be given to a teacher to assist in meeting in-field certification requirements.
- V. Teachers under the "area of expertise" provision (a local Board approved program for out-of-field teachers to be certified if they meet certain requirements) must follow administrative guidelines approved by the Superintendent.
- VI. ~~Teachers under the Federal "No Child Left Behind High Objective Uniform State Standard of Evaluation (NCLB HOUSSE)" must follow the approved administrative guidelines necessary to be considered "highly qualified".~~
- VII. Failure to meet the requirements of this section may lead to disciplinary action, suspension, or termination.

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAWS IMPLEMENTED: 1001.43, 1012.42, 1012.55, F.S.

STATE BOARD OF EDUCATION RULE: 6A-1.0503

HISTORY: ADOPTED: 03/09/2004
REVISION DATE(S): 12/14/2004, XXXXX
FORMERLY: 5.21(1), (2)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.

Requested by Chuck Dixon  Department of Planning & Growth Management

Additional contact(s)/originator _____

Document Title Policy 8.60 Acceptable Use Policy (AUP) For Electronic Resources

Board Action Required:

Presentation/Recognition Present Information _____

Consideration/Approval _____

Request to review the revision to Policy 8.60 Acceptable Use Policy (AUP) For Electronic Resources

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

Backup Material: attached available in district office _____ other _____

Request to review the revision to Policy 8.60 Acceptable Use Policy (AUP) For Electronic Resources.

This matter was discussed by the Policy and Forms Committee on March 15, 2018.

Revisions were made to I.B.2. Revisions were requested by Administration.

Strategic Goals:

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

Strategies include:

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

Financial Impact to the District: N/A

Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____

Pay Grade/Level _____

Benefits _____ Terms of Position _____

Financial Impact reviewed by:  _____

(Form Board Approved 7/10/07)

CHAPTER 8.00 - AUXILIARY SERVICES

ACCEPTABLE USE POLICY (AUP) FOR ELECTRONIC RESOURCES

8.60+

Background

The Citrus County School Board, Florida adheres to the belief that technology must play a vital role in meeting the needs of the broad range of abilities, disabilities, cultural backgrounds and ethnic populations represented in district schools.

To assure that technology will play a prominent role in education, this policy provides guidance for the appropriate use of technology and its integration into the curriculum, as well as, into school/District administration and management processes.

- I. Use of Electronic Resources
 - A. Work Related or Educational Activities
 1. Use of District electronic resources including the Internet, e-mail, computer systems, networks, wide-area network and its connections internally must be in support of the educational goals and policies of Citrus County School Board. Access is not established as a public service or a public forum.
 2. All electronic communication with students for educational issues should be done using District-assigned electronic or digital communication.
 - B. Personal Communications
 1. Employees are discouraged from using District electronic resources for personal or non-work related purposes.
 2. District employees, Board members, and agents are prohibited from creating, or allowing to be created, public records that cannot be retained as required by Florida Statutes. This prohibition includes, but

CHAPTER 8.00 - AUXILIARY SERVICES

is not limited to, text messages, social media posts, tweets, and other messages that are official records of the District or, if transitory, still have administrative value and relate to official District business.

- C. Use of any District electronic resource must be consistent with the rules appropriate to the resource. This includes, but is not limited to, laws and regulations regarding:
 - 1. Copyrighted material
 - 2. Threatening, obscene or profane material
 - 3. Material protected by trade secret
 - 4. Procedures and guidelines of Citrus County School Board
 - 5. Sexual, racial, ethnic, or religious harassment
 - 6. Privacy
 - 7. Protected health information

- D. Prohibited Activities
 - 1. Violating the conditions of The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida
 - 2. Allowing another individual to use your District username and password
 - 3. Using another individual's District username and password
 - 4. Using District electronic resources for personal financial gain, for political election/campaign activities, online bidding or comparable activities, or for any activities related to conducting a personal/private business
 - 5. Accessing, downloading, storing, viewing, sending, or displaying text, images, movies, or sounds that contain pornography, obscenity, or language that offends or degrades others

CHAPTER 8.00 - AUXILIARY SERVICES

6. Attempting to send or sending anonymous messages of any kind or pretending to be someone else while sending a message
7. Attempting to or actually accessing, modifying, harming or destroying another user's data
8. Harassing, insulting, threatening, or attacking others via electronic resources
9. Electronically or physically damaging or attempting to damage the network, equipment, materials or data. Examples include hacking, flooding, or virus deployment
10. Attempting to or actually accessing the School Board Network or any devices attached to the network without authorization or in violation of any law
11. Using District electronic resources for illegal or inappropriate activities
12. Accessing confidential student or employee information without authorization or through misuse of authorization and/or communicating such information to unauthorized persons
13. Other uses that the Superintendent or his/her designee may notice as unacceptable

II. Internet Safety

In response to the Children's Internet Protection Act (CIPA), the Citrus County School Board provides a variety of measures to ensure the safety of online activities of minors.

Included measures are:

- A. Filtering and blocking access to inappropriate matter on the internet
- B. Active monitoring of online activities of minors
- C. Procedures to prevent unauthorized disclosure, use and dissemination of personal information regarding minors

CHAPTER 8.00 - AUXILIARY SERVICES

- D. Procedures on the use of electronic mail, chat rooms and other forms of direct electronic communication

III. No Privacy

1. Users have no expectation of privacy in any communication sent or received by e-mail, or in regard to the Internet, network access, or other electronic resources, material stored on any School Board provided electronic device, material that is stored using any School Board electronic device, or material that is stored on any personal electronic device that is connected to the School Board network.
2. By permitting access to District Internet, e-mail, computer systems, networks, wide-area network and its connections as set forth in this policy, the Citrus County School Board does not intend to create a public forum. These venues are not a forum for debate, advocacy or expression of political, religious or other personal viewpoints.

IV. Privileges

The use of School Board electronic resources is a privilege. Inappropriate, prohibited, or unauthorized use may result in cancellation of a user's privilege and referral for appropriate disciplinary and/or legal action. Each individual user who is authorized for access will receive information pertaining to the proper use of the resources. The School Board may limit or terminate access at any time as deemed necessary or by recommendation of the Superintendent or designee.

V. Security Measures

Username, passwords and other measures are used to maximize security. Procedures are in place to notify appropriate personnel should a security problem be identified. These procedures include notification of appropriate administrators.

VI. Warranties

The Citrus County School Board makes no warranties of any kind, whether expressed or implied, for the services provided. The School Board is not responsible for any damages suffered, including loss of data, in conjunction with

CHAPTER 8.00 - AUXILIARY SERVICES

the use of its networks or equipment. In addition, the School Board will not be responsible for the accuracy or quality of information or data obtained through the use of electronic resources.

VII. Etiquette

Users are required to abide by the rules of communications etiquette. This includes being polite, abstaining from the use of vulgar or obscene language, and providing timely responses to communication.

VIII. Updating User Information

Users must notify their immediate supervisor or designee of any changes in their account information (address, school, or any other relevant data) in order to continue using electronic resources.

IX. Acceptable Use Policy (AUP) for Electronic Resources Administrative Guidelines

Employees are required to comply with the guidelines for implementation of this policy as published by the Superintendent of Schools and updated periodically as needed. These guidelines are an integral part of this policy.

X. Acceptance of Terms and Conditions

All terms and conditions, as stated in this document, are applicable to each user. These terms and conditions reflect an agreement of the parties and shall be governed and interpreted in accordance with the laws of the State of Florida and the United States of America. Employees requesting access to electronic resources will be required to sign an acknowledgement of the AUP for Electronic Resources terms and condition, either physically or electronically. In addition, all employees are bound by the School Board AUP for Electronic Resources Administrative Guidelines as published and periodically updated.

XI. Disciplinary Actions

If an employee violates any of the preceding policy provisions, his/her access may be limited or terminated, and future access may be denied. In addition, appropriate disciplinary actions may be taken which may include, but are not limited to, a letter of concern, suspension with or without pay, termination, legal action and/or referral to law enforcement as appropriate.

CHAPTER 8.00 - AUXILIARY SERVICES

XII. The Citrus County School Board reserves the right to change this policy at any time.

STATUTORY AUTHORITY: 1001.41, 1001.42, 1001.43, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1012.27, F.S.

HISTORY: ADOPTED: 03/09/2004

REVISION DATE(S): 10/26/2005, 11/13/2012,xx/xx/xxxx

FORMERLY: 5.53(4), 6.30(3)

REQUESTS FOR SCHOOL BOARD AGENDA

Requested for June 26, 2018 School Board Meeting.
Requested by Cheri Cernich, Department of: Risk Management
Additional contact(s)/originator [Signature] and Employee Relations
Document Title: Guidance Resources

Board Action Required:

Presentation/Recognition _____ Information X
Consideration/Approval _____

Approval of:

Guidance Resources overview of services currently provided to employees and their dependents and other available levels of service.

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

Executive Summary / Highlights:

Guidance Resources - overview of services currently provided to employees and their dependents and other available levels of service.

Strategic Goals:

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

Strategies Include:

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

Financial Impact to the District: None
Amount Budgeted _____ Additional Amount Requested _____

Funding Source: _____

Personnel:

Estimated Salary _____ hour _____ day _____ annual _____
Pay grade/level _____
Benefits _____ Terms of Position _____

Financial Impact reviewed by: Edie Blawie