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**Elementary/Middle Secondary**  
**2008-2009**  
**Comprehensive Student Progression Plan**

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***I. INTRODUCTION***

Each school district is required to have a Student Progression Plan (SPP) by s.1008.25 Florida Statutes (FS). This document reflects consensus in establishing and implementing the Comprehensive Student Progression Plan. Each student's progression from one grade to another is set forth in this document. Levels of proficiency in the Sunshine State Standards and established specific levels of proficiency in reading, writing, science and mathematics are included. Each student's parent will be informed at a minimum of four times each year about a student's academic progress. This SPP shall act as a contract delineating what a student must know and be able to do to be promoted and graduate and what the district will do to help the student meet the requirements for promotion.

## **II. RESPONSIBILITIES**

In establishing and implementing the Comprehensive Student Progression Plan, the following responsibilities should be understood:

It is the responsibility of the School Board of Levy County to provide all students with an instructional program that will meet their needs and will insure the students graduating from high school will possess the minimum competencies necessary for the enjoyment of a successful life. Such a program will monitor progress, promote continuous achievement, and allow provisions for individual differences.

It is the responsibility of the Superintendent to provide the administrative action necessary to implement the recommended program which the School Board finances. The Superintendent is also responsible for the effective instruction of students based on evidence of academic progression.

Decisions regarding pupil promotion, retention, and special placement are primarily the responsibility of the individual school's professional staff. However, the final decision in regard to grade placement is the responsibility of the principal and appropriate district administrative staff.

Teachers are responsible for providing an effective academic program which includes the teaching of the approved state and district minimal performance standards. Effectiveness will be based on evidence of academic progress based on students' abilities and on the establishment of a productive learning environment.

Students are responsible for their learning commensurate with their age and maturity. Students are accountable for attending school regularly and for courteous conduct.

The district school board shall encourage parental involvement. All Title I schools shall develop a school/parent/student compact. Annual review and parent input in the development of the compact is a requirement. Each school shall have a process for visitor sign in and parent volunteer application.

Parents are responsible for the conduct of their children, for ensuring the regular attendance of their children, and for promoting an interest in learning. They are also responsible to ready their children for school and the State of Florida cannot be the guarantor of each individual student's success.

The district school board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students.

The district will implement and promote reading initiatives for each school and provide additional research-based training in reading strategies for all teachers. (1008.25(4)(b)).

**III. INITIAL ENTRANCE TO PRE-KINDERGARTEN, KINDERGARTEN OR GRADE 1**

- A. Priority for participation in the Pre-Kindergarten Early Intervention program shall be given to children who meet one or more of the following criteria. Children ages three and four whose birthdays are on or before September 1 who are:
1. Children at risk of abuse, neglect, or exploitation
  2. Children at risk of welfare dependency, including children of Wages participants, migrant farm workers, and teen parents,
  3. Children classified as homeless (**Reference Appendix N – Admission Procedures for Homeless Students**)
  4. Children of working families whose family income does not exceed 150% of poverty as determined by the Department of Children and Families Subsidized Sliding Fee Schedule,
  5. Three and four year olds with disabilities,
  6. Four year olds will be considered for placement first,
  7. If all slots cannot be filled, then a waiver may be applied for to the Partnership to extend income level to 185% of poverty. Children may stay in the program until age five (5) (even if the family exceeds income limits).
- B. Children who will attain the age of four (4) years on or before September 1 of the school year shall be eligible for admission to public voluntary pre- kindergarten during that school year under rules prescribed by the School Board. Acceptance shall be prioritized by date of application.
- C. Eligible children will be given health and developmental screening using the DIAL-R and will be placed according to scores into the Early Intervention or Head Start classes if these services are available in the child's attendance area.
- D. Children who will attain the age of five (5) years on or before September 1 of the school year shall be eligible for admission to public kindergarten during that school year under rules prescribed by the School Board. (Any student from a Florida non-public school who applies for admission to kindergarten or first grade shall meet the minimum age requirements for admission to a public school.) (Reference State Board Rules 6A-1.0985)
- E. Any child who has attained the age of six (6) years on or before September 1 of the school year and who has enrolled in a public school or who has attained the age of six (6) years on or before September 1, and has satisfactorily completed the

requirements for kindergarten in a nonpublic school from which the Board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall be admitted or promoted to the first grade. (Reference State Board Rules 6A-1.0985).

Note: Out of state transfer/new admission, reference Section IX B.1.

- F. Each student, at the time of initial registration for school, shall note previous school expulsions, arrest resulting in a charge, and juvenile justice actions the student has had.
- G. During the first twelve (12) weeks, if it becomes obvious to the classroom teacher that the student is socially, emotionally, intellectually, and physically too advanced for kindergarten, he/she may be considered for promotion to first grade. This decision is based on Levy County Policy regarding double promotions as provided in the Student Progression Plan.

These procedures shall be followed:

1. The classroom teacher, principal, or parent may initiate the request that the child be evaluated for possible promotion.
2. The classroom teacher and one other professional designated by the principal must observe the student on a weekly basis for at least 10 school days. At the end of that period, each professional will submit a written evaluation to that principal specifying whether the student would benefit academically, socially, emotionally, and physically from being promoted to first grade.
3. Upon receipt of two favorable recommendations, the student will be given the appropriate tests to determine if the student meets the qualifications for promotion as indicated by the Kindergarten report card. Additionally, the student must attain a developmental age score of six years on the Gesell Screening Test.
4. A committee consisting of the principal and his professional staff (classroom teacher and one other professional) will review the findings and suggest a higher grade placement if appropriate.
5. Written parental consent must be obtained before changing the student's grade placement level.

#### ***IV. PROGRAM OF STUDIES***

The following is a comprehensive program for student progression. This is a statutory requirement and is not only the requirements to be met by students, but also the district's program for ensuring student progression, both through initial and remedial instruction, and through other support services.

##### **A. Grades PK-12**

##### **1. Comprehensive Student Progression Plan**

Student's performance will be based on the Sunshine State Standards. This includes specific levels of performance required in reading, writing, science and mathematics, for each grade.

The Levy County School Board has implemented a scientifically research-based curriculum which includes the SSS and Curriculum Frameworks for students in grades Pre-K through 12 as adopted by the Department of Education. Mastery of the standards will be indicated through student achievement of a grade of 60 percent in each course where numerical grades are given. Teacher observation, classroom assignments, and examinations will also be used. Coverage of each standard will be documented in lesson plan books.

##### **a) Sunshine State Standards (SSS)**

The SSS will be used to identify the essential knowledge and skills for student learning and will be used as a measure of accountability. (**NOTE:** Copies are available at the school site.)

##### **2. Grade Level Expectations**

Grade Level Expectations (GLE's), Grades K-8 in Language Arts, Social Studies, Science, and Mathematics as defined by the Department of Education, will be used as a **guide** to ensure continuity of the progression of skills (Reference **Appendix A — Grade Level Expectations — Grades K-8**). (**NOTE:** Copies are available at the school site.)

##### **3. Read Initiative**

All grades shall implement a scientifically, research-based, rigorous reading program. Students in K-8 **MUST** regularly be assessed and parents must be informed of the steps that will be taken to correct the deficiency. The Reading Enhancement and Acceleration Development Initiative (READ) is a program to prevent retention by offering accelerated reading instruction to grade 3 or 3+ students who were not

promoted, or are exhibiting students exhibiting a reading deficiency by assessment. READ shall be provided to all K - 8 at-risk-of-retention students during regular school hours, in addition to regular reading instruction, while utilizing a state-identified reading curriculum. 1008.25(7)(b)7

4. Veteran Sacrifices

In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be included in the program of studies. Such instruction must occur on or before Veteran's Day and Memorial Day. Schools are encouraged to use the assistance of local veterans when practicable.

5. Character Education

Instruction in character education shall be a part of the overall program of studies in grades K-12 and may be taught as a separate instructional area or integrated into other major subject areas.

6. Declaration of Independence

The last full week of classes in September shall be recognized as Celebrate Freedom Week. Schools shall provide at least three (3) hours of appropriate instruction in each social studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, school principals and teachers are required to conduct an oral recitation by students of the following excerpt of the Declaration of Independence:

**“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”**

Upon written request, by a student's parent(s), the student must be excused from participating in the recitation of the Declaration of Independence.

7. Disability History and Awareness Weeks

The first two weeks in October each year shall be recognized as Disability History and Awareness Weeks. During these two weeks, schools may provide disability history and awareness instruction.

The purpose of the instruction is to expand students' knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. It is recommended that the instruction be integrated into the existing school curriculum. Instruction may be delivered by qualified school personnel or knowledgeable guest speakers with a focus on including individuals with disabilities.

8. Foreign Language

A K-12 foreign language curriculum must be approved by the district and be in effect by June 30, 2004.

9. Reading

**Elementary (PK – 5)**

All elementary students are required to have; a **minimum** of 90 uninterrupted minutes of reading instruction in a scientifically research-based reading program, differentiated small group instruction, interventions for students below target, at target and above target, and ongoing benchmark assessments in fluency and mastery of the sunshine state standards delineating student progress. **In addition**, students performing below level (high risk on DIBELS or FCAT Level 1 or 2) shall receive a **minimum** extended time of 30 minutes of intensive intervention each day. Schedules of **retained** students shall conform to the tier requirements. **Retained** students shall receive a reading block of up to 180 minutes daily. **Retained** students reading curriculum should be in a comprehensive research based intervention program, **different** from the program that resulted in retention. Professional Development in the five components of reading shall be available weekly.

**Middle Grades (6 – 8)**

All level I and II disfluent students shall receive reading instruction in a research based comprehensive reading program. Instruction must be differentiated, include small group instruction, reading interventions in the classroom, ongoing benchmark assessments delineating student progress in fluency/comprehension and Sunshine State Standards mastery. All disfluent students shall receive fluency instruction daily. Professional Development in the five components of reading shall be available weekly.

All Level I fluent students shall receive reading instruction in a research based comprehensive reading program. Instruction must be differentiated, include small group instruction, reading interventions in the classroom, ongoing benchmark assessments delineating student progress in comprehension and Sunshine State Standards mastery. Professional Development in the five components of reading shall be provided weekly.

All Level II fluent students shall receive reading instruction. Instruction may be provided in a content classroom. Instruction must be differentiated, small group instruction, reading interventions in the classroom, ongoing benchmark assessments delineating student progress in comprehension and Sunshine State Standards mastery. Professional Development in the five components of reading shall be available weekly.

Level 1 disfluent students are required to be enrolled in a scientifically research based comprehensive reading program in intensive reading or intensive language arts class for 2 periods daily for the school year or one period daily for a semester in an extended time block schedule. These classes must be taught by a reading endorsed or reading certified teacher.

Reading requirements for Level 1 disfluent students may **not** be met through a content area reading course.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

Level 1 fluent students are required to be enrolled in a scientifically research-based reading program. In addition to an intensive reading or intensive language arts class for one period daily for the school year or one period daily in an extend time block schedule for a semester. These classes must be taught by a reading endorsed or reading certified teacher.

Reading requirements for Level 1 fluent students may **not** be met through a content area course.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

Level 2 disfluent students are required to be enrolled in a research based reading program in intensive reading or intensive language arts class for one period daily for the school year or one period daily in an extend time block schedule for a semester. Students must be taught reading or language arts by a reading endorsed, reading certified or CAR-PD trained teacher.

The requirements for this intervention may **not** be met through a content

area course.

However it is highly recommended that content area teachers of these students be CAR-PD trained.

Level 2 fluent reading students are required to receive a reading intervention and may receive this intervention through a content area course. This course must be taught by a reading endorsed, reading certified, or CAR-PD trained teacher for one period daily for the school year or for 2 periods daily for a semester.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

### **Grades 9 – 10**

All level I and II disfluent students shall receive reading instruction in a research based comprehensive reading program. Instruction must be differentiated, include small group instruction, reading interventions in the reading classroom, ongoing benchmark assessments delineating student progress in fluency/comprehension and Sunshine State Standards mastery. All disfluent students will receive fluency instruction daily. Professional Development in the five components of reading shall be provided weekly.

All Level I fluent students shall receive reading instruction in a research based comprehensive reading program. Instruction must be differentiated, include small group instruction, reading interventions in the classroom, ongoing benchmark assessments delineating student progress in comprehension and Sunshine State Standards mastery. Professional Development in the five components of reading shall be provided weekly.

All Level II fluent students shall receive reading instruction. Instruction may be provided in a content classroom. Instruction must be differentiated, include small group instruction, reading interventions in the classroom, ongoing benchmark assessments delineating student progress in comprehension and Sunshine State Standards mastery. Professional Development in the five components of reading shall be provided weekly.

Level 1 disfluent students are required to be enrolled in an intensive reading course which is scientifically researched-based, receive intervention with an extended time in intensive reading or intensive language arts for 2 periods daily for the school year. Students must be taught by a reading endorsed, reading certified, or CAR-PD teacher.

Students may **not** receive this intervention in a content reading class but may be blocked with intensive reading/intensive language arts.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

Level 1 fluent students are required to be enrolled in an intensive reading course which is scientifically research-based, receive intensive reading or language arts for 1 period daily for the school year. Students must be taught by a reading endorsed or reading certified teacher.

Level 1 fluent students may **not** meet these requirements through content area reading.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

Level 2 disfluent reading students are required to be enrolled in an intensive reading course which is scientifically researched-based, receive reading intervention with an extended time in intensive reading of intensive language arts for 2 periods daily for the school year. Students must be taught by a reading endorsed, reading certified, or CAR-PD teacher.

Students may **not** receive this intervention in a content reading class but may be blocked with intensive/intensive language arts.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

Level 2 fluent students are required to receive a reading intervention and may receive this intervention through reading in content class. This class must be taught by a reading endorsed or reading certified teacher daily for 1 period for one school year or daily for 2 periods each day in an extended time block schedule for one semester.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

**GRADE 11 AND 12 STUDENTS WHO  
HAVE NOT PASSED THE FCAT**

**GRADES 11 AND 12**

All level I and II disfluent students shall receive reading instruction in a research based comprehensive reading program. Instruction must be differentiated, include small group instruction, reading interventions in the reading classroom, ongoing benchmark assessments delineating student progress in fluency/comprehension and Sunshine State Standards mastery.

All disfluent students will receive fluency instruction daily. Professional Development in the five components of reading shall be made available weekly.

All Level I fluent students shall receive reading instruction in a research based comprehensive reading program. Instruction must be differentiated, include small group instruction, reading interventions in the classroom, ongoing benchmark assessments delineating student progress in comprehension and Sunshine State Standards mastery. Professional Development in the five components of reading shall be made available weekly.

All Level II fluent students shall receive reading instruction. Instruction may be provided in a content classroom. Instruction must be differentiated, include small group instruction, reading interventions in the classroom, ongoing benchmark assessments delineating student progress in comprehension and Sunshine State Standards mastery. Professional Development in the five components of reading shall be provided weekly.

Grade 11 and 12 disfluent students must receive reading instruction in a scientifically research based reading program and be enrolled in an intensive reading course or intensive language arts course, receive a reading intervention with extended time in intensive reading or intensive language arts for 2 periods daily until the FCAT is passed.

Students may **not** receive this intervention in a content reading class but may be blocked with intensive reading/intensive language arts.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

Grade 11 and 12 fluent students must receive reading instruction in a scientifically research based reading program and be enrolled in an intensive reading course or intensive language arts course, receive intensive reading or language arts for 1 period daily until the FCAT is passed. Students must be taught by a reading endorsed or reading certified teacher.

Students may **not** receive this intervention in a content reading class.

In addition it is highly recommended that content area teachers of these student's complete CAR-PD.

B. Grades K-5

1. Recommended Times

Language Arts*	(2 Hours Daily)
Reading	minimum of 90 minutes daily
Mathematics	(1 Hour Daily)
Science and Social Studies*	(K - 3) 54 hours Per Year
Science and Social Studies*	(4 - 5) 90 Hours Per Year
Art	(Minimum of 18 Hours Per Year)
Music	(Minimum of 18 Hours Per Year)
Physical Education	(REQUIRED 150 Minutes Per Week)
Computer Education	(Minimum of 30 Minutes Per Week)
Awareness of Disabilities**	
Career Education**	
Energy/Environmental Education**	
Free Enterprise/Consumer Education**	
Health/Safety/Substance Abuse**	
Metric Education**	
Library Skills**	
Character Education**	

\*Because of our integrated Language Arts Program, teachers are encouraged to integrate Science and Social Studies with Reading and Language Arts. Time allotments for these subjects may coincide or overlap. Language Arts includes Reading, Writing, Spelling, and English.

\*\*It is intended that some of the required areas of study may be planned for and integrated into appropriate major academic subjects. (Evidence of such shall be readily apparent in lesson plan books. **There shall be a minimum of eighteen instructional hours of health given per year at each grade level.**)

C. Grades 6-8

All students in grades 6, 7, and 8 shall receive instruction in the following:

1. Three (3) years in Mathematics (Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit)
2. Three (3) years in Language Arts.
3. Three (3) years in Science including the following topics: Life Science, Earth and Space Science, and Physical Science (**Exception: Chiefland Middle School, Cedar Key School and Williston Middle School**)\*
4. Three (3) years in Social Studies which shall include Florida History,

Civics, World Geography, United States History, and Social Sciences  
**(Exception: Chiefland Middle School, Cedar Key School and Williston Middle School)\***

**\*Science and Social Studies will be offered in extended blocks one semester each at Chiefland Middle School, Cedar Key School and Williston Middle School**

5. Three (3) years of Physical Education on a regularly scheduled basis.  
**Exception:** Participation in Marching Band class or in a physical activity class that requires participation in Marching Band activities shall satisfy the requirement for Physical Education for that year in which the Marching Band class was taken.
6. Students entering 6<sup>th</sup> grade in school year 2006-07 are required to complete one course in career and education planning in either the 7<sup>th</sup> or 8<sup>th</sup> grade. This course can be a standalone course or integrated into an existing course or courses. Student must complete a personalized academic and career plan during the 7<sup>th</sup> or 8<sup>th</sup> grade through the use of the Florida Academic Counseling and Tracking for Students (FACTS.org).
7. Other required areas of study such as: Survival and Coping Skills, Drug Prevention, Awareness of Disabilities, Energy and Environmental Education, Free Enterprise and Consumer Education, Safety and Substance Abuse, Library Skills, Critical Thinking Skills, Computer Education, and AIDS Education may be integrated into the curriculum, provided during the Teacher/Advisor Program (evidence of such shall be readily apparent in lesson plan books), and/or provided as separate courses of study.
8. Three (3) years in Health for a minimum of 15 hours of instruction per year. Health may be integrated into appropriate academic subjects, integrated into the Teacher/Advisor Program (evidence of such shall be readily apparent in lesson plan books), and/or provided as a separate course of study.
9. A series of experiences shall be provided for student development through exposure courses to be selected from, but not limited to, the following: Art, Music, Foreign Languages, and Exploratory Vocational Education. Such experiences shall be regularly scheduled in grade 6 through 8.
10. High School Courses Taken in Grade 8 or Below

To provide courses which meet student needs, any course included in the 6-8 grade (except vocational) or 9-12 grade sections of this directory may be taught at a lower level. The 9-12 course number shall be entered on the

student's permanent record. A course taken below the ninth grade may be used to satisfy high school graduation requirements. Students earning credit through such high school courses may simultaneously be credited with meeting the requirements designated in the district Student Progression Plan as required for promotion from the appropriate pre-ninth grade course(s). In addition, those courses taken in the 8<sup>th</sup> grade for high school credit do not come under the same grade forgiveness restrictions as those courses when taken in grades 9-12.

It is the Middle School Principal's responsibility to insure that students are appropriately screened to determine if it is in their best interest to enroll in advanced courses, such as Algebra I. If a student's assessments indicate a need for remediation, then a more rigorous course of study would be inappropriate. If it is determined this is an appropriate placement, students are required to use the same curriculum outlines, instructional materials, have equivalent semester and final examinations, as well as use the same district adopted textbook as the high school uses.

Students shall not take Level 1 courses, i.e. Pre-Algebra, Course Number 1200300 in middle school for high school credit.

**Note:** Though a student may take high school courses in grade 8 or below and satisfy high school graduation requirements, once they enter 9<sup>th</sup> grade full-time, they must take the number of required courses as set forth in Section X. A. of the Student Progression Plan. (Reference **Appendix J – Administrative Grade Re-Classification**)

Beginning with school year 2006-2007 each middle school shall offer at least one high-school level mathematics course (Algebra I) for which students may earn high school credit. This credit will count as one of the 4 credits required in high school mathematics. Students taking high-school level courses in middle school prior to 2006-2007 fall under the guidelines above.

11. Parents of students in grades 6-9 will be provided with information about each of the graduation options including the curriculum requirements. Middle Schools will hold an evening or weekend meeting for parents to inform them about the school's curriculum and activities.

D. Grades 9-12

1. Sunshine State Standards are the basis for all curriculum, instruction, and evaluation of student performance in Levy County as required by section 1003.41. Demonstration of mastery shall be documented through the report card. Because of the diversity in enrollments of high schools in Levy County, it shall be the responsibility of each principal to develop

their curriculum within the minimal guidelines listed below. However, students shall not be enrolled in any Level I courses unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case, a written assessment of the need must be included in the student's Individual Education Plan (IEP) or student support plan signed by the principal, the guidance counselor, and the parent or guardian or the student if he/she is 18 years old or older. Prior to each school year, each curriculum schedule shall be submitted to the superintendent for official approval.

- a. Course selections shall be derived from the approved listing of courses adopted by the state, and the Sunshine State Standards shall be the basis for the curriculum. (Current Course Code Directory [CCD]).
- b. Courses shall be selected which allow the students to meet graduation requirements in a timely manner.
- c. Courses in Mathematics, Science, Social Studies, and Language Arts shall be made available to students at each grade level with normal academic progression.
- d. Students shall be provided a curriculum which:
  - 1) Allows them to meet the criteria established for the Florida Academic Scholars Certificate Program as well as criteria for attaining Bright Futures Scholarships,
  - 2) Allows them to meet course requirements for college entrance,
  - 3) Allows them to graduate with the minimum skills required for a responsible adult life, and
  - 4) Insures students are instructed through the use of the SSS.
- e. Community Service Program

Schools serving ninth through twelfth grade students shall offer an optional community service program for students to fulfill the Florida Academic Scholars' Award. The community service program shall include a minimum of 75 hours of service work and require students to identify a social problem that interests them, develop a plan for their personal involvement in addressing the problem, and, through paper or other presentations, evaluate/reflect upon their experience. The School Board may award a maximum of one-half credit in Social Studies and one-half elective credit toward graduation requirements for completion of 75 hours of community service completed under the guidelines of this section.

(Reference **Appendix G — Community Service Guidelines**).

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

- f. To the best of the school's ability to offer an academically enhancing program, elective courses shall reflect the student's needs and interest, which includes a Major Area of Interest for students entering the 9<sup>th</sup> grade for the first time in 2007-2008.
- g. Each school may offer an optional 0 or 7<sup>th</sup> period as per guidelines approved by the School Board (Reference **Appendix F — Guidelines for Optional Seventh Period Day**).
- h. The following is suggested student progression in Social Studies:

Grade 10      World History  
 Grade 11      American History  
 Grade 12      American Gov/economics

<b>For Students Who Entered Ninth Grade In 2003-2004, 2004-2005, or 2005-2006 School Year</b>			
<b>Subject Area</b>	<b>24-Credit/4-year Traditional Program</b>	<b>18-Credit/3-year College Preparatory Program</b>	<b>18-Credit/3-year Career Preparatory Program</b>
English	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education <b>OR</b> 1 credit performing fine arts <b>OR</b> .5 credit in practical arts and	Not Required	3 credits in single vocational/career education program <b>OR</b> 3 credits in single career/technical certificate dual enrollment <b>OR</b>

	.5 credit in performing fine arts		5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Life Management Skills	.5 credit	Not Required	Not Required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education elective	Not Required	Not Required
Electives	8.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned

For Students Who Entered Ninth Grade In 2006-2007 School Year			
Subject Area	24-Credit/4-year Traditional Program	18-Credit/3-year College Preparatory Program	18-Credit/3-year Career Preparatory Program
English	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent <sup>2</sup>	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education <b>OR</b> 1 credit performing fine arts <b>OR</b> .5 credit in practical arts and .5 credit in performing fine arts	Not Required	3 credits in single vocational/career education program <b>OR</b> 3 credits in single career/technical certificate dual enrollment <b>OR</b> 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Life Management Skills	.5 credit	Not Required	Not Required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education elective	Not Required	Not Required
Electives	8.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned

**For Students Entering Ninth Grade  
In 2007-2008 School Year and Thereafter**

Subject Area	24-Credit/4-year Traditional Program	18-Credit/3-year College Preparatory Program	18-Credit/3-year Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course <sup>2</sup>	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts	1 credit in Fine Arts <b>OR</b> 1 credit in Practical Arts career/technical education or exploratory career education <b>OR</b> 1 credit in Performing Fine Arts	Not Required	Not Required
Physical Education	1 credit in physical education to include the integration of health <sup>3</sup>	Not Required	Not Required
Electives	8 credits, of which: ●4 credits in a major area of interest ●4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives <b>OR</b> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <b>OR</b> 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)

i. High School Major Area of Interest

Students entering grade 9 in 2007 and thereafter, will select a Major Area of Interest as part of their required electives for graduation. Although students need four Major Area of Interest credits, the Major can change each year without penalty and without affecting graduation.

**NOTE: Students are only required to have 4 credits; however, they are not required to be enrolled in a Major Area of Interest each year.**

When selecting a Major Area of Interest, students may want to consider their career interests and course requirements for the Florida Bright Futures Scholarship Program and the State University System (SUS), if applicable. FACTS.org's ePEP & Evaluations can help middle and high school students choose courses to meet their individual goals and compare transcripts to requirements to show progress towards those goals.

j. Talented Twenty Program

This program will automatically admit the top 20% of the graduating class of each Florida public high school to a state university beginning with the graduating class of 2003.

To qualify for the Talented Twenty Program, a student must:

- 1) Be enrolled in a Florida Public High School and scheduled to graduate with a standard diploma.
- 2) Be ranked in the top 20% of your class after the posting of 7<sup>th</sup> semester grades (1<sup>st</sup> semester, senior year).
- 3) Complete all the 19 college preparatory credits as specified in the State Board of Education Rules. Courses may be in progress at time of ranking.

k. Top Ten Designation

If a school designates the top ten of their graduating class, the following eligibility requirements shall apply effective with the graduating class of 2006:

To qualify for the Top Ten Designation, a student must:

- 1) Be enrolled in a Florida public high school and scheduled to graduate with a standard diploma.

- 2) Be ranked in the top ten of the graduating class after the posting of the 7<sup>th</sup> semester grades (1<sup>st</sup> semester, senior year). Numerical grades in all courses, grades 9-12, shall be used in calculating the grade average. If the alpha weighted system is used in reporting college semester grades the following values will be used: A-100, B-89, C-79, D-69.

Beginning with the 2011 graduating class, students will be ranked in accordance with a 4.0 scale. If a tie occurs, individual class averages will be calculated to break the tie in regard to valedictorian and salutatorian designation.

- 3) Complete all of the 19 college preparatory credits as specified in the State Board of Education Rules. Courses may be in progress at the time of ranking.
2. As required by the Department of Education, students that choose The 18-credit option shall have access to the Top Ten Students designation using the following criteria:
    - 1) Be enrolled in a Florida public high school and scheduled to graduate with a standard diploma.
    - 2) Complete all of the 18 college preparatory credits as specified in the State Board of Education Rules. Courses may be in progress at the time of ranking.
    - 3) Have a numeric grade average that meets or exceeds the numeric grade averages of the 24-credit Top Ten Students selected from the graduating senior class.

NOTE: Numeric grade averages shall be calculated after the posting 1<sup>st</sup> semester of the senior year.

- 4) The 18-credit Top Ten shall have no effect on the 24-credit designations and shall be recognized as a separate designation.

3. Course Loads and Credits

- a. A pupil enrolled full-time in any grade level of the secondary school shall carry a full class schedule as determined by Board Policy.
- b. A high school student will receive  $\frac{1}{2}$  credit each semester (Reference Section VII. C.1. d.)

4. Schools may develop performance-based programs that award credit for less than 135 hours with approval of the District Office. For this approval, procedures must be in place to amend the master schedule to 135 hours of instruction for students who need the additional time to master course requests.
5. Annual Review of Electronic Personal Education Plan (E-PEP)
  - a. Schools must employ procedures for the annual review of students E-PEP.
  - b. Students without an E-PEP must be afforded the opportunity to create a plan pursuant to s. 1003.4156.

## V. *STANDARDIZED TESTING*

### A. Normed Reference Testing

All Kindergarten students will receive the Florida Kindergarten Readiness Screener implemented by the Department of Education. Students who enter public school for the first time in first grade must be administered the School Readiness Uniform Screening adopted for use in first grade.

District-wide benchmark testing will include, but not be limited to Dynamic Indicators of Basic Early Literacy (DIBELS) Tests for grades K-5, MAZE for grades 6-12, and Think Link for grades 2-10 and non-pass 11<sup>th</sup> and 12<sup>th</sup> grade students. FCAT will be used as an outcome measure.

Each Student must participate in the statewide assessment tests required by s.1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of student's difficulty and areas of academic need. Only those students eligible for exemptions from state mandated assessments will be considered for exemptions from the district norm referenced assessment. Results from these district administered tests may be used for:

1. Measuring educational growth from one year to the next;
2. Providing necessary information for developing an individualized instructional program or academic improvement plan;
3. Determining proficiency in Reading, Writing, Mathematics, and Science for remediation purposes;
4. Providing group data for evaluation and program planning district-wide and/or at the school level;
5. Criteria for placement in the ESOL program; and
6. Additional documentation for retention or promotion.
7. Each school shall have a progress monitoring plan for Reading, Writing, Math, and Science.

### B. Successful Progress for Retained Readers

1. At the end of the first semester, the district will report on the progress of 3<sup>rd</sup> or 4<sup>th</sup> grade students with multiple retentions to the Department of Education through Progress Monitoring and Reporting Network (PMRN).

C. FCAT

1. Students in the 10<sup>th</sup> grade must earn a passing score of 300 in both Reading and Mathematics on the Florida Comprehensive Assessment Test (FCAT) in order to earn a high school diploma. Attainment of ACT or SAT scores concordant with FCAT passing scores shall satisfy the assessment requirement. Those students unable to meet the established score must be remediated with documentation noted in the student's cum folder. Additional opportunities will be available for the student to retake those sections they have not passed prior to the student's normal graduation.
2. The dependent child of a member of the United States Armed Forces who enters school as a 12<sup>th</sup> grade student from either out of state or a foreign country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the Grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma.
3. Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act.
  - a. For students with disabilities whose abilities cannot accurately be measured by the statewide assessment test, the IEP team has the authority to waive the Florida Comprehensive Assessment Test (FCAT) as a requirement for graduation with a standard diploma.
  - b. Students eligible for consideration are those students with disabilities who are currently seniors in high school who have an individual education plan (IEP) and for whom the FCAT is the graduation test;
  - c. have met the state's graduation requirement of 24 credits/courses and 2.0 cumulative grade point average (GPA), and any other district requirements for graduation with a standard diploma;
  - d. have taken the FCAT at least three times;

- e. have participated in intensive remediation during the senior year for FCAT Reading and/or Mathematics, if a passing score has not been earned;
- f. for whom the IEP team determines that the FCAT cannot accurately measure the student's abilities, taking into consideration allowable accommodations.

D. Other State Testing

Different variations of the FCAT will be administered to all students in grades 3-10. These components will be used to measure the SSS in Reading, Mathematics, Writing and Science adopted through F.S. 1001.03 and 1008.385.

Grades 4, 5, 8, and 10 will be administered a component of the test that includes measurement of a student's progress in Reading, Mathematics, and Writing that includes performance assessments. Grades 3, 6, 7, and 9 will be administered a component that consists of measurement in Reading and Mathematics that does not include performance assessments. Grades 5, 8, and 11 will be administered a component of measurement in Science. Additionally, grades 3-10 will be administered a norm referenced component that consists of measurement in Reading and Mathematics.

E. **Progress Monitoring:**

**Reading and Math**

Students in grades 2 -10 shall be assessed using a progress monitoring tool to determine mastery of the Sunshine State Standards.

**Oral Reading Fluency** for Tier I students will be benchmarked at least three times during the year using DIBELS in grades K– 3, and level I and II students in grades 4 and 5. Tier II students will be monitored a minimum of every two weeks, and Tier III students will be monitored weekly. MAZE will be administered to grades 6-10 three times during the year to assess fluency and comprehension. Students at FCAT level I and II will be progress monitored monthly.

**Science**

Science will be progress monitored at least 3 times per year to establish mastery of the Science Sunshine State Standards.

**Writing**

Writing will be progress monitored at least 3 times per year prior to FCAT writing.

## **Diagnostic Assessments:**

### **Reading**

Each student in grades K–5 who does not show gains on progress monitoring indicators after receiving intensive remediation with an evidence based program implemented with fidelity shall be administered a diagnostic in reading. Sunshine State Standard skills mastery will be progress monitored at least 3 times using Think Link. Students not making gains according to the progress monitoring assessments will be administered Gates-MacGinitie, or DAR as a diagnostic to determine the specific areas needing to be addressed in order for the student to make progress in reading.

### **Math**

Results from the previous year’s Think Link and FCAT will be used as a diagnostic to determine deficiencies in math.

### **Writing**

Results from the previous year’s FCAT and progress monitoring will be used as a diagnostic to determine deficiencies in Writing

### **Science**

Results from the previous year’s Think Link, progress monitoring and teacher made assessment will be used as a diagnostic to determine deficiencies in Science.

### **English Language Learners**

ELL students will participate in the FCAT administration. CELLA will be administered annually to all ELL’s in LY status and those in LF status for one year or less. Measures in Speaking, Listening, Reading and Writing, the four domains of English language acquisition skills, will be determined by scores on state of Florida approved assessment tools: CELLA, FCAT, and IPT. Progress monitoring of English language skills will be measured at least three times during the school year using the Rosetta Stone curriculum. In the evaluation of the ELL’s academic performance, the educational team including the ELL committee shall consider the following factors:

1. ELL level of mastery in each of the four language domains using at least two state approved assessment tools,
2. Grades from the current or previous years; or
3. ELL’s participation in special programs such as the Exceptional Student Education, Honors, Career and Tech, Intensive Instruction, and/or Accelerated Academics in either current school or previous

school(s); including out of state and foreign country programs.

F. National Education Comparisons

If directed by the Commissioner of Education, the school district must participate in the administration of the National Assessment of Educational Progress, or a similar national assessment program, both for the national sample and for any state-by-state comparison programs, which may be initiated. The administration of the National Assessment of Education Progress or a similar program shall be in addition to and separate from the administration of the state-wide assessment program.

G. Summary Analysis

A summary analysis is required of each achievement test administered to students regardless of whether the test is administered to elementary, middle, or high school students. Also required is a description of the performance of students in the middle 50 percent of the test population.

H. Statewide Assessment for Students with Disabilities

The School Board of Levy County shall assure the inclusion of students with disabilities and/or a 504 Plan in all district and state assessments. Appropriate accommodations will be provided to eligible students. Students who are identified solely as gifted are not eligible for state assessment accommodations, unless they have a 504 Plan.

The decision to exclude any student with a disability, as defined in Section 1000.01, F.S., from statewide or district assessment programs is made by the Individual Educational Plan (IEP) team and recorded on the IEP. Students may be excluded from statewide or district assessment programs if the following criteria are met:

1. The student's demonstrated cognitive ability prevents the student from completing required course work and achieving the SSS as incorporated by reference in Rule 6A-1.09401, FAC, even with appropriate and allowable course modifications.
2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.
  - a. Students who are excluded from statewide or district assessment will be assessed through an alternate assessment procedure identified by the IEP team. The alternate assessment procedure shall be recorded on the student's IEP.

- b. Students who are excluded from the state-required graduation test using the criteria in this rule will not be eligible for a standard high school diploma.
3. Appropriate accommodations to the statewide assessment instruments and procedures, within the limits prescribed herein, will be utilized. Accommodations are defined as adjustments to the presentation of the assessment questions, method of recording examinee responses to the questions, schedule for administration of the assessment, or use of assistive devices to facilitate administration of the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under Section 504 of the Rehabilitation Act.

Allowable accommodations are those that have been used by the student in classroom instruction, as long as the accommodations are within the limits specified in this rule. Examples of allowable accommodations are included in the table below.

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students. Unique accommodations usually involve alterations of existing test materials, must be regularly used by the student for classroom instruction, and must not alter the underlying content of the assessment. Each unique accommodation must be approved by the Commissioner of Education prior to its use. Examples of unique accommodations are included in the table below and are identified by an asterisk (\*).

<b>a. PRESENTATION:</b>
<i>VISUAL ACCOMMODATIONS</i>
Regular print versions of the test may be enlarged through mechanical or electronic means.
The district testing coordinator may request large print version.
Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of Section 1008.22, Florida Statutes.

The student may use means to maintain or enhance visual attention to test items.
Provide student with a copy of directions read by the teacher from FCAT administration script.
Mask portions of the test to direct attention to uncovered item(s).
Use colored transparencies/overlays.
Secure papers to work area. (*)
Increase spacing between test items. (*)
Fewer items placed on each page. (*)
Positioning tools such as reading stand.
Highlight keywords or phrases in directions to item.
<b>AUDITORY ACCOMMODATIONS</b>
Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.
Use a reader to read directions and items other than reading items.
Repeat, clarify, or summarize test directions.
Allow student to demonstrate understanding of directions (e.g., repeat or paraphrase) to ensure understanding.
Use of text-to-speech technology to communicate directions, items other than reading items.
Provide verbal encouragement (e.g., “keep working,” “make sure to answer every question”)---may not be used to cue a student regarding correct/incorrect responses.
Use white noise (sound machines) to reduce auditory distractions.
<b>b. RESPONDING:</b>
<b>ACCOMMODATIONS TO RESPONSE INPUT</b>
The student may use varied methods to respond to the test, including written, signed, and verbal responses. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
Dictate responses to proctor.

Use of speech-to-text technology to indicate answers.
Use of computer switch to indicate answers.
Use of pointing device to indicate answers.
Use of other communication devices to indicate answers.
Enter answers directly into test booklet.
Signing responses to interpreter.
Dictate responses into a tape recorder.
Use of special paper such as raised, line, shaded line, or color-decoded for long or short response (would require that responses are then transcribed).
Use of math guides to organize mathematical computation.
Use of writing guides (grids) to produce legible answers.
Check periodically to be sure student is marking in correct spaces.
<b><i>ACCOMMODATIONS TO RESPONSE PREPARATION</i></b>
Calculator for math problems grades 7 and 8p.
Abacus for all grade levels with visual impairments.
<b>c. SCHEDULING:</b>
The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
Specific time of the day for specific subtests.
<b>d. SETTING:</b>
The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.
Special lighting.
Adaptive or special furniture.
Special acoustics such as FM systems to enhance sound or special rooms to decrease auditory distractions.

Increase or decrease the opportunity for movement.
Reduce stimuli (e.g., limit number of items on desk).
Other specialized settings. (*)
Administer the test in a familiar place such as the home, with a test proctor present and/or by a familiar person.
<b>e. ASSISTIVE DEVICES:</b>
The student may use the following assistive devices typically used in classroom instruction:
If the purpose of the assessment requires complex computation, <b>calculators</b> may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in the classroom instruction may be used, provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

4. District personnel are required to implement the accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading a student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.
5. The test scores of students with disabilities, as defined in 1000.01(18) F.S., will be included in the state's accountability system as determined by the Commissioner of Education.
6. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide

assessment and must acknowledge in writing that he or she understands the implications of such accommodations.

7. Satisfaction of the requirements of Rule 6A-1.0942, FAC, by any of the above accommodations shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

## VI. GRADING AND REPORTING

### A. Grading System

Report cards shall be issued four (4) times each school year, following each nine (9) week grading period, on the uniform dates as adopted annually on the official calendar. Numerical grades shall be used on school report cards with the following interpretations to indicate the quality of work being done by the student:

	<u>Percent</u>	<u>Grade 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
I	0	0	Incomplete

Any exceptions to the above are noted in the appropriate grade level section.

1. When determining student eligibility for the Bright Futures Scholarship Program in grades 9-12, those courses that are identified in the CCD will receive additional weights to grades earned.

Courses identified in the CCD as Advanced Placement, Pre-International Baccalaureate, or Baccalaureate

Courses designated as academic dual enrollment courses in the statewide course numbering system in the areas of Mathematics, Language Arts, Science, Social Studies, and Foreign Language

The additional weight assigned to a course shall not exceed 0.5 per course.

2. Interim reports are required for all students at the end of 4 ½ weeks or more often if appropriate in K-12.

### B. Grade Conversion

Students who enter the Levy County Schools from other districts or from out of state with grading systems different from this school district will have their grades converted as follows:

Excellent	converted to	95 – A
Above Satisfactory	converted to	85 - B

Satisfactory	converted to	75 – C
Needs Improvement	converted to	65 – D
Unsatisfactory	converted to	59 - F

Letter Grades to Numerical Grades

A	converted to	95
B	converted to	85
C	converted to	75
D	converted to	65
F	converted to	59

Pass or Fail

Pass	converted to	75 - C
Fail	converted to	59 - F

Whenever possible, use additional information such as a comparison of other numerical or letter grades the student may have received and the student’s progress at the Levy County School. If no other information is available, use the above numerical grades.

**Checklist**

If the checklist is relevant to the subject area (covers areas required on the SSS) use the percentage of successful checks as the grade.

Example: 6 out of 10 = 60% converted to 60

If the checklist has no relevancy to the course, use school evaluations such as end of unit tests, 9 week tests, etc.

C. Kindergarten

To qualify for promotion to first grade, kindergarten students will be graded on 50 standards, as listed on their report cards. To be promoted, students must master 7 of these standards at 100%, as well as passing 35 of the remaining 43 standards listed. Documentation is required for standards mastered.

D. Grades 1-5

1. Grades of (S)satisfactory, (N) needs improvement, (U) unsatisfactory, rather than numerical grades, shall be given to students in Art, Music, Physical Education, and Handwriting.

2. Alternative Education Classes will use S, N, U, in all subjects except Mathematics, Language Arts, and Writing.
3. Parents of grade 1-5 students shall be notified on the report card if the student is working at a grade level for the subject area below that which he/she is placed.

E. Grades 6-8

1. An exception to the numerical grading system is allowed at the middle grades as follows:

Grades of (S) Satisfactory and (U) Unsatisfactory rather than numerical may, with approval by the school principal, be given for courses other than the core subjects (Language Arts, Mathematics, Science, Reading, and Social Studies). Courses without numerical grades will count toward the units required for promotion.

2. Students in grades 6-8 will receive report card comments as coded on the report card for failing grades and for working at a skill level below assigned grade placement. The report card codes are as follows:

Comments

1-Good Attitude	7-Comes to Class Unprepared
2-Does Good Work	8-Disrupts Class
3-Showing Improvement	9-Please Call for a Conference
4-Makes Careless Errors	X-Working at a Skill Level Below Assigned Grade Placement in Grades 6, 7 or 8
5-Inattentive in Class	
6-Fails to do Assigned Work	

F. Grades 6-12 Examinations

- a. Three days of the last five days of each semester shall be allotted to examinations. It is recommended that students be required to work a minimum of one hour with a permitted maximum of one and one-half hours on each examination.
- b. Students may be granted exemption from mid-term and final examinations provided an average of "A" has been earned in the course of exemption. Since some courses may be of a nature not compatible with exemptions, the decision to exempt or not to exempt is left to the principal, or their designee. Students may be granted an exemption from mid-term and final examinations given individual, extenuating circumstances
- c. Mid-term and final examinations may count no more than one-fifth (1/5) of the total grade in calculating averages. This is not to be misconstrued to mean that examinations are to count one-fifth (1/5). It is the intent of the rule to establish the one-fifth (1/5) weighting for examinations as an upper limit.

- d. Where a pupil is excused from school attendance as provided in Subsection b. above, attendance may not be counted as provided in State Board of Education regulations and School Board Policy 5.03 — Student Attendance/Absences.
- e. Under no circumstances may a student be prohibited from taking a nine (9) weeks, semester, or final examination at the regularly scheduled time for failure to pay for lost or damaged textbooks, library books, or other instructional materials.

G. Valedictorian and Salutatorian

Candidates for Valedictorian or Salutatorian shall meet the requirements outlined below:

- 1. Grade point average
  - Valedictorian - 3.7 minimum
  - Salutatorian - 3.5 minimum
- 2. Take two courses above the level of Biology I and Algebra I;
- 3. Take two years of a foreign language if offered in the curriculum;
- 4. Meet state and district graduation requirements;
- 5. Must be enrolled in and earn their final two years of credit in the school.
 

**Exception:** Participation of a Levy County student in an approved educational exchange program for up to one year. (Early admission to college with required course enrollment meets this criterion).
- 6. Grade point averages shall be calculated using the following values:

Regular Courses

90-100	=A,	4 points
80-89	=B,	3 points
70-79	=C,	2 points
60-69	=D,	1 point
59 and below	=F,	0 points
0	=	Incomplete

- 7. Semester grades in all courses, including those taken before 9<sup>th</sup> grade, shall be used in calculating the grade point average.
- 8. For determining Valedictorian and Salutatorian, no course taken, regular or dual enrollment, will have special weighting.

9. Grades shall be calculated through the 7<sup>th</sup> semester grades (1<sup>st</sup> semester, senior year). Once the group of candidates is determined, numerical grades in all courses, grades 9-12, shall be used in calculating the numerical grade average. If the alpha weighted system is used in reporting college semester grades the following values will be used: A-100, B-89, C-79, and D-69. The candidate with the highest numerical average will be the Valedictorian and the second highest numerical average will be the Salutatorian.
10. Beginning with the 2011 graduating class, students will be ranked in accordance with a 4.0 scale. If a tie occurs, individual class averages will be calculated to break the tie in regard to valedictorian and salutatorian designation.

As required by the Department of Education, students that choose the 18-Credit Option shall have access to the Valedictorian and Salutatorian designation using the following criteria:

- (1) Meet all requirements in items 1 through 10 above.
- (2) Shall have a numeric grade average that meets or exceeds the numeric grade average of the 24-credit Valedictorian or Salutatorian selected from the graduating senior class for the appropriate designation.
- (3) Grades shall be calculated through the 7<sup>th</sup> semester (1<sup>st</sup> semester, senior year).
- (4) The 18-credit Valedictorian and Salutatorian shall have no effect on the 24-credit designations and shall be recognized as a separate designation.

#### H. Grade Forgiveness

Students in grades 9-12 may retake a full year or semester course for the purpose of improving a grade. The following conditions exist:

1. The course retaken must have the same number as listed in the CCD and correspond to the equivalent same semester as the original course, or be a comparable course.
2. The amount of credit received, either .5 or 1.0, will correspond to the amount of time spent retaking the course, either one semester or one full year, or through proof of competency of the SSS.
3. Beginning in the 2000-2001 school year and each year thereafter, forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F”, or the equivalent of a grade of “D” or “F”, 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.

4. If a grade of “C” or higher is not earned, both the original grade and new grade will be included in the calculation of the GPA requirement for grading.
5. These restrictions do not apply to students below the 9th grade taking high school courses for credit. A number of students are willing to attempt high school courses in the middle grades. Students in middle grades taking high school courses for credit shall be allowed to replace grades of “C” or below in the same or comparable course.

I. Honor Roll (Reference **Appendix H — Honor Roll Guidelines**)

Specific guidelines have been developed to determine a student’s eligibility for the Honor Roll. The method of the determination, based on grade levels and the type of grades together with special subject area qualifications, will be used by all schools.

## ***VII. PROMOTION, REMEDIATION, AND RETENTION***

### **A. Elementary School Level – Grades Pre-K-5**

#### **1. Promotion — Grades Pre-K-5**

- a. Three and four-year-olds shall remain in their programs until they meet the age criteria for promotion to kindergarten and will not be considered retained.
- b. Any pupil in elementary school who has earned a final passing grade average during the entire school year and meets state and district proficiency levels for promotion shall be promoted. **Exception:** If the parent requests and the principal agrees, the child may be retained. If mutual agreement cannot be reached, the parent may petition the Superintendent, and the Superintendent will make the final decision.
- c. District and State Promotion Requirements
  - 1) To qualify for promotion to first grade, kindergarten students must achieve a mastery level of 80% on each Next Generation Sunshine State Standard.
  - 2) Mastery of the standards for all students will be indicated through student achievement of a grade of 60 percent in each course where numerical grades are given. Teacher observation, classroom assignments, and examinations will be used. Sunshine State Standards shall be the basis for curriculum, instruction, and evaluation of student performance in reading, writing, mathematics, and science. In addition, students in third grade must score level II on FCAT to qualify for promotion. Students scoring level I and II must receive remediation.
  - 3) The use of the IEP goals and objectives for students with disabilities in grades 1, 2, 4 and 5 may be used to address promotion under extenuating circumstances. One year of intensive remediation in reading and / or math must have been provided and documentation of these services will be maintained.
- d. Third Grade Promotion/Retention

Students in third grade may be promoted for “good cause” based on the following criteria:

- 1) English Language Learners (ELL) students who have had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL) program
  - 2) Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
  - 3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. During the summer **documentation of passing score on SAT 10 must be included.**
  - 4) Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the SSS in Reading equal to at least Level 2 performance on the FCAT. **Portfolio cover sheets must be submitted to the district with the good cause request. Documents from the portfolio shall be maintained at the school site.**
  - 5) Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in Reading for two (2) years or more but still demonstrates a deficiency in Reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3. **Documentation of 2 years of immediate intensive intervention is required.**
  - 6) Students who have received one or more years of intensive remediation in Reading in an evidence based intervention one year or more but still demonstrate a deficiency in Reading, and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two (2) years.
- e. Intensive reading instruction for students so promoted must include altered instructional day based upon progress monitoring data that includes specialized diagnostic information and specific reading strategies for each student. Retained students shall receive additional reading instruction time of up to 180 minutes per day. Reading coaches and district staff will assist in providing effective strategies to address the specific reading needs. Retained third grade students will continue to work on the state portfolio and may qualify for promotion at “Mid Year” or prior to November 1. “Mid Year” promotion shall be determined by progress monitoring data that establishes that the student is on ending third grade level. Parents of retained third grade students must be provided with information concerning “mid year” promotion.

**NOTE:** Requests for good cause exemptions for the mandatory retention requirement must include documentation of prior retentions and evidence of immediate intensive intervention in an evidence based program, implemented with fidelity for two years by the teacher to the school principal. The principal must review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal should make the recommendation in writing to the Superintendent. The Superintendent shall accept or reject the principal's recommendation in writing. (Reference sample letter at the end of this section.)

- f. Students with disabilities who meet IEP goals and objectives in grades 1, 2, 4, and 5 may be promoted based on the accomplishment of those goals and objectives.
- g. At the completion of intensive intervention in evidence based program implemented with fidelity a student must be evaluated, and if the student is determined to be proficient in the area remediated, he/she may be promoted.
- h. If a student is retained: the school based intervention team should:
  - 1. First review data that demonstrates that at least 80 to 90% of the students are successful in the core curriculum (Tier 1).
  - 2. If not, then this would need to be addressed. If the Core Curriculum is successful for the majority of the students, the Intervention Team should then review the student's data to ensure that Tier 2 Interventions that are evidence based and implemented with fidelity have been put in place. The interventions and the student's response (data) should be reviewed a minimum of every two weeks.
  - 3. If the student has received Tier 2 interventions that are evidence based and implemented with fidelity and still does not make progress, then Tier 3 Comprehensive and Intensive Interventions need to be put in place by the Intervention Team. This would consist of individual or small group (2-3) instruction and specific evidence based programs implemented with fidelity that target 1 or 2 areas of need.
  - 4. Once the Intervention Team has provided the student with access to these Intensive Interventions for a reasonable period of time, the Intervention Team should review the data. If the student is making

consistent progress, the interventions should continue at this level (revise as the student's needs change) and referral for additional evaluation via the ESE office would not be needed. If the documentation supports that even with documented intensive and comprehensive intervention the progress is minimal, then the Intervention Team should consider beginning the referral process for additional testing, to determine eligibility for an ESE program.

- i. Promotion requirements for ELL students shall be the same as for general education students except that the Language Arts Florida Sunshine State Standards used will include the English Language Proficiency (ELP) levels. If the ELL has demonstrated to have a dominant academic language other than English, then academic achievement assessments administered in the student's dominant academic language will be considered when feasible.
- j. The assignment of a student to a higher grade, which results in that student skipping a grade, should be made on the basis of exceptionally high achievement by the student and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long range academic, social, and emotional effect of the decision must be considered. After consultation with appropriate personnel, the principal and his professional staff may request approval for a higher grade placement from the Superintendent or his designee. No student will be placed in a higher grade without parental consent.
- k. No student shall be exempt from academic performance requirements such as semester or final exams based on practices to encourage attendance.

1. **IMMEDIATE INTENSIVE INTERVENTION**

Any student in grades K-3 who scores at medium to high risk on DIBELS shall receive immediate intensive intervention.

- 1) The intervention must include:
  - a) Evidence based Effective instructional strategies
  - b) A minimum of 90 minutes of core reading instruction daily, plus a minimum of 30 additional minutes of appropriate teaching to address up to 3 of the 5 components of reading in an evidence based program implemented with fidelity., methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.

- c) Students previously retained at grade K–3 shall receive additional reading instruction in a program different from the program used the year before.

2. Retention — Grades Pre-K-5

- a. Kindergarten students will be retained if they do not master the Next Generation Sunshine State Standards. Documentation is required for standards mastered at 80%.
- b. If students do not meet specific criteria for promotion, as stated in the Comprehensive Student Progression Plan, they must receive remediation or be retained. 1008.25(2)(b) VII Ac 2
- c. Students in grades 1-2 who are unable to obtain 60% mastery in reading, language arts, and mathematics shall be assigned to the same grade for an additional year. Students in grades 1-2 with a disability who meet IEP goals and objectives may be promoted.

Students in grades 4-5 who are unable to obtain 60% mastery in reading, language arts, mathematics, and science shall be assigned the same grade for an additional year. Students in grades 4-5 with a disability who meet IEP goals and objectives may be promoted. If a student is retained, it must be in a program different from the previous year. All students will be subject to a review before they are retained. In grades K, 1, 2, 4, and 5 the review committee may find cause to promote students who lacked qualifications for promotion with an academic improvement plan including parent signature. A copy of the AIP shall be filed in the cumulative folder. A review committee will consist of the principal or his designee, the classroom teacher, and any other appropriate personnel. Notations of all such retentions must be recorded on the student's permanent record and reported on the terms system.

- d. No child shall be retained in any grade without a conference with the parent or guardian of the child, or without the parent or guardian having been given multiple opportunities at a variety of times during the day. Every attempt will be made to provide notices of retentions at least six (6) weeks prior to the close of school. Consultation with the parent or guardian should be held prior to making any decision regarding retention, but the final decision rests with the principal, unless it is a student with a disability. The IEP team, including the principal or designee would make the final decision.
- e. The Three Tier Academic Support Plan, created by the State will be implemented for students K through 3, according to the students' reading deficiency. **(Reference Appendix J).**

- 1) Retained 3<sup>rd</sup> graders must be provided intensive interventions to improve reading deficiencies, as identified by a valid and reliable diagnostic assessment. These students are required to complete a portfolio. 1008.25(7)(b)1. Students shall continue to receive immediate, intensive, intervention until the reading deficiency is corrected.
- 2) The intervention must include:
  - A. Effective instructional strategies
  - B. Participation in summer reading camp
  - C. A minimum of 90 minutes daily and up to 180 minutes daily in the core reading curriculum, appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.
  - D. A minimum of 30 minutes of additional reading instruction in an evidence based program implemented with fidelity in up to 3 of the 5 components of reading.
- 3) The district will:
  - A. Progress Monitor all third grade students who did not score above Level I on the reading FCAT and did not meet the criteria for one of the good cause exemptions. Students will have an academic improvement plan signed by the parent, student, guidance counselor, teacher, and school administrator.
  - B. The review must address additional supports and services needed to remediate the identified areas of reading deficiency utilizing instructional options such as:
    - o supplemental tutoring
    - o an outlined parent contract, incorporating a “Read at Home” plan, including intervention workshops in cooperation with a mentor or tutor
  - C. Complete a student portfolio for each retained 3<sup>rd</sup> grade student. 1008.25(7)(a)(b)
  - D. Establish an Intensive Acceleration Class (IAC) at schools, to any student in grade 3, who scored a Level 1 on the reading portion of the FCAT and who was retained the prior year. The IAC will include:

- a reduced student teacher-student ratio
  - uninterrupted reading instruction
  - research-based reading program
  - intensive language and vocabulary instruction
  - progress monitoring measures
- E. Any retained 3<sup>rd</sup> grade student who has received intensive instructional services but is not ready for promotion, will have the option of being placed in a transitional setting 1008.25(7)(b)10.
- F. If a parent requests that a child be retained and the principal agrees, the child may be retained. However, if a parent requests that a child be retained and mutual agreement cannot be reached between the parent and the principal, the parent may petition the Superintendent, and the Superintendent will make the final decision.
- G. Any student who has been retained in a grade and is still unable to meet the promotion requirements, must be carefully examined by the professional school staff and may be recommended for evaluation for the Exceptional Student Education program or other appropriate placement.
- H. A student may be retained with passing grades if he/she is working below grade level and it has been indicated on the report card.
- I. Students in 3<sup>rd</sup> grade who have received intensive remediation for deficiencies in Reading, but score at Level 1 on the grade 3 FCAT (Reading), **must** be retained unless exempt for “good cause.”
- J. Students who are retained where state assessments are administered must retake the test in that grade.
- K. Students who are retained in the 3<sup>rd</sup> grade will be provided with a high-performing teacher. 1008.25(7)(b)5

### 3. Mid-year Promotion for 3<sup>rd</sup> Grade Students

Prior to November 1<sup>st</sup> of the following year, any 3<sup>rd</sup> grade student who has been retained but subsequently demonstrates that he or she is a successful independent reader, at or above grade level, may be promoted to grade 4. After November 1<sup>st</sup>,

the district **discourages** promotion (See Appendix P). In accordance with the rules of the State Board of Education, re-evaluation is determined by:

- a) Meeting higher standards in all areas of reading at end of third grade level on Think Link and Dibels or;
- b) Alternative assessment or;
- c) Successful completion of portfolio “A”. 1008.25(7)(b)4

4. Remediation — Grades Pre-K-5

Each student who does not meet the minimum performance expectations defined by the commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with evidence based effective intensive intervention programs implemented with fidelity instruction until the expectations are met.

The goal of remediation is to enable the student to successfully demonstrate proficiency in areas where deficiencies have occurred.

a. Guidelines for Student Selection:

- 1) **PRIORITY** – The board shall allocate remedial and supplemental instruction resources to students in the following priority:
  - a) Students who are deficient in reading by the end of grade 3.
  - b) Students who fail to meet performance levels required for promotion consistent with the district school board’s plan for student progression.
    - 1. Students who fail to meet achievement levels for promotion (less than 60% mastery on class work and assessments on the Sunshine State Standards in Reading, Writing, Science, or Mathematics).
- 2) Students who score below 3.0 on FCAT Writing in grade 4.
- 3) Students who score at medium to high risk on DIBELS or have Achievement Level I or II on FCAT Reading, grades 3, 4 and 5, or Mathematics.
- 4) Students in grades 1 and 2 who score at high or medium risk on DIBELS will be remediated.

b. Remediation Procedures

- 1) School wide support plans must meet the individual remediation needs of students. Upon subsequent evaluation, if the documented deficiency has not

been remediated in accordance with the Individualized Progress Monitoring Plan, the student may be retained.

- 2) Any student who exhibits a deficiency in Reading grades K-3 based upon locally determined or statewide assessments, or through teacher observation, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading deficiency must be reassessed by locally determined assessments at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.
- 3) Students who are identified for remediation through scores on state tests are not required to retake and pass the state test in order to exit remediation.
- 4) The school may remediate before the beginning of the next school year and promote, or retain and remediate in a different program.
- 5) All students who have completed remediation (whether through private sources, summer school, home school, or public school) should be evaluated with the appropriate tool for proficiency. Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.
- 6) Teachers will keep accurate records of:
  - a) Attendance
  - b) Instructional time
  - c) Student progress, grades, and participation
- 7) School Wide Support Plan

Flexible scheduling is expected for any student in grade K-8 as determined by a current School Wide Support Plan. School Wide Support Plans shall include:

- a) The areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary;
- b) The desired levels of performance in those areas;
- c) Instructional and support services to be provided; and

- d) Frequent monitoring of the student's progress in meeting the desired levels of performance.

8) Parental Notification

The parent of a student who exhibits a substantial, (scoring non-proficient on Think Link, Dibels or MAZE) deficiency in Reading must be notified in writing (see Appendix P) of the following:

- a) That his or her child has been identified as having a substantial deficiency in Reading;
- b) A description of the current services provided to the child and reading strategies to help the child succeed; 1008.25(5)(c)
- c) A description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified area of the reading deficiency; and
- d) 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. Passing the FCAT does not guarantee promotion. 1008.25(5)(c).
- e) Provided with strategies for parents to use in helping their child succeed in reading proficiency.
- f) Any parent who has a 3<sup>rd</sup> grade child and that child did not meet the requirements of promotion, will be sent a letter describing proposed interventions and support provided for the child. 1008.25 (See Appendix P)
- g) A description of the district's specific criteria and policies for mid-year promotion. 1008.25(5)(c).
- h) The parent of the student will be provided a yearly report of his/her child's progress in achieving proficiency in reading, writing, science, and mathematics; inclusive of all test scores, classroom work, and other relevant information. 1008.25(8).

B. Middle School Level – Grades 6-8

1. Promotion — Grades 6-8

- a. To be promoted from grades six, seven, or eight, all students must pass the equivalent of five full year classes, three (four if Reading, Computers or

other academic course is offered additionally) of which must be core academic courses (Language Arts, Mathematics, Science, Social Studies, Reading, and the additional academic course if taught). Within the academic requirement, a student must pass both Mathematics and Language Arts.

- b. Beginning with grade 6 in school year 2006-2007, to be promoted from grades six, seven, or eight a student must complete the equivalent of one year long course each year in the following subject areas: Language Arts, Mathematics, Science, and Social Studies (and Reading if offered). Students must pass the equivalent of 5 full year classes.
- c. Students transferring in to grades 6, 7, or 8 must have the appropriate number of course requirements in order to be promoted to the next grade.
- d. Students entering grade 6 in school year 2006-2007 and subsequent years thereafter must successfully complete one course in career and education planning in either the 7<sup>th</sup> or 8<sup>th</sup> grade. This course may be a stand-alone course or instruction integrated into an existing course or courses.
- e. In determining "promotional units" for the middle school student, use either semester or yearly average, whichever is most beneficial to the student. **Exception:** If the parent requests and the principal agrees, the child may be retained. If mutual agreement cannot be reached, the parent may petition the Superintendent, and the Superintendent will make the final decision.
- f. The assignment of a student to a higher grade, which results in that student skipping a grade, should be made on the basis of exceptionally high achievement by the student and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long range academic, social, and emotional effect of the decision must be considered. After consultation with appropriate personnel, the principal and his professional staff may request approval for a higher grade placement from the Superintendent or his designee. No student will be placed in a higher grade without parental consent.
- g. Students with disabilities who meet IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives.
- h. At the completion of remediation, a student must be evaluated, and if the student is determined to be proficient in the area remediated, he/she may be promoted. Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.
- i. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

- j. Promotion requirements for ELL students shall be the same as for all general education students except that the Language Arts Sunshine State Standards used will include the English Language Proficiency (ELP) levels. If the student has demonstrated to have a dominant academic language other than English, then academic assessments administered in the student's dominant academic language will be considered.
  - k. No student shall be exempt from academic performance requirements such as semester or final exams based on practices to encourage attendance.
  - l. Flexible scheduling is expected to allow for competency-based credit retrieval programs.
2. Retention — Grades 6-8
- a. If students do not meet specific criteria for promotion, as stated in the Comprehensive Student Progression Plan, they must receive remediation or be retained. 1008.25(2)(b) VII Ac 2.  
  
If a student is retained, it must be in a program different from the previous year. All students will be subject to a review before they are retained. A review committee will consist of the principal or his designee, the classroom teacher, and any other appropriate personnel. Notations of all such retentions must be recorded on the student's permanent record and reported to the Superintendent.
  - b. No child shall be retained in any grade without a conference with the parent or guardian of the child, or without the parent or guardian having been given an opportunity for such conference. Every attempt will be made to provide notices of retentions at least six (6) weeks prior to the close of school. Consultation with the parent or guardian should be held prior to making any decision regarding retention, but the final decision rests with the principal.
  - c. If a parent requests that a child be retained and the principal agrees, the child may be retained. However, if a parent requests that a child be retained and mutual agreement cannot be reached between the parent and the principal, the parent may petition the Superintendent, and the Superintendent will make the final decision.
  - d. Any student who has been retained in a grade and is still unable to meet the promotion requirements, must be carefully examined by the professional school staff and may be recommended for evaluation for the Exceptional Student Education program or other appropriate placement.

- e. A student may be retained with passing grades if he/she is working below grade level and it has been indicated on the report card.
- f. Students who are retained where state assessments are administered must retake the test in that grade.

3. Remediation — Grades 6-8

The goal of remediation is to enable the student to successfully demonstrate proficiency in areas where deficiencies have occurred. Each student who does not meet the minimum performance expectations, as defined by the Commissioner of Education, for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met.

a. Guidelines for Student Selection:

Middle school students who score at Level 1 on FCAT reading will be enrolled in and complete an intensive reading course the following year. FCAT level 2 readers will be diagnosed to determine reading needs, and enrolled in either an intensive reading course or a content area course in which reading strategies are delivered. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 101162(8).

Middle school students scoring at Level 1 or Level 2 on FCAT Mathematics will receive remediation the following year.

b. Remediation Procedures

- 1) School Wide Support Plans must meet the individual remediation needs of students. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the School Wide Support Plan, the student may be retained.
- 2) Students who are identified for remediation through scores on state tests are not required to retake and pass the state test in order to exit remediation. Students may exit remediation by demonstrating on-level student performance.
- 3) The school may remediate before the beginning of the next school year and promote, or retain and remediate in a different program.
- 4) All students who have completed remediation (whether through private sources, summer school, home school, or public school) should be evaluated with the appropriate tool for proficiency.

Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.

- 5) Supplemental Educational Services and Supplemental Academic Instructional Staff will keep accurate records of:
  - a) Attendance
  - b) Instructional time
  - c) Student progress, grades, and participation
  - d) Notify parents in writing of specific programs

C. High School Level – Grades 9-12

1. Promotion/Retention — Grades 9-12

The Sunshine State Standards (SSS) are the basis for curriculum, instruction, and evaluation of student performance. Mastery of the SSS will be indicated by a minimum score of 60% on the report card.

Students will be promoted from one grade level to the next based on the following criteria:

- a. Grade 10 - student must have earned five (5) credits in grade 9.
- b. Grade 11 - student must have earned ten (10) credits total in grades 9 and 10.
- c. Grade 12 - student must have earned eighteen (18) credits total in grades 9, 10, and 11.

**NOTE 1:** Should this change of classification adversely affect a student for any reason, the 2005-2006 Student Progression Plan can be honored. The change in classifications will be uniformly applied to all students beginning in 2007-2008

**NOTE 2:** Cedar Key School is returning to a regular six-period student day beginning with the 2006-07-school year and will use the following schedule for promotion:

2006-07

9 <sup>th</sup> Grade	Promoted from 8 <sup>th</sup> grade
10 <sup>th</sup> Grade	Earned 7 Credits
11 <sup>th</sup> Grade	Earned 14 Credits
12 <sup>th</sup> Grade	Earned 20 Credits

2007-08

9 <sup>th</sup> Grade	Promoted from 8 <sup>th</sup> grade
10 <sup>th</sup> Grade	Earned 5 Credits
11 <sup>th</sup> Grade	Earned 12 Credits
12 <sup>th</sup> Grade	Earned 20 Credits

2008-09

9 <sup>th</sup> Grade	Promoted from 8 <sup>th</sup> grade
10 <sup>th</sup> Grade	Earned 5 Credits
11 <sup>th</sup> Grade	Earned 10 Credits
12 <sup>th</sup> Grade	Earned 18 Credits

- d. Section 1003.436, F.S., requires school districts to maintain a one-half credit earned system including courses offered on a full-year basis in awarding credit for high school graduation. A student enrolled in a full-year course will receive one-half credit if the student successfully completes the first or second half of the course but fails the other half and the averaging of the grades obtained in each would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in the passing grade, provided that additional requirements by the School Board, such as class attendance, homework, participation, etc., are met.

Students who fail a semester because of lack of attendance shall not be awarded any credit for that semester. The notation F/A (failure for lack of attendance) shall be recorded by the teacher on the computer data sheets submitted for data entry. A numerical grade of 59 will be assigned unless the earned grade is lower — in which case, the lower grade will be assigned.

- e. Section 1003.43, F.S. require that at the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative GPA of 2.49 or less must be notified that the student is at risk of not meeting the requirements of graduation. This notice must contain an explanation of the policies the district has in place to assist the student in meeting the graduation requirement.
- f. Promotion requirements for ELL students shall be the same as for all general education students except that the Language Arts Sunshine State Standards used will include the English Language Proficiency (ELP) levels. If the ELL has demonstrated to have a

dominant academic language other than English, then academic assessments administered in the student's dominant academic language will be considered.

- g. No student shall be exempt from academic performance requirements such as semester or final exams based on practices to encourage attendance.
- h. Flexible scheduling is expected to allow for competency-based credit retrieval programs.

2. Accelerated Graduation Promotion/Retention Grades 9, 10, 12 (18 credit option)

Students will be promoted from one grade level to the next based on the following criteria:

- A. Grade 10 student must have been promoted from grade nine (9) and earned six (6) credits total in grade 9.
- B. Grade 12 student must have been promoted from grade ten (10) and earned twelve (12) credits total in grades 9 and 10.

3. Remediation — Grades 9-12

The goal of remediation is to enable the student to successfully demonstrate proficiency in areas where deficiencies have occurred.

a. Guidelines for Student Selection:

- 1) **PRIORITY** – Students who fail to meet achievement levels for promotion (less than 60% mastery, SSS in Reading, Writing, Science, or Mathematics).
- 2) Students who score below 3.0 on FCAT Writing.
- 3) Students who score at Achievement Level I or II on FCAT Reading or Mathematics. (See Appendix M for FCAT screening checklist for 12 grade students.) Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to receive remedial or supplemental instruction until the expectations are met.

b. Remediation Procedures

- 1) School wide support plans must meet the individual remediation needs of students. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the School wide support plans, the student may be retained.
- 2) Students who are identified for remediation through scores on state tests are not required to retake and pass the state test in order to exit remediation.
- 3) The school may remediate before the beginning of the next school year and promote, or retain and remediate in a different program.
- 4) All students who have completed remediation (whether through private sources, summer school, home school, or public school) should be evaluated with the appropriate tool for proficiency. Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.
- 5) Teachers will keep accurate records of:
  - a) Attendance
  - b) Instructional time
  - c) Student progress, grades, and participation
- 6) Any student who has not met minimum state expectations on state assessments must continue remedial instruction until the expectations are met, the student has graduated from high school, or the student is no longer subject to compulsory school attendance.
- 7) Remedial courses taken in high school may not be used in lieu of English and Mathematics credit required for graduation. They may be counted as an elective credit. 1008.25(4)(b)
- 8) Level I courses meet graduation requirements when accompanied by a Student Support Plan signed by the parent, student, guidance counselor, teacher, and school administrator.
- 9) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- 10) If a student's documented deficiencies have not been successfully remediated in accordance with their School Wide Support Plan, he/she may be retained until performance expectations are met, the student graduates from high school, or is not subject to compulsory school attendance. 1008.25(4)(c). The parent of the student will be provided with strategies to use in helping their child succeed in reading proficiency.

**RETAINING**

# DISTRICT NOTICE OF REMEDIATION

(Extended Year Remediation)

Dear Parent,

Because your child has not met required proficiency levels according to School Board promotion and retention policies, he/she is eligible to attend our “Extended Year Remediation” program. Completion of this program **does not guarantee** that your child will be promoted to the next grade level. Depending on your child’s level of proficiency at the time of remediation, it may not be possible for your child to meet all the proficiency levels required for promotion. However, such remediation may be offered to provide opportunities for your child to work on activities and skills which will help him/her be successful in the coming year.

After completing remediation, your child will be evaluated for proficiency to determine if he/she will be promoted or retained.

If your child attends remediation at a different school in our district, evaluation for promotion will be conducted by the school where the remediation takes place. If your child attends remediation at a site other than a Levy County school, the evaluation will be conducted by your child’s assigned Levy County school.

All students who have completed remediation, whether through private sources, extended year school, home school, or public school, will be evaluated using: standardized assessments, portfolios, mastery of individual skills, and/or end of year exams.

If you have any questions please call the school.

(SCHOOL LETTERHEAD)

### NOTIFICATION OF PROMOTION FOR GOOD CAUSE

Pursuant to the provisions of the Student Progression Plan of Levy County Schools and the State Board of Education for promotion for good cause from state mandatory retention at third grade, the following grade assignment has been made for the reasons cited:

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Present Grade: \_\_\_\_\_ Assigned Grade: \_\_\_\_\_

1.  LEP Student who has had less than two (2) years instruction in English for Speakers of Other Language Program.
2.  Student with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
3.  Student who demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4.  Student who demonstrates, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the SSS in Reading equal to at least a Level 2 performance on the FCAT.
5.  Student with disabilities who participates in the FCAT and who has an IEP or a Section 504 Plan that reflects that the student has received the intensive remediation in Reading for more than two (2) years but still demonstrates a deficiency in Reading and was previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3.
6.  Student who has received the intensive remediation in Reading for two (2) or more years but still demonstrates a deficiency in Reading and who was previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two (2) years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an AIP that includes specialized diagnostic information and specific reading strategies for each student 1008.25(6)(b).

**Attached documentation (must be included in every checked item):**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> IEP                                      | <input type="checkbox"/> Report Card   | <input type="checkbox"/> Section 504         |
| <input type="checkbox"/> Individualized Progress Monitoring (AIP) | <input type="checkbox"/> Student Portfolio "A"   | <input type="checkbox"/> Summer/SAT 10 score |
|   | <input type="checkbox"/> Mid-Year Promotion Student Portfolio "A" (prior to November 1 <sup>st</sup> ) |  |

Teacher \_\_\_\_\_ Date: \_\_\_\_\_ Principal \_\_\_\_\_ Date: \_\_\_\_\_

Director of ESE and Student Services \_\_\_\_\_ Date: \_\_\_\_\_

Director of Literacy \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent \_\_\_\_\_ Date: \_\_\_\_\_

## **VIII. SPECIAL PROGRAMS**

The individual school is responsible for the development and implementation of special programs, e.g., alternative programs, transition classes, extended school year, etc., that may be used as another approach to aid those students who are unable to meet state and district objectives. Placement in these programs will be subject to the same review process as that used for retentions.

### **A. Exceptional Student Education**

Exceptional Student Education offers a variety of programs designed to meet the individualized, special needs of our students (Reference Section XIV for all information regarding ESE).

### **B. Dropout Prevention**

1. Dropout Prevention Programs are programs designed to meet the needs of students who are disruptive, disinterested, or unsuccessful in a normal school environment. Students who demonstrate a consistent inability to function appropriately in the regular school program may be considered for the Dropout Program. This includes students who are enrolled in ESE programs. The Comprehensive Dropout Prevention Program Plan establishes criteria for the referral, placement, and dismissal from the all Dropout Prevention Program. Such procedures shall include proper notification of students and parents to insure that "Due Process" has been followed.
2. Districts implementing approved comprehensive Dropout Prevention Plans may make modification to courses listed in the CCD as adopted by reference in Rule 6A-1.09441, FAC. Modifications in courses may take one (1) or more of the following forms:
  - a. The amount of in-class instruction required for a student to earn a credit may be lengthened or shortened. Less than one hundred fifty (150) hours may be offered for a particular course if it is determined that the essential content can be learned in a shorter period of time pursuant to the requirements of Section 1003.436, F.S. Students may be allowed to spend more than one hundred fifty (150) hours in a course if it is determined that additional time is needed. Instructional time must be sufficient to allow students to master curriculum frameworks and district-adopted performance standards.
  - b. Alternative methods for assessing student mastery of performance standards may be utilized in Dropout Prevention Programs. Student mastery of performance standards can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.

- c. Interdisciplinary units of study may be developed by combining two (2) or more courses of study.
- d. Character and Law Education are required to be taught.

Course modification proposals must be approved by the Commissioner prior to implementation of the modification. These modifications shall be approved for programs that generate dropout prevention full-time equivalent student membership only.

3. Academic Alternative/Dropout Prevention Program

An Academic Alternative/Dropout Prevention Program (AA/DP) is now available in all Levy County high schools. Requirements and responsibilities must be met for any student to be enrolled in this program. (Reference **Appendix C — Academic Alternative/Dropout Prevention Program**)

4. GED/FCAT Exit Option

This option may be exercised by high school students whose class, or the group with whom they entered kindergarten, is graduating or has graduated. In addition to passing the GED tests, students using the GED/FCAT Exit Option must pass both sections of the FCAT or have proper concordant scores on either the ACT or SAT.

5. Credit Requirements — Dropout Prevention

Students in Dropout Prevention Programs may be eligible for accelerated course credits if:

- a. They are enrolled in a Dropout Prevention class that utilizes a competency based program that allows for shortened instructional time and awards credits based on mastery of 60% of the course standards. Earning of credit is not restricted by time but is dependent upon the rate at which a student masters the required performance standards of the course. Teacher observations, class assignments, and examinations are considered appropriate methods of assessing student mastery; or
- b. They are enrolled in a Dropout Prevention class that utilizes course modifications designed to modify time or integrate performance standards. When courses are modified to incorporate a range of performance standards, students may be awarded duplicate credits for mastery of duplicate performance standards.

C. Extended School Year

1. Grades K-8

Students may attend Summer Remediation programs in accordance with the School Board of Levy County Student Progression Plan.

a. All parents of students attending elementary and middle school remediation must receive the **District Notice of Remediation** by mail from the school.

b. Remediation at Schools (other than host school)

If, in the event, students attend remediation at a school other than their assigned school, **immediate** contact must be made with the assigned school to ascertain the remediation needs and requirements of the student to be promoted.

At the completion of remediation, the student must be evaluated for proficiency at the school where remediated to determine if the student will be promoted or retained. Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.

c. In the event the student attends remediation at a site other than a Levy County school, the evaluation will be conducted by the child's assigned Levy County School.

d. Extended school year shall be entered on the student's permanent record.

e. Extended school year programs may be competency based.

## 2. Grades 9-12

Students may attend Competency Based Summer High School in accordance with the School Board of Levy County Student Progression Plan. Admission to summer school will be based on the student's need for graduation requirements. The guidelines for summer school eligibility are as follows:

a. Any senior who did not graduate in the spring will be given the first opportunity to take advantage of this program.

b. The remaining slots may be filled with students beginning with the junior class and working back to the freshman class.

c. To retake a course which was failed in grades 9-12.

d. **REMINDER:** Students may also be afforded the opportunity to attend Adult Education in the summer through Central Florida Community College (CFCC) or Florida Virtual School On-Line.

- e. All students who are enrolled at the school site should be students of that school. If exceptions are made, please notify the appropriate personnel at the District Office.
- f. Extended School Year attendance will be entered on the student's permanent record.
- g. Regular attendance is essential for credit. While a student is enrolled in Extended School Year, his/her number one job is attending class and fulfilling the competency based requirements. There are no excused or unexcused absences during the session. Students will be allowed to miss two (2) days for the summer session. Any absences over the two (2) day limit must be approved by the principal or the student will be **removed** from the program. **Principals must document that attendance information has been provided to the parents in writing.**

3. Exceptional Student Education

The time and amount of days for extended school year for exceptional students Pre-K-12 will be decided by the IEP team. This will be documented on each student's IEP.

4. Additional Information

- a. To receive credit for extended school year, a student shall meet the hourly requirements provided in School Board policy.
- b. Extended school year shall be entered on the student's permanent record.
- c. Competency Based Programs shall be in accordance with the School Board of Levy County Student Progression Plan outlined in Sections X - Graduation Requirements and XI - Graduation Options.

D. Correspondence Study — Requirements for Credit

- 1. To be accepted for credit, study through correspondence shall be characterized by the following:
  - a. Prior approval for taking the course must be given by the principal of the high school at which the student is currently enrolled. Documentation of successful completion of the approved course must be placed in the student's cum folder along with the principal's approval of the course for credit.
  - b. The course shall be taken under the direction of an accredited extension division.

- c. The course may not duplicate a course which is presently available to the student or where credit has already been received by the student.
- d. Correspondence courses are available to students in grades 9-12 who are within one credit of being classified at their appropriate grade level.
- e. Correspondence courses will be allowed for "make-up" work only.
- f. A student may not be approved to take more than two correspondence courses per semester.
- g. When taken while the student is not enrolled in a school to which the correspondence credit will be submitted for use toward meeting graduation requirements, the following residence condition shall apply:  
  
At least one credit shall be earned by the student during his senior year through regular attendance at the school.
- h. Regular attendance may be for the entire school year for any semester or at the regular summer session provided for that school.

2. Special Provision:

Students in grades 9-12, who desire to do so, may enroll in correspondence courses during the summer instead of enrolling in the regular extended school year. The courses shall be for credit retrieval work only and shall not exceed one full credit.

E. Dual Enrollment

The Articulation Committee established by the Superintendent and President of the Community College will work to continually update the articulated agreement for dual enrollment. This document is to be completed prior to school beginning each year and must address all statutory requirements for dual enrollment programs.

- 1. Any student 16 years of age or older in grades 9-12 and who meets the approved admissions criteria may elect to participate in the Dual Enrollment Program. These requirements include:
  - a. Minimum ACT score in the pertinent subject area (English, 17; Reading, 18; Mathematics, 19); or a minimum SAT score of Verbal and Mathematics, 440 or pass the College Placement Test (CPT).
  - b. An overall grade point average of 3.0 on an unweighted 4.0 scale for academic college credit dual enrolled courses.

- c. An overall grade point average of 2.0 on an unweighted 4.0 scale for vocational certificate courses. For certain vocational certificate courses, the 2.0 grade point average may be waived in writing by the principal and agreed to by the articulation officer at the college.
2. Those students who participate may apply the credits earned towards college credits and fulfilling high school graduation requirements.
3. The courses offered through this program shall be specified in the articulation agreement approved annually by Central Florida Community College or Santa Fe Community College and the School Board of Levy County. Additionally, these courses shall reflect those courses contained in the common course designation numbering system approved by the Articulation Coordinating Committee.
4. Any student recommended for admission to the full-time academic or vocational dual enrollment program to fulfill graduation requirements, by earning college credits as provided in Section 6A-1.095(2) State Board Rules must have approval from the principal, Superintendent, and the School Board and:
  - a. The student was approved for admission;
  - b. The student has completed two college semesters or the equivalent with a normal class load (12 hours or more each semester) and has maintained at least a "C" average or the equivalent; and
  - c. The student's cumulative folder shows adequate notations covering the work completed under the college program.
5. Students who intend to continue in the Dual Enrollment Program must obtain a minimum of a C grade in dual enrollment classes. Students who earn a grade of D or F may file a petition to a review committee made up of the Director of the CFCC Levy Center, School Board of Levy County designee, and school counselor/principal. Grades for continued eligibility in the Dual Enrollment Program are calculated each semester.

NOTE: Dropping a dual-enrollment class is considered the same as not obtaining the minimum GPA and students would not be allowed to continue participation in this program.

6. The school shall inform all students either in writing, or with a printed brochure, of their dual enrollment options and the benefits of participation in a dual enrollment program.
7. Home school students may participate in the Dual Enrollment program if they meet certain requirements. (Reference **Appendix E — Home Education Program**)

F. Additional College Courses Taken for Credit

1. Student has prior approval in writing from the principal that certifies the student is eligible to participate in the dual enrollment program for college credit;
2. Student is responsible for financial obligations associated with taking the course;
3. The grade point is unweighted;
4. The course may count towards high school graduation;
5. The course may be taken after the regular school day or during the summer;
6. The student may earn no more than one credit during the school year and/or one credit during the summer; and
7. The awarding of college credit will be at the discretion of the post-secondary institution in accordance with their policies.
8. Courses taken under this provision may not duplicate any course available at the time through participation in the dual enrollment program articulated through Central Florida Community College.
9. High school students will be awarded one (1) full credit toward meeting graduation requirements for the successful completion of six (6) college credit hours.

**Effective with the 1997-98 school year, no course taken, regular or dual enrollment, will have special weighting.**

G. Administered by the College Board, the AP program is a nationwide program of 30 college-level courses and exams. A variety of these courses are offered at district high schools. Courses can be taken during high school and students earning a qualifying score of 3 or higher on an AP exam can earn college credit. The national AP exam score will have no effect on the high school course grade earned. SBLC students enrolled in an AP course shall take the exam and shall be exempt from exam registration fees (s.1007.27(6), F.S.)

H Admission to Levy County Schools From A Home Education Program (Reference **Appendix E — Home Education Program** – for State Law Governing Home Education Programs)

1. Any student from a Home Education Program who applies for admission to kindergarten or first grade shall meet the minimum age requirements for admission to a public school (Reference III Initial Entrance to Pre-Kindergarten, Kindergarten, or Grade 1).

2. Any student who is within the compulsory attendance age may enroll in public school. Parents must maintain a portfolio of records and materials. The portfolio shall consist of a log inclusive of a timeline, made contemporaneously with the instruction, which designates, by title, the reading materials used. Samples of any writings, worksheets, workbooks, and creative materials used or developed by the student should also be included. The portfolio will be reviewed as part of the admission qualification.
3. District policies will govern the grade placement of the home education student which are as follows:

- a. Kindergarten through 8<sup>th</sup> Grade

The student shall be evaluated by school site certified personnel through appropriate tests, evaluations, screening, etc. to determine grade placement.

- b. 9<sup>th</sup> Grade

Any student wishing to return from a home education program where it is indicated they have completed 8<sup>th</sup> grade shall be screened for determination if 9<sup>th</sup> grade is proper placement. Work submitted by the student in the form of a portfolio, having been reviewed by a certified teacher, will be considered.

If the portfolio is approved by the school administration entry level tests will be administered in the core areas of math, reading, science and social studies.

If acceptable scores are attained in the core areas the student will be admitted to 9<sup>th</sup> grade.

If either the portfolio or the core assessments indicate the student is not ready for 9<sup>th</sup> grade the student will be placed in 8<sup>th</sup> grade.

- c. 10<sup>th</sup> through 12<sup>th</sup> Grade

- (1) 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. If the student successfully completes this requirement, High School subjects taken in that area shall be validated. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (2) of this rule.

- (2) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any

one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- (a) Portfolio evaluation by the superintendent or designee;
  - (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
  - (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
  - (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
  - (e) Demonstrated proficiencies on the FCAT; or  
Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (2)(d) and (2)(e) of this rule if required.
- d. Credit received through the Florida Virtual School (FLVS) will be accepted by the School Board of Levy County. However, in order to receive a Levy County high school diploma with credit earned through FLVS, a student must be enrolled in a Levy County school for a period of not less than one semester of their senior year.
4. Grade placement for home education students who are qualified as Exceptional Student Education Students will be determined after review by school administrator /district personnel of portfolio, records, and materials as described in #2 above.

**NOTE:** Out of state transfer/new admission, Reference Section IX B.

I. The Florida Virtual School (FLVS)

Students are eligible for participation in the FLVS. Notification of the availability of access to enroll in courses through the FLVS will be given to all students, including students in the Department of Juvenile Justice (DJJ) facilities.

- a. Credit received through the FLVS will be accepted by the School Board of Levy County.

J. Incarcerated Juveniles

Any juvenile, enrolled in any school system or program, that is detained at the Levy County Jail who has not filed an "Intent to Terminate" form and has not

received a high school diploma or equivalent, will be provided with an educational program. The School Board of Levy County will provide this educational program. The Director of Exceptional Student Education will appoint a certified teacher to provide these services. This educational program will be modified to meet the needs of the individual juvenile inmate.

Other inmates that are also eligible to receive educational services would be previous ESE students who are less than 22 years of age and have not received a standard diploma.

K. School Improvement

School Advisory Councils, School Improvement and Educational Accountability, and School Public Accountability Report are referenced in School Board Policies 2.04, 2.09 and 4.02 respectively.

L. English for Speakers of Other Languages (ESOL)

1. English for Speakers of Other Languages (ESOL) are programs designed to meet the educational needs of students who are learning the English Language. Students in the ESOL program are known as English Language Learners (ELLs). ELLs are to have access to any educational programs deemed appropriate for their educational needs. Eligibility criterion for such programs will be determined using measures which do not deny eligibility due to the ELLs English Language Proficiency (ELP) level.
2. ELLs are to be assessed using the Language Arts Sunshine State Standards (SSS) with the English Language Proficiency (ELP) levels and the general SSS for all other content area skills. ELLs in an ESE program whose ESE eligibility is based on a disability which impacts the students' English language acquisition abilities are to be considered for an exception to this method of assessment.
3. ESOL student education programs will implement the Florida Consent Decree, agreed upon in LULAC v. Florida Department of Education, 1990, with the modification added in 2003.
  - a. ESOL programs will adhere to Rule 6A-6.0902 requirements for Identification, Eligibility, Programmatic, and Annual assessments of ELLs.
  - b. ESOL programs will adhere to Rule 6A-6.0903 requirements for Classification, Reclassification, and Post Reclassification of ELLs.

## ***IX. TRANSFER STUDENTS***

### **A. Grades K-12 (Reference State Board Rules 6A-1.0985)**

1. The awarding of credit and/or grade placement of students transferring from other districts, states, private schools, Home Education Programs, or foreign countries will be determined by the principal and the professional staff of the receiving school using School Board policies. Students will be placed in the grade assigned by the previous school. Students who transfer in at the 11<sup>th</sup> or 12<sup>th</sup> grade level from out of state or from a foreign country shall not be required to spend additional time in school in order to meet the high school course requirements of the school district, state or country from which they are transferring. However, to receive a standard high school diploma they must achieve a 2.0 grade point average and pass the 10<sup>th</sup> grade FCAT or provide satisfactory proof of attaining ACT or SAT scores concordant with FCAT passing scores as specified in S.1008.22(10).
2. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
  - a. 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;
  - b. An official letter of transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
  - c. Evidence of immunization against communicable diseases as required in Section 232.032, F.S.;
  - d. Evidence of date of birth in accordance with Section 232.032 F.S. and
  - e. Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 232.0315, F.S.

Grade level procedures/requirements are provided in the appropriate section(s).

### **B. Grades K-1 Out of State Transfer Students**

1. 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 IX A.2. above and 2. below.
2. Any student who transfers from an out-of-state nonpublic 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 or guardian must also provide the data required in IX. A. 2, above.

C. Grades 9-12 Transfer Students

1. State or Regionally Accredited Schools

Levy County shall accept student transfer credits based on official transcripts without further validation from any Florida public school and from out of state public schools or from any private school that is accredited or is a candidate for accreditation by a regional or state accrediting agency. 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 (3) of this rule.

2. 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. If the Student successfully completes this requirement, High School subjects taken in that area shall be validated. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

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

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;  
Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- (c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (d) Demonstrated proficiencies on the FCAT; or
- (e) Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (3)(e) of this rule if required.

4. Under certain conditions schools may accept credits from a non-accredited institution that the District has an articulated agreement. Acceptance of credits under these conditions must have the approval of the Superintendent.

5. Upward Bound Program

A maximum of one (1) credit (which will be ½ credit during the school year and ½ credit during extended school year may be awarded per year for a maximum of three (3) credits for successful completion of the University of Florida Upward Bound Program. The student must master the district and SSS for all courses for which he/she receives credit through the Upward Bound Program as follows:

1001310	English I
1001340	English II
1001370	English III
1001400	English IV
1200310	Algebra I
1200330	Algebra II
1202340	Pre-Calculus
1206310	Geometry
1207310	Integrated Math I
2000310	Biology I
2003340	Chemistry I
2003380	Physics
0708340	Spanish I
0708350	Spanish II

6. Private Tutors - Credits from private tutors shall be accepted only as provided in SBER 6A-1.951.
7. Correspondence or Individualized Study Programs - Credits obtained through correspondence or individualized study programs shall not be accepted except as indicated in Section VIII.

**X. GRADUATION REQUIREMENTS**

A. Students must earn a passing score on the mathematics, and reading portions of the Grade 10 FCAT to qualify for a regular high school diploma, except as provided in Section 100.43(11b)(b). A student enrolled in Grade 9 for the first time in 2006-07 school year must achieve a passing score on FCAT Writing+ in addition to the current requirements of achieving passing FCAT scores in reading and mathematics. Beginning with the 2004-2005 school year, attainment of ACT or SAT scores concordant with FCAT passing scores shall satisfy the assessment requirement. The dependent child of a member of the United States Armed Forces who enters school as a 12<sup>th</sup> grade student from either out of state or a foreign country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma.

And

Graduation requires successful completion of either a minimum of twenty-four (24) academic credits in grades 9-12. The twenty-four (24) credits shall be distributed as follows:

English	4 credits <sup>1</sup>
Mathematics	3 credits <sup>2</sup>
Science	3 credits <sup>3</sup>
American History	1 credit
World History	1 credit <sup>4</sup>
Economics	½ credit <sup>5</sup>
American Government	½ credit <sup>6</sup>
Practical Arts Career Education or Exploratory Career Education	½ credit <sup>7</sup>
Performing Fine Arts	½ credit <sup>8</sup>
Life Management Skills	½ credit <sup>9</sup>
Physical Education	1 credit <sup>10</sup>
Electives	8 ½ credits <sup>11</sup>

\*\*\*Cedar Key School will be returning to a regular six period day for students.  
The number of credits required for graduation will be as follows:

Class of 2007	28 Credits
Class of 2008	26 Credits
Class of 2009 and future	24 Credits

Beginning with students entering their first year of high school in the 2007-2008 school year, a student must successfully complete at least 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum to graduate.

The 24 credits must be earned as follows:

1. 16 core curriculum credits:

- 4 credits in English;
  - 4 credits in mathematics, one of which must be Algebra 1, its equivalent, or a course higher than Algebra 1;
  - 3 credits in science, two of which must have a laboratory component;
  - 3 credits in social studies (1 credit in American history; 1 credit in world history; ½ credit in economics and ½ credit in American government);
  - 1 credit in fine arts or; 1 credit in practical arts, career education or; a combination of 0.5 credit in both for a total of 1 credit; and
  - 1 credit in physical education with integration of health.
2. 8 credits in a major, minor, or electives, selected by the student as a part of the personalized education plan:
- 4 credits in a major area of interest. Majors, which will be developed by districts and approved by the Commissioner, can be in a career and technical program, fine and performing arts, or in an academic content area.
  - 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.

NOTES:

1. English courses must include major concentrations in composition and literature.
2. For students entering 9<sup>th</sup> grade in 1997-98, and thereafter, successful completion of Algebra I or a series of courses equivalent to Algebra I (or a higher level mathematics course for those who have already completed an Algebra I course that is not reflected in the high school transcript or have clearly mastered Algebra I content).

Courses or series of courses deemed “equivalent” for meeting the Algebra I graduation requirement or:

- I. Algebra I
- II. Algebra I Honors
- III. Algebra Ia and Algebra Ib
- IV. Applied Mathematics I and Applied Mathematics II
- V. Integrated Mathematics I and Integrated Mathematics II
- VI. Pacesetter Mathematics I

Credit may not be granted for more than one of the above options. Appropriate adjustments may be made for transfer students.

Higher level courses meeting this requirement when Algebra I content is mastered but not reflected in the transcript: any Level III course, Algebra II, or Integrated Mathematics III.

3. Two of the Science credits must include a laboratory component. Effective July 1, 2001, Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, counts as one of the science credits. (A waiver of the laboratory component by the State Board of Education may be requested by a School District in accordance with Section 1003.43, F.S.). Also Reference Basic Education course substitutions and Vocational Education course substitutions.
4. This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
5. This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems.
6. For students entering 9th grade in the 1997-98 school year, and thereafter, this course shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government.
7. One (1) credit from the following:

Practical Arts Career Education or Exploratory Career Education – any vocational, secondary, or eligible post-secondary course, identified in Section V (Vocational) of the CCD, may be used to satisfy the Practical Arts requirement. Selected exceptional student education vocational courses may be used to meet this requirement for students with exceptionalities (excluding gifted).

Or

Performing Fine Arts.

8. Any course in music, dance, drama, painting, or sculpture may be used to satisfy the performing arts requirement. A course in any art form, in addition to painting and sculpture, that requires manual dexterity or a course in speech or debate may be used to satisfy this requirement.

Or

A combination of 0.5 credit from each of the above (0.5 from Practical Arts and 0.5 from Performing Arts).

Also, Reference Basic Education course substitutions in the CCD.

Such credit for Practical Arts Career Education or Exploratory Career Education or for Performing Fine Arts shall be made available in the 9th grade and students shall be scheduled into a 9th grade course as a priority.

9. Health I - Life Management Skills (0800300) and Life Management Skills (8502000) are courses that may be used to satisfy the Life Management Skills graduation requirement. Both courses must contain all requirements specified in Sections 1003.42 and 1003.43. Also, Reference Basic Education course substitutions in the CCD. Upon completion of the Army JROTC Leadership Education and Training Courses I and II (1801300 and 1801310), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I – Life Management Skills (0800300) to satisfy the Life Management Skills requirement needed for graduation.
10. 1.0 credit (or 0.5 credit if the student entered 9th grade prior to the 1999-2000 school year). Personal Fitness (1501300) and Adaptive Physical Education IEP, or 504 Plan (1500300) will continue to be required and/or the only options that may be used to satisfy a half credit of this requirement with the following exceptions:
  - (1) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in Physical Education if the student passes a competency test on Personal Fitness with a score of “C” or better. A School Board may not require that the one credit in Physical Education be taken during the 9<sup>th</sup> grade year. (If the student satisfies the Physical Education requirement through the interscholastic sport option, he or she must substitute a one-credit elective for the Physical Education credit.) Adaptive Physical Education will satisfy this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to Physical Education guidelines in The Individual’s with Disabilities Education Act (IDEA ’97) and Section 504 of Rehabilitation Act. For those students entering 9<sup>th</sup> grade in school year 1999-2000 and thereafter, who have used the Personal Fitness course to satisfy a half-credit, any other Physical Education course will meet the other half-credit. However, the other Physical Education course should continue to build upon the Personal Fitness course through assessment, improvement, and maintenance of Personal Fitness.
  - (2) The completion of one semester with a grade of “C” or better in a Marching Band class or in a physical activity class that requires participation in Marching and activities as an extra-curricular activity shall satisfy a one-half credit requirement for in Physical Education. Completion of one semester with a grade of “C” or better in a Reserve Officer Training Corps (R.O.T.C.) class that has a substantial component of drills as a part of the course description satisfies a one-half credit requirement in Physical Education. This one-half credit may not be used to satisfy the Personal Fitness requirement or the requirement for Adaptive Physical Education under an Individual Education Plan (IEP) or Section 504 Plan.

11. Electives – 8.5 credits. Any course listed in this directory which is appropriate for 9<sup>th</sup> grade or above may fulfill an elective credit for graduation except study hall and other courses identified as non-credit (NC), Adult Basic Education, and GED Preparation.

Grade Point Average Statute 1003.43, F.S. – Students must have a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses that make up the 24 required credits for graduation.

Section 1003.436, F.S., requires school districts to maintain a one-half credit earned system, including courses offered on a full-year basis, in awarding credit for high school graduation. A student enrolled in a full-year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half 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 will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade, provided that additional requirements by the School Board, such as class attendance, homework, participation, etc. are met.

A high school credit is defined as a minimum of one hundred thirty-five (135) hours of bona fide instruction in a course identified in the State CCD and contains those student performance standards required in the District Student Progression Plan. Levy County schedules class lengths to include 150 hours of instruction for one (1) credit and seventy-five (75) hours of instruction for one-half credit. This allows for a minimum number of absences a student may have and still be able to earn credit in the course by showing mastery of the student performance standards by satisfactorily completing an examination prescribed by the School Board. A high school credit may also be awarded for less than 135 hours of instruction if the student has demonstrated mastery of the course requirements and Sunshine State Standards. This includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. The process for awarding credit under these conditions is outlined in Levy County Board Policy 5.03 – Please reference this policy in Appendix D – Attendance/Truancy (Enforcement of Attendance Procedures). **NOTE:** The attendance requirement does not apply to competency-based credits.

- B. Reference Appendix H – Preferred College Preparatory Courses for a listing of the courses.
- C. Qualifications, Restrictions, and Eligibility

No student shall be granted credit toward high school graduation for enrollment in the following courses (Section 1003.43, F.S.)

1. More than a total of nine elective credits in remedial programs.
2. More than one credit in Exploratory Vocational courses as defined in Section 1000.01, F.S.
3. More than three credits in practical arts Family and Consumer Sciences classes as defined in Section 1000.01, F.S.
4. Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's IEP or in the AIP, signed by the principal, guidance counselor, and the parent or guardian of the student, or the student, if the student is 18 years of age or over).
5. The 0.5, 1.0, and multiple credit listed in the credit column in Section 3 (Basic Education – Senior High and Adult, Grades 9-12, 30, 31), and Section 4 (Exceptional Student Education) indicate the maximum credit allowed for each course. If district policy permits, a subset of the student outcomes for any course listed as 1.0 may be selected and the course offered for 0.5 credit.
6. Any course listed in this directory, using currently adopted course descriptions, may contain a component of volunteer community services as appropriate and as allowed in the district's approved Student Progression Plan.

- D. The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1937 and 1946 and were scheduled to graduate between 1941 and 1950, but were inducted into the United States Armed Forces between September 16, 1940 and December 31, 1946, prior to completing the necessary high school graduation requirements.

The Commissioner may also award a standard high school diploma to honorably discharged veterans who started high school between 1946 and 1950 and were scheduled to graduate between 1949 and 1955, but were inducted into the United States Armed Forces between June 1949 and January 1955 and served during the Korean War prior to completing the necessary high school graduation requirements. Upon the recommendation of the Commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

- E. Students who enter grade 9 in the 2004-2005 school year and thereafter may select a College Preparatory Program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The following criteria applies:

1. At least 6 of the 18 credits required for completion of this program must be received in classes that are honors, dual enrollment, advanced placement, international baccalaureate, advanced international certificate of education, specifically listed or identified by the Department of Education as rigorous pursuant to s.1009.531(3).

**NOTE:** Beginning 2006-07, honors courses will no longer satisfy the 6 advanced credits necessary for completion of the 18 credit college preparatory program.

2. The 18 credits required for this program shall be distributed as follows:

- a. 4 credits in English, with major concentration in literature and composition.
  - b. 3 credits in Mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission.
  - c. 3 credits in natural science, two of which must have a laboratory component.
  - d. 3 credits in Social Sciences, which must include one credit in American History, one credit in World History, one-half credit in American Government, and one-half credit in Economics.
  - e. 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.
  - f. 3 credits in electives as outlined in letter E. 6 of this section.
3. A student must also pass both the reading and math sections of the FCAT as noted in section XI. A.
  4. A student must also achieve a cumulative grade point average of 3.5 on a 4.0 scale in the courses required by the chosen accelerated college preparatory diploma.
  5. Prior to a student selecting the accelerated College Preparatory Program, the following requirements must be met:
    - a. School personnel shall meet with the student and parents to give an explanation of the relative requirements, advantages and disadvantages of the program.
    - b. The student shall submit to the Principal and Guidance Counselor signed parental consent to participate in the program.
    - c. The student shall have achieved at least an FCAT Reading achievement level of 3, an FCAT Math level of 3, and an FCAT Writing score of 3 on the most recent assessments taken by the student.
    - d. Selection by the student and parent of this option must be completed by the end of grade 9.
    - e. Students who transfer from a private school, from another state, or because of illness were prevented from choosing this option during

grade 9 must do so before the last day of the first semester of their 10<sup>th</sup> grade year.

- f. Students pursuing this option must:
1. Earn passing scores as set by the state on the FCAT or obtain concordant scores on a standardized test as allowable.
  2. Achieve a cumulative grade point average of 3.0 or a 4.0 scale in the courses required for this program.
  3. Receive a grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required to complete this program.
- g. At the end of the second year, if the student is not on track to meet the credit, assessment, or grade point average required for this option the school shall notify the parent and student of the following:
1. The specific requirements not currently being met.
  2. The specific performance the student must meet in the third year to fulfill the requirements.
  3. The right of the student to switch to the 4 – year option.
- h. The student will automatically move to the 4 – year program if they:
1. Exercise their right to change.
  2. Fail to earn 5 credits by the end of the first year in the program or fail to earn 11 credits by the end of the second year in the program.
  3. Do not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment.
  4. By the end of the third year in the program the student has not:
    - met the requirements outlined in this section related to completion of the required courses.
    - achieved passing scores on the FCAT or alternate standardized test.
    - attained the required overall grade point average.

- earned a grade that receives 3.0 points on a 4.0 grading scale in all of the courses required for completion of this program.
  - i. A student who meets all requirements of S.1003.429(1) and (6) shall be awarded a standard high school diploma in a form presented by the State Board of Education.
- F. Students who enter grade 9 in the 2004-05 school year and thereafter may select a Career Preparatory Program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12.
- 1. The 18 credits required for this program shall be distributed as follows:
    - a. 4 credits in English, with a major concentration in composition and literature.
    - b. 3 credits in Mathematics, one of which must be Algebra I.
    - c. 3 credits in Natural Science, two of which must have a laboratory component.
    - d. 3 credits in Social Sciences, which must include one credit in American History, one credit in World History, one-half credit in American Government, and one-half credit in economics.
    - e. 3 credits in a single vocational or career education program, 3 credits in career and technical certificate dual enrollment courses, or 5 credits in vocational or career education courses.
    - f. 2 credits in electives unless 5 credits are earned in vocational or career education courses.
  - 2. Prior to a student selecting the accelerated Career Preparatory Program, the following requirements must be met:
    - a. School personnel shall meet with the student and parents to give an explanation of the relative requirements, advantages and disadvantages of the program.
    - b. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the program.
    - c. The student shall have achieved at least an FCAT Reading achievement level of 3, an FCAT Math achievement level of 3, and an FCAT Writing score of 3 on the most recent assessments taken by the student.
    - d. Selection of this option by the student and parent must be completed by the end of grade 9.

- e. Students who transfer from a private school or from another state, or who because of illness was prevented from choosing this option during grade 9, must do so before the last day of the first semester of their 10<sup>th</sup> grade year.
- f. Students pursuing this option must:
  - 1. Earn passing scores as set by the state on the FCAT, or concordant scores on a standardized test as allowable.
  - 2. Achieve a cumulative grade point average of 3.0 on a 4.0 scale in the courses required for this program.
  - 3. Receive a grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required to complete this program.
- g. At the end of the second year, if the student is not on track to meet the credits, assessment, or grade point average required for this option the school shall notify the parent and student of the following:
  - 1. The requirements not currently being met.
  - 2. The specific performance the student must meet in the third year to fulfill the requirements.
  - 3. The right of the student to switch to the 4- year option.
- h. The student will automatically move to the 4-year option program if they:
  - 1. Exercise their right to change.
  - 2. Fail to earn 5 credits by the end of the first year or fail to earn 11 credits by the end of the second year.
  - 3. Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment.
  - 4. By the end of the third year the student has not:
    - met the requirements outlined in this section related to completion of the required courses.
    - achieved passing scores on the FCAT or alternate standardized test.
    - attained the required overall grade point average.

- earned a grade that receives 3.0 points on a 4.0 grading scale in all of the courses required for completion of this program.
- i. A student who meets all requirements of S.1003.429 (1) and (6) shall be awarded a standard high school diploma in a form presented by the State Board of Education.

## ***XI. GRADUATION OPTIONS***

Beginning with the 2004-05 school year parents of students in grades 6-9 will be provided with information about each of the graduation options including the curriculum requirements.

This section provides information about the graduation options available to Levy County students.

### **A. Standard High School Diploma (24 credit)**

In order to be awarded a high school diploma, a student must:

1. Meet the specific courses and credits prescribed by the School Board as in X. A.;
2. Master the Florida SSS of Reading, Writing, Mathematics, Science, History, Government, Geography, and Economics; as well as those standards found in course descriptions concerning computer literacy.
3. Beginning with the 2001-02 school year, students in the 10<sup>th</sup> grade must earn a passing score of 300 in both Reading and Mathematics on the Florida Comprehensive Assessment Test (FCAT) in order to earn a high school diploma. Beginning with the 2004-2005 school year, attainment of ACT or SAT scores concordant with FCAT passing scores shall satisfy the assessment requirement. Those students unable to meet the established score must be remediated with documentation noted in the student's cum folder. Additional opportunities will be available for the student to retake those sections they have not passed prior to the student's normal graduation.
4. Students who participated in at least one SSS section of the Grade 10 FCAT in March 2001 or October 2001 are eligible for passing scores which were in effect then on subsequent administrations of the Grade 10 FCAT. Only students who participated in the Grade 10 FCAT in 2001 (March or October) are eligible for the lower passing scores. For these students, a passing score in Reading is 287 or better; a passing score in Mathematics is 295 or better.
5. For FCAT administration in March 2002 and later, students who did not participate in the Grade 10 FCAT in 2001 (March or October), and must pass FCAT as part of their graduation requirements, must achieve scores of 300 or better. Note that passing scores of 300 will be applicable to any student who may have taken the Grade 10 FCAT prior to 2001 but did not participate in either of the 2001 administrations.

A student enrolled in Grade 9 for the first time in 2006-07 school year must achieve a passing score on FCAT Writing+ in addition to the current requirements of achieving passing FCAT scores in reading and mathematics

6. Effective with the 1996-97 freshman and subsequent classes, a cumulative grade point average of 2.0 on a 4.0 scale is required for graduation.

B. Accelerated High School Diploma

1. College Preparatory Diploma (18 credit)

In order to be awarded an accelerated college preparatory diploma, a student must:

- a. Meet the specific courses and credits prescribed by the School Board as in X.E.
- b. Earn passing scores on both the reading and math sections of the FCAT as defined in s. 1008.22 (3) (c).
- c. Achieve a cumulative grade point average of 2.0 on a 4.0 scale in the courses required by the chosen accelerated college preparatory diploma.

2. Career Preparatory High School Diploma (18 credit)

In order to be awarded an accelerated career preparatory diploma, a student must:

- a. Meet the specific courses and credits prescribed by the School Board as in X.F.
- b. Earn passing scores on both the reading and math sections of the FCAT as defined in s. 1008.22 (3) (c).
- c. Achieve a cumulative grade point average of 2.0 on a 4.0 scale in the courses required by the chosen accelerated career preparatory diploma.

C. Certificate of Completion

1. A student is eligible to receive a Certificate of Completion who completes standard graduation course credit requirements and has passed the FCAT, but unable to achieve a 2.0 cumulative grade point average on a 4.0 scale.

Such students will be afforded the following options:

- a. Elect to remain in secondary school as a full-time or part-time student for up to one additional year and receive instruction to remedy deficiencies.
- b. Participate in an extended school year program to remediate deficiencies as provided by district guidelines.

- c. Participate in an accelerated high school equivalency diploma preparation program during the summer.
  - d. Participate in an adult general education program for such time as is needed to master English, Reading, Math or any other subject required for graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
2. A student may also be eligible to receive a Certificate of Completion who completes standard graduation course credit requirements and achieved a minimum 2.0 cumulative grade point average on a 4.0 scale, but is unable to obtain a passing score on the FCAT.

Such students will be afforded the following options:

- a. Participate in an extended school year program to remediate deficiencies as provided in district guidelines.
- b. Participate in an accelerated high school equivalency diploma preparation program during the summer.
- c. Participate in an adult general education program for such time as is needed to master English, Reading, Math or any subject required for graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
- d. Be allowed to take the College Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate. This Certificate of Completion must bear the designation of “CPT Eligible”.
- e. Students that have been enrolled in the ESOL program with LY status and have met all requirements for a standard high school diploma except for passing the grade 10 FCAT or alternate assessment shall be afforded the following options:
  - 1) participation in an extended school year program;
  - 2) enroll in school for one additional year with the exception of those students who will be 22 years of age or older during the said year;
  - 3) opportunity to retake the FCAT for unlimited number of times until a passing score is obtained;

4) participation in the Adult High School Education Program.

D. Special Diploma and Special Certificate of Completion reference Section XV on Exceptional Child Education.

**NOTE 1:** Students who skip a grade due to high academic achievement should be allowed to graduate ahead of their designated class. Any student who qualifies and intends to graduate ahead of their designated class must make application to the Guidance Counselor by December 1. (Definition of designated class: Class the student began school with, i.e., kindergarten).

**NOTE 2:** Students in competency-based labs may graduate with their designated class (class the student began school with, i.e., kindergarten).

***XII. VOCATIONAL EDUCATION COURSE SUBSTITUTIONS TO FULFILL  
GRADUATION REQUIREMENTS***

**Please reference Appendix B** — Vocational Education Course Substitution Application/  
Job Preparatory Program Substitutions.

### ***XIII. ADULT EDUCATION***

#### **A. Adult High School Credit Program**

The Adult High School will issue a regular high school diploma when all requirements are met. The Adult High School operates on a year round basis.

Adult High School graduation activities shall be conducted annually for those students who have met the graduation requirements.

##### **1. Student Eligibility**

a. Any adult 18 years of age or older who desires a regular high school diploma and

1) Is no longer enrolled in school and

2) Does not have a regular high school or GED diploma.

Each student must go through an interview process with the Adult Education Coordinator, or designee, prior to admission.

b. Any student (who has attained the age of 16) who has failed an academic course or is lacking credit for proper grade placement and is recommended by the student's school principal or his designee.

**NOTE: A student, while enrolled in regular school, may not transfer more than a total of four credits per year from the Adult High School to the regular high school program.**

c. Dropouts between the ages of 16 and 18 may enroll in the Adult High School only after an interview process with the Adult Education Coordinator, or designee, prior to enrollment.

d. Married/pregnant/single parent students below the age of 16 may enter the Adult High School program as assigned by the superintendent of schools.

e. Any student in the eleventh or twelfth grade or who has attained the age of 17 and is enrolled in one of the centralized vocational classes for credit that, as a result of this enrollment, will lack credit for proper grade placement and is recommended by the student's regular high school Principal or his designee.

##### **2. Courses and Credits**

a. Graduation Requirements

Graduation requirements for students in the Adult High School program are identical to the requirements found in Section X of this document for students in grades 9-12, with the following exceptions:

- 1) The one credit in physical education is not required for graduation and shall be substituted with an elective credit to keep the total number of credits needed for graduation consistent.
- 2) The laboratory component of the science requirement is waived by the School Board.
- 3) The one-half credit in performing fine arts shall be satisfied by completion of any course listed in the art, dance, drama, speech, debate, or music areas of Section 3 of the CCD for grade 9 or above.

b. Curriculum

- 1) Courses shall be of sufficient length and content to permit a level of competence which is at least equivalent to that required of students in the other high schools of the district, regardless of time spent in class.
- 2) Individualized instruction programs are flexible to allow enrollment at any time during the year and make use of a variety of instructional techniques to provide for individual and group needs.
- 3) Student competence is determined by a variety of methods. It is not the intent of this program to document performance solely by a single method (i.e., end of course test).
- 4) The Adult High School will use the SSS and Curriculum Frameworks.

c. Grading Scale

Students must demonstrate a minimum 60% mastery for each standard to obtain credit.

3. Florida Statewide Assessment Program

- a. The student must pass the FCAT to be eligible for the Adult High School diploma.
- b. Any student who fails to pass both sections of the FCAT, but who has completed all other requirements for graduation, is eligible for a Certificate of Completion.

4. Grade Point Average

The student must have a cumulative grade point average of 2.0 to graduate. A student may retake a course in which a D or an F was earned in order to improve the grade point average. (Reference Section VI – Grading and Reporting, H. Grade Forgiveness)

5. Credit Accepted From Other Schools

- a. Documented credits will be accepted from all other schools including the armed forces institute.
- b. Educational courses completed in special schools operated by the armed forces may be accepted for credit only if:
  - 1) Documented evidence is provided and
  - 2) Credit was awarded in accordance with recommendations of the American Council on Education.

B. Accelerated Graduation Option

Any student selecting the 18 credit college preparatory or 18 credit career preparatory graduation option needing specific graduation requirement courses that cannot be earned at their home school due to scheduling conflicts may take these courses through the Adult High School. The age restrictions do not apply to these students.

1. These courses may be taken for this purpose only if they meet the language prescribed in statute 1003.429.
2. All procedures set in place by the Adult High School concerning curriculum, grading, and standardized testing (FCAT) will apply to the courses taken under this graduation option.

C. High School Equivalency Diploma (GED)

1. Eligibility Requirements

- a. Residency Limitations: Only Florida residents are allowed to test and receive a State of Florida High School Diploma. Residency is defined in Florida Statute 1009.21.
- b. A candidate for a High School Equivalency Diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, a candidate may take the examination after reaching the age of 16. Sixteen or seventeen years old would qualify for a waiver under any of the following definitions of extraordinary circumstances:

- 1) The person is an unwed parent with custody of their child/children.
  - 2) The person is married.
  - 3) The person has a verifiable long-term physical or mental health condition which precludes normal progression towards graduation.
  - 4) The person has official documentation verifying that the GED Diploma is needed to satisfy eligibility requirements for entering the Armed Forces.
  - 5) The person is pregnant.
  - 6) The person is not enrolled in any K-12 program and can score a 500 on all five (5) of the Official Pre-Tests with a total score of 2500 on the Official Practice Test.
2. Students who have graduated from an accredited high school, awarded a high school equivalency diploma, or earned scores sufficient to qualify for a high school equivalency diploma are not eligible to take the GED test.
3. Waiver Procedures for Sixteen and Seventeen Years Old

Prior to taking the GED Test, students 16 and 17 years of age must comply with the following:

- a. A termination form must be provided to show a formal withdrawal from the last school attended, and an interview scheduled with the Adult Education Coordinator, or designee.
- b. Final approval to take the GED Test will not be given until the student has completed 45 hours of GED Preparation classes, or is recommended to take the GED Test by the Adult Education Coordinator, or designee.
- c. A minimum score of 500 on each of the five (5) tests on the Official GED Practice Test is required.
- d. Applicants cannot be presently enrolled in an accredited high school program.

**NOTE:** Special assistance to obtain a high school equivalency diploma pursuant to s.1003.435 may only be given when all requirements for graduation are completed except for the required cumulative grade point average.

#### ***XIV. PUBLIC RECORDING***

The district school board must annually publish in the local newspaper and report in writing, to the State Board of Education by September 1 of each year, the following information on the prior school year:

- A. The provisions relating to student progression
- B. The school board's policies and procedures on student retention and promotion.
- C. The number and percentage by grade of all students in grades 3 through 10 performing at Levels I and II on the reading portion of the FCAT.
- D. By grade, the number and percentage of all students retained in grades 3 through 10.
- E. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in F.S.1008.25(6)(b).
- F. Any revisions to the district school board's policy on student retention and promotion from the prior year.

## ***XV. EXCEPTIONAL STUDENT EDUCATION***

### **A. Promotion and Retention**

Any student classified as disabled, according to State Board Rule, age 0 to 22, is expected to successfully demonstrate completion of the objectives on the annual IEP in order to qualify for promotion.

### **B. Graduation Requirements for Exceptional Students**

#### **1. Standard High School Diploma**

The School Board shall provide accommodations to basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. The School Board shall modify vocational courses and programs of study, as necessary, to assure disabled students the opportunity to meet graduation requirements for a standard or a special diploma.

- a. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.
- b. Modifications to basic courses may include any of the following:
  - The instructional time may be increased or decreased.
  - Instructional methodology may be varied.
  - Special communications systems may be used by the teacher or the student.
  - Classroom and district test administration procedures and other evaluation procedures may be given, using the allowable accommodations as specified in Rule 6A-1.0943, FAC, to meet the needs of that student with disability.
- c. When accommodating basic courses, the School Board shall use one of the following strategies:
  - 1) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district Student Progression Plan, or

- 2) Assignment of the exceptional student to a basic education class for instruction which provides class accommodations that meet the needs of students with disabilities.
- d. The district shall determine which of these strategies to employ based on an assessment of the student's individual educational plan.
- e. Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312 (3) (a), FAC, shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.
- f. Courses designated as exceptional student courses may be used for elective credit for a standard diploma or credit toward a special diploma.
- g. **Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act.**

For students with disabilities whose abilities cannot accurately be measured by the statewide assessment test, the IEP team has the authority to waive the Florida Comprehensive Assessment Test (FCAT) as a requirement for graduation with a standard diploma.

Students eligible for consideration are those students with disabilities who are currently seniors in high school who have an individual education plan (IEP) and for whom the FCAT is the graduation test; AND

have met the state's graduation requirement of 24 credits/courses and 2.0 cumulative grade point average (GPA), and any other district requirements for graduation with a standard diploma; AND

have taken the FCAT at least once in the 10th grade and at least once in the 11th grade, and at least once in the 12<sup>th</sup> grade but have not attained a passing score; AND

have participated in intensive remediation during the senior year for FCAT Reading and/or Mathematics, if a passing score has not been earned; AND

for whom the IEP team determines that the FCAT cannot accurately measure the student's abilities, taking into consideration allowable accommodations.

## 2. Special Diploma

Each School Board shall, pursuant to Section 1003.438, F.S., prescribe special requirements for graduation for students who have been properly identified as educable mentally disabled, trainable mentally disabled, hearing impaired, specific learning disabled, emotionally disabled,

physically impaired, language impaired, or profoundly disabled. The School Board shall make provision for each student to use basic, vocational, and exceptional student education courses as appropriate for meeting graduation requirements. Any such student completing the special requirements shall be awarded a Special Diploma in the form prescribed by Rule 6A-1.0995(2), FAC.

- a. The IEP Committee shall document whether the student is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's fourteenth birthday, whichever occurs first. This decision shall be reviewed annually.

**NOTE: Movement Between Standard and Special Diploma Options**

A student may move between the regular Standard Diploma and ESE Special Diploma. For students moving from a Standard Diploma to a Special Diploma, the IEP Committee must meet and revise the IEP to reflect the change of diploma option. The student may receive credit toward a Special Diploma for passing required Standard Diploma courses.

For a student moving from a Special Diploma to a Standard Diploma, the IEP Committee must meet and revise the IEP to reflect the change in diploma option. The student may receive elective credit toward a Standard Diploma for passing exceptional education courses.

- b. Nothing contained in this rule shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified in writing of the options available under this rule prior to tenth grade testing.

3. Certificate of Completion

All exceptional students who complete the minimum number of credits for high school graduation for a standard diploma but have not passed the FCAT are eligible for the Certificate of Completion.

4. Special Certificate of Completion

Exceptional students who complete the minimum number of credits for high school graduation with a special diploma but have not mastered the appropriate standards are eligible for a Special Certificate of Completion.

5. The awarding of a Special Diploma or Special Certificate of Completion does not prevent a student with disabilities from pursuing a standard

diploma or from receiving a free and appropriate public education until the student reaches the age of 22.

## 6. Special Diploma Credit Requirements

The following represents Special Diploma credit requirements for exceptional students: Intellectual Disabled, Emotionally Disabled, Specific Learning Disabled, Language Impaired, Hearing Impaired and Physically Impaired. For high school graduation with a Special Diploma, exceptional students shall earn a minimum of twenty-four (24) credits in grades 9 through 12. Exceptional education students are required to meet the SSS. Access Points in Language Arts, Mathematics, and Science. The minimum number of credits and the courses to be selected to meet this requirement are listed below: Beginning with the 2007-08 incoming 9<sup>th</sup> graders.

- a. Four (4) credits of Language Arts selected from Reading 9-12, English 9-12, Life Skills Communication 9-12, Academic Skills for Functional Living or corresponding regular education courses.
- b. Three (3) credits of Mathematics selected from Mathematics 9-12, Life Skills Mathematics 9-12, and Academic Skills for Functional Living or corresponding regular education courses.
- c. One (1) credit of Life Management and Transition or Personal and Home Skills for Functional Living selected from Life Management and Transition 9-12 or Personal and Home Skills for Functional Living.
- d. One (1) credit of Self-Determination course.
- e. Two (2) credits, one (1) of Science and one (1) of Social Studies or two (2) of Community and Social Skills for Functional Living from Science 9-12, Social Studies 9-12, Community and Social Skills for Functional Living or corresponding regular education courses.
- f. One (1) credit of Physical Education selected from Physical Education, Leisure and Recreation Skills for Functional Living, Specially Designed Physical Education, or corresponding regular education courses.
- g. One (1) credit of Vocational selected from Career Placement, Supported Competitive Employment, or cooperative diversified education.
- h. One (1) credit of Career Preparation or any regular education vocational course.
- i. Ten (10) credits of electives.
- j. All courses are repeatable or multi-credit. An exceptional education

student may earn more than one (1) credit in each course. The particular course requirements that the student should master to earn credit must be specified on an individual basis.

- k. A student enrolled in an Exceptional Student Education competency-based program that allows for shortened instructional time may earn credits based on mastery of 60% of the course standards. Earning of credit is not restricted by time but is dependent upon the rate at which a student masters the required performance standards of the course. Teacher observations, class assignments, and examinations are considered appropriate methods of assessing student mastery.

Students with Disabilities who entered 9<sup>th</sup> grade prior to the 2007-08 school year are to meet the following graduation requirements for a Special Diploma:

- a. Four (4) credits of Language Arts selected from Reading 9-12, English 9-12, Life Skills Communication 9-12, Academic Skills for Functional Living or corresponding regular education courses.
- b. Three (3) credits of Mathematics selected from Mathematics 9-12, Life Skills Mathematics 9-12, and Academic Skills for Functional Living or corresponding regular education courses.
- c. Two (2) credits of Life Management and Transition or Personal and Home Skills for Functional Living selected from Life Management and Transition 9-12 or Personal and Home Skills for Functional Living.
- d. Two (2) credits, one (1) of Science and one (1) of Social Studies or two (2) of Community and Social Skills for Functional Living from Science 9-12, Social Studies 9-12, Community and Social Skills for Functional Living or corresponding regular education courses.
- e. One (1) credit of Physical Education selected from Physical Education, Leisure and Recreation Skills for Functional Living, Specially Designed Physical Education, or corresponding regular education courses.
- f. Two (2) credits of Vocational selected from Career Placement, Supported Competitive Employment, or any regular education vocational course
- g. Ten (10) credits of electives.
- h. All courses are repeatable or multi-credit. An exceptional education student may earn more than one (1) credit in each

course. The particular course requirements that the student should master to earn credit must be specified on an individual basis.

1. Exceptional students successfully mastering all Standard Diploma course work, excluding the FCAT requirement, may apply that course work toward a Special Diploma provided the student has met the standards for the exceptional student course. Attendance and 2.0 GPA requirement must also be met.

7. Sunshine State Standards (SSS) Access Points

All exceptional education students who demonstrate proficiency at the independent, supported, or participatory level of each Sunshine State Standard (SSS) Access Points as determined by the IEP process, and complete twenty-four (24) credits shall be awarded a Special Diploma in the form prescribed by Rule 6A-.0995(2) FAC. Mastery of the SSS Access Points for Special Diploma and benchmarks will be certified through successful completion of courses that address the relevant benchmarks, or through curriculum-based assessment, or the use of alternate assessment procedures.

8. Summary of Performance (SOP)

The SOP is required under the reauthorization of IDEA of 2004, and must be completed during the final year of the student education whose eligibility under special education terminates due to graduation with a Standard Diploma, or due to exceeding the age of eligibility for a FAPE at age 22, or at the end of the school year the student reaches age 22.

**NOTE:** The SOP will provide the student and family with a clear understanding of the skills the student has mastered thus far (academic and functional).

**XVI. ATTENDANCE FOR PROMOTION AND CREDIT / TRUANCY / DRIVER'S LICENSE / HOME EDUCATION**

Students in grades K-12 must maintain good attendance as defined in F.S. 1003.21 and Levy County School Board Administrative Policies 5.03.

A. Compulsory Attendance

Students between the ages of 6 and 16 are required by law to attend school. (Florida Statute 1003.21 and Levy County Administrative Policy 5.03).

A student, upon reaching the age of 16 years during the school year, may withdraw from school providing they file a formal Declaration of Intent to withdraw from school enrollment. The form must be signed by the student and their parent or guardian (F.S. 1003.21) **A copy of the form can be found in Appendix D — Attendance Truancy (Enforcement of Attendance Procedures).**

B. Pupil Absences

Absences because of sickness, or injury, or doctor's appointments, or insurmountable conditions approved by the principal, and religious instruction when approved in advance by the School Board, shall be considered excused absences. All other absences shall be unexcused. At any grade level, students shall be given the opportunity to make up all work missed during the period of excused absences up to the limits prescribed below. It shall be the responsibility of the student to make arrangements to make up the work. (Please reference Levy County Administrative Policy 5.03).

**NOTE: Special circumstances allowing for excused absences not addressed in this section may be located in Levy County Administrative Policies 5.03 attached to Appendix D — Attendance/Truancy (Enforcement of Attendance Procedures).**

1. Grades K-8:

During a nine-week grading period, a student will be allowed a maximum of eight (8) days absence. All absences (excused and unexcused) will be counted.

2. Grades 9-12:

Absences are defined as excused or unexcused. When a student accumulates any combination of ten (10) excused or unexcused absences in a course within a semester, credit shall be withheld. However, provided the student does not exceed fifteen (15) absences, the student may petition the principal to take a county approved exam to demonstrate mastery of the student performance standards for the course.

C. Teen Parent Attendance

Students participating in the Teen Parent Program shall be exempted from minimum attendance requirements for absences related to pregnancy or parenting. (Reference Appendix D — Attendance Truancy (Enforcement of Attendance Procedures) for Teen Parent attendance procedures.)

- D. Definitions of excused and unexcused absences, failing grades, and withholding credit is addressed in Levy County Administrative Policies 5.03. **(A copy may be referenced in Appendix D — Attendance Truancy (Enforcement of Attendance Procedures)).**

- E. Truancy

As prescribed in Florida Statute 1003.24, unexcused absences, with or without parent permission or knowledge, that are not justified may result in truancy procedures being initiated against the parent or guardian. **(Truancy enforcement procedures are outlined in Appendix D — Attendance/Truancy (Enforcement of Attendance Procedures)).**

- F. Attendance Requirements for Students to Obtain/Retain a Driver's License

Students who are 15, 16, and 17 years of age and who wish to obtain or retain a restricted or regular driver's license, must first meet the requirements of Florida Statute 322.0601.

1. The student must maintain regular attendance in school.
2. The student must not have more than fifteen (15) unexcused absences within a 90-day period.
3. If accepted into the GED Program under "Extraordinary Circumstances," (Student Progression Plan, Section XIII, B, 2), the student must complete forty-five (45) hours of GED Preparation classes, or completion must be certified by the instructor pending completion of the GED test.

- G. Enforcement of School Attendance and Home School

If a parent or guardian of a child who has been exhibiting a pattern of non-attendance enrolled in a public school chooses to enroll their child in a Home Education Program, specific guidelines must be followed. **(Reference Appendix D — Attendance/Truancy (Enforcement of Attendance Procedures)).**

- H. Students Charged With a Felony

After a student is charged with a felony, the Principal, and/or designee, will hold a felony hearing. The hearing will determine if the student needs a different school placement. **(Reference Felony Administrative Hearing Procedures in Appendix K – Students Charged With a Felony)**

# ***Appendix A***

## ***Grade Level Expectations – Grades K through 8***

**Please refer to the following Department of Education Website for Grade Level Expectations for the Sunshine State Standards – Grades K through 8:**

<http://www.fldoe.org/bii/curriculum/sss>

# ***Appendix B***

## ***Vocational Courses Substitution Application / Job Preparatory Program Substitutions***



## **Career and Technical Education Course Substitutions**

**Section 236.081(1)(l), F.S., requires district school boards to provide for career and technical program substitutions not to exceed two credits in each of the non-elective subject areas of English, Mathematics and Science. The career and technical program that is substituted for a non-elective academic course will be funded at the level appropriate for the career and technical program. Specific information regarding procedures to be followed by districts in reporting career and technical course substitution for funding purposes will be included in the instructions for the FTE survey count. Career and technical education course substitutions will not count toward state university system admissions requirements.**

**In adopting the career and technical education course substitution policy, school boards shall follow the procedures listed below:**

- 1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a job preparatory program may substitute credit for a portion of the required four credits in English, three credits in Mathematics, and three credits in Science. The credit substituted for English, Mathematics, or Science earned through the career and technical job preparatory program shall be on a curriculum equivalency basis.**
- 2. Career and technical course substitutions shall not exceed two (2) credits in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area.**
- 3. Job preparatory programs that have been identified as being the equivalent of Business English I (1001440), Business English II (1001450), Business Mathematics (1205540) Biology Technology (2000430), Environmental Science (2001340), Physical Science (2003310), and Anatomy and Physiology (2000350) are listed on the following chart.**

**Section 1: Course Code Directory System Guide**  
**Graduation Requirements for Basic, Adult and Special Programs**

<b>Job Preparatory Program Substitutions</b>			
<b>Level</b>	<b>Subject Area</b>	<b>Program Course</b>	<b>Program Number</b>
<b>2</b>	<b>Business English (1001440)</b>	<b>Accounting Operations: Business Systems and Technology (BST) 1+2 and Accounting Applications 1</b>	<b>8203300</b>
		<b>Administrative Assistant: BST 1+2 Administrative Office Technology 1</b>	<b>8212000</b>
		<b>Business Supervisions and Management: BST 1+2 and Legal Aspects of Business OR Entrepreneurial Principals</b>	<b>8215100</b>
<b>2</b>	<b>Business English I (1001440) and/or Business English II (1001450)</b>	<b>Administrative Assistant: BST 1+2 Administrative Office Technology 1</b>	<b>8212000</b>
<b>1</b>	<b>Business Math (1205540)</b>	<b>Administrative Assistant: BST 1+2 Administrative Office Technology 1</b>	<b>8212000</b>
		<b>Business Computer Programming: BST 1+2 and Business Computer Programming 1</b>	<b>8206300</b>
		<b>PC Support Services: BST 1+2 and PC Support 1</b>	<b>8207200</b>
		<b>Business Supervision and Management: BST 1+2 and Legal Aspects of Business OR Entrepreneurial Principals</b>	<b>8215100</b>
		<b>Accounting Operations: BST 1+2 and Accounting Applications 1</b>	<b>8203300</b>
		<b>Academy of International Business: BST 1 OR (Keyboarding and Business Skills and Computer and Business Skills) International Business Systems, International Finance and Law, and Business Internship</b>	<b>8216100</b>
<b>1</b>	<b>Pre-Algebra (1200300)</b>	<b>Electronics</b>	<b>8730000</b>

**Section 1: Course Code Directory System Guide**  
**Graduation Requirements for Basic, Adult and Special Programs (cont.'d)**

<b>Job Preparatory Program Substitutions</b>			
<b>Level</b>	<b>Subject Area</b>	<b>Program Course</b>	<b>Program Number</b>
<b>2</b>	<b>Environmental Science (2001340)</b>	<b>Environmental Resources</b>	<b>8113000</b>
		<b>Forestry</b>	<b>8118300</b>
		<b>Natural Resources</b>	<b>8112100</b>
<b>2</b>	<b>Physical Science (2003310)</b>	<b>Agriculture Machinery Mechanics</b>	<b>8103400</b>
		<b>Agriculture Machinery Operations</b>	<b>8103200</b>
		<b>Diversified Agriculture Mechanics</b>	<b>8103300</b>
<b>2</b>	<b>Anatomy &amp; Physiology (2000350)</b>	<b>Allied Health Assisting</b>	<b>8417130</b>
		<b>Dental Aide</b>	<b>8417140</b>
		<b>Dental Laboratory Assisting</b>	<b>8417150</b>
		<b>Electrocardiograph Aide</b>	<b>8417160</b>
		<b>First Responder</b>	<b>8417170</b>
		<b>Health Unit Coordinator</b>	<b>8417180</b>
		<b>Home Health Aide</b>	<b>8417190</b>
		<b>Medical Laboratory Assisting</b>	<b>8417200</b>
		<b>Nursing Assistant</b>	<b>8417210</b>
		<b>Practical Nursing</b>	<b>8418300</b>
		<b>Veterinary Assisting</b>	<b>8115110</b>
		<b>Vision Care Assisting</b>	<b>8417230</b>

**A student who completes a job preparatory program and substitutes part of that program for Business Mathematics, Business English I, Business English II, Biology Technology, Environmental Science, Physical Science, or Anatomy and Physiology may not take any of these courses and receive additional credits.**

# ***Appendix C***

## ***Academic Alternative/Dropout Prevention Program***

# **Guidelines for Academic Alternative/Dropout Prevention Programs**

Academic Alternative/Dropout Prevention Programs (AA/DP) are available in all Levy County schools. The following school responsibilities apply to all students enrolled in these programs in all grade levels.

## **School Responsibilities for Dropout Prevention Programs and Academic Alternative Programs in all grade levels**

- Students must be assessed for at-risk status using the school board approved at-risk form, which is to be kept with each student's regular file.
- School must notify parent or guardian in writing (certified mail, return receipt requested) of student's suggested placement in the dropout prevention program and request parent's or guardian's permission to enroll student in program.
  - (A) This document should also notify parents of their right to an administrative review of any action by school personnel relating to such placement.
  - (B) Parents have three days to return the document by certified mail. If parent permission is secured in a documented face-to-face conference, the certified letter is not necessary.
  - (C) If the parent fails to respond to the certified letter, the school should document telephone contacts or home visits as follow up to the original letter. If there is still no success, an Implied Consent letter may be sent which should include the deadline date after which the student will be placed in the program, interpreting the parent's lack of response as permission to place the child in the voluntary program.
- Students cannot be placed in a dropout prevention or academic alternative program without parent permission.
- Instruction in law education and character education is required as part of a dropout prevention program or academic alternative program.

## **Additional Requirements for High School (Grades 9-12) Academic Alternative Programs**

### **Student Eligibility Requirements for AA programs in grades 9-12**

Students selected for a high school academic alternative/dropout prevention program will be prioritized according to need. Those students will include but not be limited to the following:

- X Seniors at risk of failure:
  - (A) Those who have not passed the Florida Comprehensive Assessment Test (FCAT).
  - (B) Those who are failing one (1) or more subjects at the end of the first nine weeks.
  - (C) Those who do not have the necessary 2.0 grade point average for graduation.
  
- X Juniors at risk of failure:
  - (A) Those who are one (1) or more credits below the required number for promotion to the 12<sup>th</sup> grade.
  - (B) Those who have not passed or may not pass the Florida Comprehensive Assessment Test (FCAT).
  - (C) Those who do not have the necessary 2.0 grade point average for graduation.
  
- X Sophomores at risk of failure:
  - (A) Those who are one (1) or more credits below required number for promotion to the 11<sup>th</sup> grade.
  - (B) Those who do not have the necessary 2.0 grade point average for graduation.
  - (C) Those who are at risk of dropping out because they are overage (17) for grade level or have minimal credits.
  
- X Freshmen at risk of failure:
  - (A) Those who are one (1) or more credits below required number for promotion to the 10<sup>th</sup> grade.
  - (B) Those who do not have the necessary 2.0 grade point average for graduation.
  - (C) Those who are at risk of dropping out because they are overage (16) for grade level or have minimal credits.

### **Lab Requirements for students in AA programs in grades 9-12**

***(NOTE: These requirements apply only to programs using labs funded by the Citrus Levy Marion Regional Workforce Development Board.)***

The following requirements must be met for any student enrolled in a Compass Learning lab for a period of three weeks or more:

- At-risk status forms must be made available for monitoring by Citrus, Levy, Marion Regional Workforce Development Board (CLM).

*NOTE: CLM requires that at least 50% of students enrolled in the lab must be identified as at-risk.*

- The lab instructor must keep a file on each enrolled student. This file will be available for monitoring by CLM. It will include a copy of the AIP, parent permission form, and student progress reports.
- All enrolled students must be included in the Quarterly Reports required by CLM. These reports include the reason for enrollment; the student's at-risk status; and the student's outcomes (an increase in grade level, completion of required course, improved FCAT scores, etc.).

Dear Parent/Guardian:

Your child, \_\_\_\_\_, has met the qualifications for enrollment in this school's Academic Alternative/Dropout Prevention Program. This program provides opportunities for students to enhance educational skills through various remediation activities.

This program is voluntary and requires your permission for your child to participate.

As parent or guardian, you have the right to an administrative review of any action taken by school personnel relating to placement of your child in this program.

Please sign and date the form below and return to the address indicated WITHIN THREE DAYS.

-----

## **Academic Alternative/Dropout Prevention Program Parent Permission Form**

I hereby give my permission for \_\_\_\_\_  
(your child's name)

to be enrolled in this school's Academic Alternative/Dropout Prevention Program.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Return to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Type/Copy on School Letterhead)

Date: \_\_\_\_\_

RE: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
(Student Name)

Dear Parent/Guardian:

Your child has been recommended for placement in our Academic Intervention/Alternative Education/Dropout Prevention Program. The criteria for this program is for one or more of the following to be applicable to the student:

1. Student has shown a lack of motivation in school.
2. Student has earned grades that are not commensurate with documented ability levels.
3. Student has high absenteeism.
4. Student has not been successful in school, as determined by retention, failing grades, or low achievement test scores.
5. Student has needs and interests that cannot be met through exceptional student education programs.
6. Student has been identified as a potential dropout by student services personnel.

We feel your child will benefit from the smaller class size and extra help available in the recommended program and that it is in his best interests educationally. We invited you to a meeting to discuss this proposed placement but you did not attend. We also attempted to reach you by telephone to discuss it. **If we have not heard from you by \_\_\_\_\_, we will interpret your lack of response as permission (implied consent) to place your child in the program indicated above.**

Sincerely,

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone: \_\_\_\_\_

**Levy County School Board  
Characteristics of Students at Risk**

FOR ELEMENTARY SCHOOL STUDENTS

Student Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Guidance  
Counselor \_\_\_\_\_ (Signature)

Classroom Teacher \_\_\_\_\_  
(Signature)

Principal \_\_\_\_\_  
(Signature)

(or school psychologist, assistant principal, social worker)

STUDENTS WHO HAVE INDICATORS IN THREE OR MORE AREAS LISTED BELOW  
WILL BE INCLUDED IN THE "AT RISK" CATEGORY.

1. **Has problems with school absenteeism and discipline.**  
\_\_\_\_\_ has three or more discipline referrals in a 9-week period \_\_\_\_\_ other  
\_\_\_\_\_ has three or more unexcused absences in a 9-week period
  
2. **Is often discouraged**  
\_\_\_\_\_ does not turn in homework \_\_\_\_\_ has low or failing  
grades \_\_\_\_\_ has been retained once or more \_\_\_\_\_ other
  
3. **Lacks high aspirations for himself or herself**  
\_\_\_\_\_ has not mastered pre-requisite skills/concepts \_\_\_\_\_ is not goal oriented  
\_\_\_\_\_ exhibits low self-esteem to successfully function at grade level  
\_\_\_\_\_ is not working up to potential \_\_\_\_\_ other
  
4. **Shows lack of appropriate supervision**  
\_\_\_\_\_ responsible to no one for 3-4 hours during the day \_\_\_\_\_ police record  
\_\_\_\_\_ shows little evidence of parental support \_\_\_\_\_ other  
\_\_\_\_\_ from single parent home
  
5. **Lives in extreme poverty**  
Receives: \_\_\_\_\_ AFDC \_\_\_\_\_ food stamps \_\_\_\_\_ free lunch \_\_\_\_\_ other
  
6. **Has no safe place to live**  
\_\_\_\_\_ homeless \_\_\_\_\_ lives in substandard housing  
\_\_\_\_\_ lives in abusive environment \_\_\_\_\_ other
  
7. **Has inadequate food**  
\_\_\_\_\_ extreme underweight according to growth chart \_\_\_\_\_ routinely skips lunch  
\_\_\_\_\_ failure to thrive \_\_\_\_\_ other
  
8. **Has moved more than three times in the last year** \_\_\_\_\_ YES \_\_\_\_\_ NO

**Levy County School Board  
Characteristics of Students at Risk**

FOR MIDDLE/HIGH SCHOOL STUDENTS

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_  
SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_  
GUIDANCE COUNSELOR \_\_\_\_\_ (SIGNATURE)  
CLASSROOM TEACHER \_\_\_\_\_ (SIGNATURE)  
PRINCIPAL \_\_\_\_\_ (SIGNATURE)

(or school psychologist, assistant principal, social worker)

**STUDENTS WHO HAVE INDICATORS IN THREE OR MORE AREAS LISTED  
BELOW WILL BE INCLUDED IN THE "AT RISK" CATEGORY.**

1. **Has problems with school absenteeism and discipline**  
\_\_\_\_\_ has three or more discipline referrals in a 9-week period \_\_\_\_\_ other  
\_\_\_\_\_ has three or more unexcused absences in a 9-week period
2. **Is often discouraged**  
\_\_\_\_\_ does not turn in homework \_\_\_\_\_ has low or failing grades  
\_\_\_\_\_ has been retained once or more \_\_\_\_\_ other
3. **Lacks high aspirations for himself or herself**  
\_\_\_\_\_ has not mastered pre-requisite skills/concepts  
\_\_\_\_\_ exhibits low self esteem to successfully function at grade level  
\_\_\_\_\_ is not goal oriented  
\_\_\_\_\_ is not working up to potential \_\_\_\_\_ other
4. **Shows lack of appropriate supervision**  
\_\_\_\_\_ responsible to no one for 3-4 hours during the day \_\_\_\_\_ police record  
\_\_\_\_\_ shows little evidence of parental support \_\_\_\_\_ other  
\_\_\_\_\_ from single parent home
5. **Lives in extreme poverty**  
Receives: \_\_\_\_\_ AFDC \_\_\_\_\_ food stamps \_\_\_\_\_ free lunch \_\_\_\_\_ other
6. **Has no safe place to live**  
\_\_\_\_\_ homeless \_\_\_\_\_ lives in substandard housing  
\_\_\_\_\_ lives in abusive environment \_\_\_\_\_ other
7. **Has inadequate food**  
\_\_\_\_\_ extreme underweight according to growth chart \_\_\_\_\_ routinely skips lunch  
\_\_\_\_\_ failure to thrive \_\_\_\_\_ other
8. **Has moved more than three times in the last year** \_\_\_\_\_ YES \_\_\_\_\_ NO
9. **Has been physically/sexually abused** \_\_\_\_\_ YES \_\_\_\_\_ NO
10. **Has a mother/sibling who was pregnant at early age (below 16)** \_\_\_\_\_ YES \_\_\_\_\_ NO

# ***Appendix D***

***Attendance / Truancy***

***(Enforcement of Attendance Procedures)***

## Truancy/Attendance Guidelines

1. School will contact parent/guardian to determine the basis for unexcused or unknown absences.
2. Attendance clerk/truancy contact notifies principal or designee a pattern of nonattendance exists and documents home contact on Child Study Team (CST) form. (i.e. 3 consecutive unexcused absences).
3. Principal or designee notifies District Truancy Coordinator a pattern of nonattendance exists and sends contact letter to parent/guardian.
4. District Truancy Coordinator will make attempt at contacting parent/guardian.
5. A student with at least 5 unexcused or unknown absences in a calendar month or 10 unexcused absences within a 90 calendar day period shall be referred to the CST.

### **Procedures for Child Study Team meeting:**

- a. CST form with information filled out
  - b. Current year's attendance to be printed out the day of CST meeting
  - c. Any documentation from attendance folder or parent/guardian
  - d. Attendance at the CST meeting should be with one or more of the following: Principal, Asst. Principal, Guidance Counselor, Attendance Clerk, and, if possible, the Teacher(s), Parent/Guardian and Student
  - e. Discussion should include, but not be limited to, absences that are occurring, how the school can help, grades, and what repercussions will develop if attendance does not improve.
6. The filled out CST form will be mailed or faxed to the District Truancy Coordinator for follow up.
  7. In the event that attendance concerns continue the principal or designee shall notify the District Truancy Coordinator.

**CHILD STUDY TEAM REPORTING FORM  
For  
NON-ATTENDANCE/TRUANCY**

**STUDENT NAME:** \_\_\_\_\_ **STUDENT I.D.:** \_\_\_\_\_

**School Contact Made**      **Type** \_\_\_\_\_      **Date** \_\_\_\_\_

**Type** \_\_\_\_\_      **Date** \_\_\_\_\_

**NOTES:**

\*   \*   \*   \*   \*   \*   \*   \*   \*   \*   \*   \*   \*

Dear Parent/Guardian,

At a meeting held at\_[SCHOOL] on [DATE] the child study team concluded that in the best interest of your child, the following intervention strategies will be implemented immediately.

- Frequent communication between the teacher and parent**
- Counseling**
- Attendance contracts**
- Mentoring, tutoring(including peer tutoring)**
- Changes in the learning environment**
- Placement into different classes**
- Evaluation for alternative education programs**
- Referral to other agencies for family services**
- REFERRAL FOR TRUANCY PETITION**

**NOTES:**

The purpose of these strategies is to ensure that your child’s attendance at school every day. We encourage you to assist us by doing all you can to provide your child with the means to attend and be on time to school regularly.

If you have any questions or concerns regarding this notification please contact the school at your earliest convenience.

**Persons in Attendance**


\*   \*   \*   \*   \*   \*   \*   \*   \*   \*   \*   \*   \*

**District Contact Made**      **Type** \_\_\_\_\_      **Date** \_\_\_\_\_

**Type** \_\_\_\_\_      **Date** \_\_\_\_\_

**NOTES:**

## ATTENDANCE PROCEDURES FOR TEEN PARENT PROGRAM

Attendance Defined:

For average daily attendance documentation, students who are present at any time during the day when official attendance is taken, are considered present. (Reference School Board Policy 5.03(1)(D)).

Students enrolled in the Teen Parent Program are to be held to the same attendance procedures as students in the regular education programs with the following exceptions:

- A. Students shall be exempt from minimum attendance requirements for absences related to pregnancy.
  - 1. Seven (7) days immediately preceding scheduled delivery date, and thirty (30) days immediately following delivery. (Reference School Board Policy 5.21(3)).
  - 2. Scheduled doctor appointments during pregnancy and after delivery.
  - 3. Sickness due to pregnancy.
- B. Students shall be exempt from minimum attendance requirements for absences related to parenting.
  - 1. Scheduled doctor's appointments for the infant.
  - 2. Sickness of the infant (substantiated through a doctor's statement or a statement from the daycare center verifying their refusal to accept the child for care for a specified health reason. (Reference School Board Policy 5.21(2))
  - 3. Appointments concerning government financial aid. (Every effort should be made to schedule a time that least interferes with school attendance.)

Under each exception, the student must communicate with the school principal. Upon returning to school, the teen parent coordinator must verify the conditions of the absence in writing before the absence will be excused and the student will be required to make up the work.

**All other absences will be treated under those conditions set forth in School Board Policy 5.03 and the Pupil Progression Plan, Appendix D, as stated below:**

Absences because of sickness, injury, doctor's appointments, insurmountable conditions approved by the principal, and religious instruction, when approved in advance by the School Board, shall be

considered excused absences. At any grade level, students should be given the opportunity to make up all work missed, during the period of the excused absence, up to the limits prescribed below. It shall be the responsibility of the student to make arrangements to make up the work.

1. Grades K-8:

During a nine-week period, a student will be allowed a maximum of eight (8) days absence. All absences (excused or unexcused) will be counted.

2. Grades 9 -12:

When a student accumulates any combination of ten (10) excused or unexcused absences in a course within a semester, credit shall be withheld. However, provided the student does not exceed fifteen (15) absences, the student may petition the principal to take a county approved exam to demonstrate mastery of the student performance standards for the course.

Students enrolled in the Teen Parent Program are subject to the Compulsory Attendance law as it relates to unexcused absences. Therefore, when a student accumulates **five (5) unexcused** absences as defined in School Board Policy 5.03 **during a calendar month or ten (10) unexcused absences in a 90-day period**, the principal, or his designee, must be notified to determine if truancy procedures need to be initiated. The principal, or his designee, must determine if a pattern of unexcused absences exists. If no pattern exists, there must be daily monitoring of the student's absences to determine at what point a pattern exists. If a pattern does exist, the Truancy Enforcement Procedures must be followed.

**Students who are age sixteen (16) or older will be withdrawn from the program after ten (10) consecutive unexcused absences.**

# Student Declaration of Intent to Terminate School Enrollment

**I HEREBY ANNOUNCE MY INTENT TO TERMINATE ENROLLMENT IN SCHOOL AND ACKNOWLEDGE THAT THIS ACTION IS LIKELY TO REDUCE MY FUTURE EARNING POTENTIAL.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Student's Signature)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Parent/Guardian Signature)

**Parent Notification of Receipt of Student's Declaration of Intent to Terminate School Enrollment**

Person Notifying Parent: \_\_\_\_\_ Date of Notification: \_\_\_\_\_

Method of Notification:  Conference  Telephone  Letter  Other \_\_\_\_\_

**Certified Mail  
Return Receipt Requested**

**REPORT OF NON-ATTENDANCE**

Date\_\_\_\_\_

Dear Parent/Guardian, \_\_\_\_\_

According to school records, your child, \_\_\_\_\_, student ID# \_\_\_\_\_, has not been in regular attendance. As described in F. S. 1003.24, Parents Responsible for Attendance of Children, you are responsible for your child's attendance in school. There appears to be no valid reason why your child is not in compliance with the Levy County School Board policies and the provision of F.S. 1003.21, Regular School Attendance.

We are required, under the provisions of F. S. 1003.26, Enforcement of School Attendance, to give you written notice that your child must enroll/begin regular attendance within three (3) days after the date of this notice. If your child does not enroll/begin regular attendance within three (3) days, we will have no choice but to refer the case to the Child Study Team to review and file a Child in Need of Services petition for truancy. The Superintendent of Schools may also take such steps as are necessary to bring criminal prosecution against you as the parent or guardian.

Please contact us at the following phone number, \_\_\_\_\_, regarding these absences. Please be reminded that with a child under the age of sixteen (16), the parent/guardian is legally responsible for a child's regular school attendance. When you contact us, we will discuss the attendance problems and try to solve the problems together. Please contact us promptly upon receipt of this letter as your child's education is very important.

Sincerely,

\_\_\_\_\_  
School Truancy Representative

\_\_\_\_\_  
School Principal

# ***Appendix E***

## ***Home Education Program***

## HOME EDUCATION DUAL ENROLLMENT POLICY

Home Education students officially registered with the School Board of Levy County will be allowed to participate in Dual Enrollment courses as per Florida State Statutes 1007.27 and 1007.271 under the following guidelines:

1. Students who desire to take courses offered on the college campus must register at the community college and provide proof of their Home Education status.
2. Home Education students who desire to take Dual Enrollment college courses offered at the school site must:
  - a. Meet all district registration requirements which include, but are not limited to, immunizations, physicals, emergency cards, etc.
  - b. Meet individual school requirements for course enrollment.
  - c. Contact the school guidance counselor to determine when the course is offered.
  - d. Report to the class at the approved time to register.
  - e. Student's accessibility to school campus is limited to the Dual Enrollment class only.
  - f. Leave campus immediately following the Dual Enrollment class period.
  - g. Be responsible for their own instructional materials and transportation.
3. Home Education Dual Enrollment students must also meet the following eligibility criteria (which is required for all Dual Enrollment students):
  - a. Student must have minimum scores on the ACT in the pertinent subject areas:  
  
Math - 19; Reading - 18; English - 17; or a minimum SAT score in Verbal and Math of 440
  - b. The required scores on the College Placement Test (CPT) for Reading Comprehension (83), Sentence Skills (83), Algebra (72), and Mathematics (70).
  - c. Students must have an overall GPA of 3.0 in academic areas or 2.0 in vocational areas.

# HOME EDUCATION IN FLORIDA

## QUESTIONS AND ANSWERS

### Florida Statutes

#### 1. What is the definition of a home education program?

F. S. 1000.01 — Home Education Program — A home education program is sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy the requirements of F. S. 1003.21 — (School Attendance).

(For purposes of this document, “parent” means “parent or guardian.”)

#### 2. May a parent who has established a home education program use one or more of the other means of satisfying regular attendance to provide “sequentially progressive instruction?”

Yes. F. S. 1003.21 — Regular School Attendance, provides five (5) separate options which satisfy the requirement for regular attendance.

- X A public school supported by public funds;
- X A parochial, religious, or denominational school;
- X A private school supported in whole or in part by tuition charges or by endowments or gifts;
- X A home education program that meets the requirements of F. S. 1002.41; or
- X A private tutoring program that meets the requirements of F. S. 1002.44.

The definition of a home education program was modified in the 1998 legislative session. The previous definition was “*A home education program is sequentially progressive instruction of a student in his or her home by his or her parent or guardian in order to satisfy the requirements of s. 232.01 [1003.21].*” It is clear that the provision “in his or her home” was removed and the “directed” was added to provide greater flexibility to the parent or guardian in providing “sequentially progressive instruction.” A parent does not have to hold a valid Florida teaching certificate in order to home educate. Furthermore, the instruction no longer is required to be in the home nor must the instruction be delivered by the parent.

A family who has established a home education program as required by statute may also enroll a child either full or part-time in a private school, enlist the help of a tutor, enroll in the Florida Virtual High School or correspondence courses, or may use other means to provide the “sequentially progressive instruction.”

3. **What is the definition of extracurricular activities?**

F.S. 1006.15 defines extracurricular as “any school-authorized or educational-related activity occurring during or outside the regular instructional school day.” Such activities include, but are not limited to, interscholastic sports, band, Spanish Club, Science Club, Science Fair, Latin Club, etc.

The law permits home education students in grades 9-12 to participate in extracurricular activities. Some districts have allowed home education students who are middle school age to participate in extracurricular activities. This is not required but is permissive based on procedures established at the district level.

For further guidance, please refer to DPS memo from David Mosrie dated March 5, 1997, Questions and Answers, Extra-Curricular Activities for Home Education Students.

4. **May home education students enroll at specialized or magnet schools?**

The level of participation in extracurricular activities is determined by F.S. 1006.15 which governs such activities and by local School Board policy regarding the availability of courses for home education students. Additionally, most districts have established a selection process for any student wishing to attend a magnet school which would also impact the availability of courses for home education students.

5. **May home education parents dually enroll a home education student at a post-secondary institution?**

Yes. Home education students may enroll directly with the post-secondary institution pursuant to F.S. 1007.27 and 1007.271 or use the district’s inter-institutional articulation agreement.

If the home education student enrolls through the district’s inter-institutional articulation agreement as the basis for dual enrollment, he/she is effectively enrolled in the district school system for the course(s) and the district may earn FTE. Home education students must provide proof of enrollment in the home education program and be responsible for his or her own instructional materials and transportation.

6. **What is the appropriate recourse when a district does not receive an annual evaluation on a home education student?**

F.S. 1002.41 requires the parent to provide for an annual evaluation of the home education student. Failure to do so places the home education program in non-compliance and permits the Superintendent, after notice to the parent, to terminate the program. The response of the Superintendent varies, however, and the appropriate recourse is determined locally.

7. **May a home education student be automatically withdrawn at the age of 16?**

**No.** F.S. 1003.21 (1) (c), requires that a child having attained the age of 16 must file a declaration of intent to terminate school enrollment. Such declaration must be signed by the parent and the parent must be notified when the school district receives the declaration.

A child who attains the age of 18 is no longer subject to compulsory attendance requirements and may be withdrawn as a home education student.

**8. May home education students participate in local district course offerings?**

Although there is no requirement to do so, some districts provide opportunities for home education students to enroll in specified courses in district schools.

F.S. 1006.15 — Student Participation in Interscholastic Extracurricular Student Activities, requires districts (for those extracurricular activities that have a class requirement) to provide access to the requisite class, e.g., band class for marching band.

**9. What must be included in the portfolio?**

F.S. 1002.41 defines a portfolio as “A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used and samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.”

The law further requires the parent or guardian to preserve the portfolio for two (2) years and to make the portfolio available for inspection upon fifteen (15) days written notice by the Superintendent. Nothing in the legislation requires the Superintendent to inspect all portfolios.

**10. If a home education parent hires a tutor to teach a child, who is responsible for the records?**

If this is a home education program as defined in the law, the parent is responsible for all records. If the tutor is a private tutor as defined in F.S. 1002.44, the parent is still responsible. (Please see the response to question 2.)

**11. Is there a statutory requirement for the teacher completing the annual evaluation?**

As defined in F.S. 1002.41, if a teacher evaluates a home education student, that teacher must hold current certification in academic subjects at the elementary or secondary level in the state of Florida. There are five (5) evaluation options described in the law, three (3) of them involve a certified teacher. Only one (1) specifies a “Florida” certified teacher.

**12. What are the responsibilities of parents who wish to establish a home education program?**

To establish a home education program and maintain compliance, in accordance with F.S. 1002.41, the parent must

- X Send a notice of intent to the school Superintendent.
- X Maintain a portfolio of records.
- X Make the portfolio available for inspection by the Superintendent upon a fifteen (15) day notice.
- X Submit an annual evaluation for each child to the school Superintendent.
- X Preserve each child's portfolio for two (2) years.
- X Submit a letter of termination upon completion of the home education program or change of residence.

### **Practices, Policies, and Procedures**

**1. What are the reasons that parents choose to home educate?**

Reasons vary and many parents seldom reveal nor are they required to reveal the actual reason or reasons.

**2. What is the position of the chief administrative school office in Florida toward home education?**

The Commissioner supports the right of parents to choose an appropriate educational environment for their child.

**3. How long has home education been a means of meeting the regular attendance requirement in Florida?**

Home education became law on June 17, 1985.

**4. What is the distinction between a home education program and a satellite/umbrella school?**

A satellite/umbrella school that responds to the annual survey required by statute is considered a private school.

**5. How can a parent locate an evaluator for the annual evaluation?**

Districts are not required to provide this service. However, in some districts, parents are referred to home education support groups who may have lists of teachers who are available to evaluate home education students at the parent's expense. In at least one district, home educators are provided the district's "Tutor Book" which is printed annually and contains a list of only certified teachers.

**6. What type of diploma does a home education student receive?**

School districts are not authorized to award a diploma to a home education student.

**7. Do parents have access to any state appropriated funds for home education?**

No.

8. **Do students who have been home educated have the option to return to public school?**

Yes. Any student who falls within the compulsory attendance age has the right to enroll in a public school.

The grade placement of the home education student or any student is governed by current School Board policies and standards of the Southern Association of Colleges and Schools (SACS).

The home education parents are required, by law, to inform the Superintendent in writing of the termination of the home education program.

9. **Do the standards of the Southern Association of Colleges and Schools prohibit a home school student from re-entry into public high school?**

No. Regional Accreditation, however, regulates this process. Students from home education programs are considered the same as a student from any non-accredited institution.

10. **How does a home education student at the high school level transfer into a public school when the previous course work is not awarded in the traditional manner?**

Home education students enrolling in a district high school must have all course work validated, by any of several means, according to district policy, state board rule, and SACS accreditation standards.

11. **What educational qualifications must parents in Florida have in order to home educate?**

None.

12. **Are home education students bound by the required hours of school that apply to public school students?**

No. There are no attendance requirements for children in a home education program.

13. **Do home education students have the same opportunity to enter a college of their choice as a public school student?**

Yes, depending on their qualifications and the admission requirements of the post-secondary institution.

14. **Is there an opportunity for home school students to qualify for a state scholarship?**

Yes. Home education students may qualify for a scholarship through the Bright Futures Scholarship Program. For information about this program, call the toll-free number in Tallahassee (1-888-827-2004).

15. **How does a parent seek support from others who are teaching at home?**

There are home education support groups in every district. One state-wide group is the Florida Parent Educators Association (FPEA).

16. **Does the home education student have the right to take standardized tests at the local school district?**

School districts are required to provide state assessment tests if the parent chooses this option as a form of evaluation.

School districts may offer standardized tests to home education students.

17. **Are there health/immunization requirements for home education students?**

No.

18. **Are there standards for the quality of the portfolio review?**

No.

19. **Is the portfolio inspection required?**

No.

20. **May a parent implement a home education program for a five-year-old even though regular attendance begins at age six?**

Districts are not required to accept a letter of intent for a five-year-old, but some districts do. In that case, the home education parent keeps a portfolio and the child is evaluated the same as a student who is subject to regular attendance.

21. **May a district set a deadline for the annual evaluation?**

Yes. Some districts require the evaluation during June and July and find this satisfactory to home education parents who equate these months with the end of the school year. "Annually" may be defined as one year from the date of the letter of intent.

Districts should determine which way is appropriate.

22. **May a home education student attend extended school year?**

Home education students may be allowed to attend if the district offers extended school year.

23. **Who in the district processes waivers for employment of home education students?**

School districts are not required to process waivers for employment of home education students except to confirm, with a release for information from the parent, that the student is enrolled in home education.

24. **Must a district's packet of information regarding home education include a form letter of registration and termination of home education students?**

No. School districts are not required to provide forms, although some districts do so for ease of processing.

25. **Who evaluates the portfolio at the district?**

There is no requirement for the school district to evaluate the portfolio. Should a review be requested, the Superintendent or Superintendent's designee would evaluate the portfolio.

26. **Does the school district have the authority to exceed the Florida Statutes with local policies?**

No.

27. **Do school districts provide instructional materials to home education students?**

There is no requirement for districts to provide instructional materials to home education students.

28. **What services to do school districts provide to home education students?**

There is no requirement for school districts to provide services to home education students beyond that which is required in the law implementing home education.

Home education students are eligible for Exceptional Student Education (ESE) services. If a district is requested by a home education parent for an evaluation of a child, the district must provide the assessment service. If an exceptionality is verified, the district must provide the ESE services at a school determined by the school district.

29. **What happens to the records of a student who is withdrawn and entered into home education?**

Cumulative folders of students who are in a home education program are retained in the school district pursuant to local School Board policies.

30. **How do districts report transcripts to the Department of Education for home education students who take courses at a public school?**

Districts may report this information using the number 0998. This will place home education student transcripts in a separate and unique category identifiable from all other students.

# ***Appendix F***

## ***Guidelines for Optional Seventh Period Day***

## **GUIDELINES FOR OPTIONAL SEVENTH PERIOD DAY**

**(As Approved by the School Board on April 21, 1992)**

1. That each school be given the flexibility to work with their respective faculties to determine the courses which will be offered during the optional seventh period day;
2. That the larger high schools, Williston, Chiefland, and Bronson be allocated two teachers per semester with Cedar Key High School allocated one, and
3. The recommended criteria for course selection would be:
  - a. Course offerings for "make up" (especially those required for graduation). These courses could be offered as an optional seventh period and/or they could be offered through the Adult Education program; both during the afternoon and at night providing student enrollment was great enough.
  - b. Course offerings to solve schedule conflicts in the Master Schedule.
  - c. Courses in vocational areas.
  - d. Courses for enhancement and/or enrichment.
  - e. Courses of an elective nature.

# ***Appendix G***

## ***Community Service Guidelines***

## COMMUNITY SERVICE GUIDELINES

Community service is defined as follows:

- Contribution of individual service that enhances the community
- Must be done beyond the school day
- No monetary or other payment
- Must not promote a particular religion
- Examples:

Roadside and water clean-up projects; visiting/helping at nursing homes and hospitals; doing voluntary yard work for a needy or elderly family; helping with Boy Scouts, Girl Scouts, etc.; tutoring after school; aiding natural disaster victims; and removing of graffiti from public buildings

- Non-Examples

Tutoring during school hours; attending government meetings; fundraisers (unless all the money is donated directly to charity and is not done during school hours); anything done for family members, friends, or a family business; anything for which you are paid; court-ordered community services; club meetings; competitions

Timelines for community service

- Community service hours must be turned in by **April 1** to the school in which they were completed.

# ***Appendix H***

## ***Honor Roll Guidelines***

## HONOR ROLL

For those schools that utilize the "Honor Roll," the following guidelines will apply:

A. Elementary/Middle

1. All A's and/or S's (Satisfactory) for a nine-week period will be defined as Principal's Honor Roll.
2. All A's/B's and/or S's (Satisfactory) for a nine-week period will be defined as Honor Roll.

B. Middle/High

Those schools that use grade point averages to determine Honor Roll will use the following scale:

1. 4.00 Principal's Honor Roll
2. 3.50 - 3.99 A Honor Roll
3. 3.00 - 3.49 A/B Honor Roll

**OR**

1. 3.50 - 4.00 Principal's Honor Roll
2. 3.00 - 3.49 Honor Roll

C. Special area subjects should be included in determining Honor Roll. There must be at least four (4) documented objectives used in calculating the students' grade, including but not limited to, the following:

1. Physical Education
  - a. Active participation.
  - b. Progress toward physical fitness as measured by the approved physical fitness test. Individual areas may be tested in separate nine weeks.
  - c. Improvement of personal skills related to current activities.
  - d. Basic knowledge of activity as determined by oral or written tests, demonstration, etc.
2. Art/Music

- a. Active participation.
  - b. Basic knowledge of subject as determined by oral or written tests, demonstrations etc.
  - c. Improvement of personal skills related to project.
  - d. Project completion.
- D. If schools choose not to follow the process for determining special area grades, these subjects should not be included in determining Honor Roll.
- E. Exceptional Student Education and Dropout Prevention students will be included in Honor Roll Guidelines.

# Appendix I

## **GED/FCAT EXIT OPTION FOR DROPOUT PREVENTION SCHOOL BOARD OF LEVY COUNTY**

### **Guideline 1 - Student Selection Procedures**

- All students are 16 years of age or older.
- Current enrollment form is available for every student indicating that the students are enrolled in courses that meet high school graduation requirements in the GED Exit Option Model (electronic or hard copy).
- Records that document that the students are over age for grade are available for every student **and** the group the students entered kindergarten with have graduated, **or** the students are current year seniors behind in credits, and/or have a low GPA and are in jeopardy of not graduating with their peer group.
- The site has an appropriate test (reading test, TABE, or other tests described in Rule 6A-6.014, F.A.C.) with modifications for ESE/ELL students to measure if the student's reading level is at least at the seventh grade.
- The site has documentation of student records reviews to determine appropriate placement.
- Students are prevented from graduating prior to the class with which they entered kindergarten.
- The site has current copies of the parental notification and consent letters.
- The site has a current **written** description of the GED Exit Option Model and GED Tests content.

### **Guideline 2 - Counseling**

- The site has documentation that parents and students received appropriate counseling regarding the GED Exit Option Model and other graduation options prior to placement.
- Students have equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- Students receive academic, personal, and career counseling, including information relative to military recruiters, colleges, and universities

- The site has documentation of the continuation of counseling services during students' participation in the GED Exit Option Model.

### **Guideline 3 - Curricula and Instructional Content**

- The site has documentation that all students are enrolled in classes for credit that lead to a high school diploma in accordance with the district's pupil progression plan.
- The site has evidence that the students receive grades and report cards.
- The curriculum is designed to specifically meet student needs based on diagnostic testing.
- Teacher records reflect student performance standards for each course being taught.
- The curriculum has GED Course Curriculum Frameworks and Student Performance Standards integrated. (A copy may be obtained from the district's adult education director.)
- Site personnel make arrangements for students to take the FCAT.
- The site has copies of the official GED practice tests.
- Students earn acceptable scores on the official GED practice tests, administered under standard testing conditions.
- Remediation is provided if any sections of the FCAT or GED tests are not passed.

### **Guideline 4 - Instructional Resources and Qualified Staff**

- Teachers are certified according to the guidelines provided in the *Florida Course Code Directory and Instructional Personnel Assignments*.
- Teachers meet the federal definition of a "highly qualified" teacher as described in the *No Child Left Behind Act of 2001*.
- The site has appropriate instructional materials and the courses are aligned with the Sunshine State Standards.
- Class size and classroom space is reasonable, pursuant to the State Board of Education Rules.
- The site has copies of the GED Course Curriculum Frameworks and appropriate State Board Rules.
- Teachers of this model are encouraged to participate in staff development provided through the Adult Education Program and GED Testing Service.
- Students have access to 25 hours of instruction per week (full-time, grades 9-12).

- Flexible scheduling is provided, which allows for students to attend vocational training, attend on-the-job training, or be employed (optional).

### **Guideline 5 - Standard High School Diploma**

- Students who pass the GED Tests and the FCAT are awarded a standard diploma. (The state of Florida diploma will only be awarded by written request)
- Students who pass the GED Tests but do not pass the FCAT are awarded only a state of Florida diploma.
- Districts have the flexibility to award a standard diploma to GED completers who do not pass the FCAT by authority of Rule 6A-6.021, F.A.C.
- Districts have the flexibility to award a standard diploma to students who have failed the FCAT at least three times by substituting a passing score on the ACT or SAT per Florida Statute 1008.22(9). This option does not apply to a new student to the public school system in grade 12.

### **Guideline 6 - Official Recognition**

- Students are eligible to participate in all standard high school activities, including extracurricular activities and graduation ceremonies.

### **Guideline 7 - Data Collection**

- Student data is transmitted to the Department of Education via the Automated Student Information System, Dropout Prevention Program Evaluation format, during Survey 5.
  - P--The student took the official GED tests and passed.
  - F --The student took the official GED tests and failed.
- The **W10** withdrawal code, *any PK-12 student participating in a GED Exit Option Model who passed the GED Tests and the FCAT and was awarded a standard high school diploma*, was used.
- The **WGD** withdrawal code, *any student participating in the GED Exit Option Model who passed the GED tests but did not pass the FCAT and was awarded a state of Florida diploma*, was used.
- The Annual School Report Form for the GED Exit Option Model (part B) is completed and submitted to the district as part of the application which is submitted to the Department.

### **Guideline 8 - Integrity of the Tests**

- Testing arrangements are coordinated with the Adult Education Program to ensure that all proper protocol, special accommodations, and testing procedures are met.

## GED GENERAL INFORMATION AND CONTENT

TEST	CONTENT AREA	SUB-AREA %	TIME LIMIT IN MINUTES
Writing Skills Grammar	Spelling, punctuation, capitalization	30%	75
	Usage	35%	
	Sentence Structure	35%	
Writing Skills Essay	200 word essay on specific topic assigned during testing		45
Social Studies	History	25%	85
	Economics	20%	
	Political Science	20%	
	Geography	15%	
	Behavioral Science	20%	
Mathematics	Arithmetic	50%	90
	Algebra	30%	
	Geometry	20%	
Science	Life Science	50%	95
	Physical Science	50%	
Interpreting Literature and the Arts	Popular Literature	50%	65
	Classical Literature	25%	
	Commentary on Literature and Arts	25%	

### APPLICATION PROCEDURES

Upon successful completion of the aforementioned criteria, the School Guidance Counselor, will forward the student's name to the Director of Secondary Education. The student will be required to apply to take the GED test by going to the Central Florida Community College Levy County Center and do the following:

1. Complete an official application form
2. Bring two forms of identification
3. Pay \$50.00 test fee

*This educational alternative program is voluntary. As the parent of a Levy County Public School Student, we need your approval to place your child in this program. Please read the information below and return it to the School.*

Parent/Guardian Approval Information:

I understand the above listed conditions for eligibility into the GED/FCAT Exit Option program. My child and I have been counseled concerning the status of High School credits and school completion, program goals and procedures and post graduation options. I understand the parental notice as printed above. I also understand I must incur

the cost of the administration of the GED test which is \$50.00 and subsequent fees if other testing is required.

I give my permission for my child, \_\_\_\_\_ to be in this program.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature (Printed): \_\_\_\_\_ Date: \_\_\_\_\_

Place in student cum folder

# Appendix J

## **Administrative Grade Re-Classification**

(School Letterhead)

Date: \_\_\_\_\_

### **ADMINISTRATIVE GRADE RE-CLASSIFICATION**

Pursuant to the provisions of the Pupil Progression Plan of the Levy County Schools regarding courses taken by students below the 9<sup>th</sup> grade to satisfy high school graduation requirements, the following student has been assigned to the 9<sup>th</sup> grade:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Present Grade: \_\_\_\_\_

Assigned Grade: \_\_\_\_\_

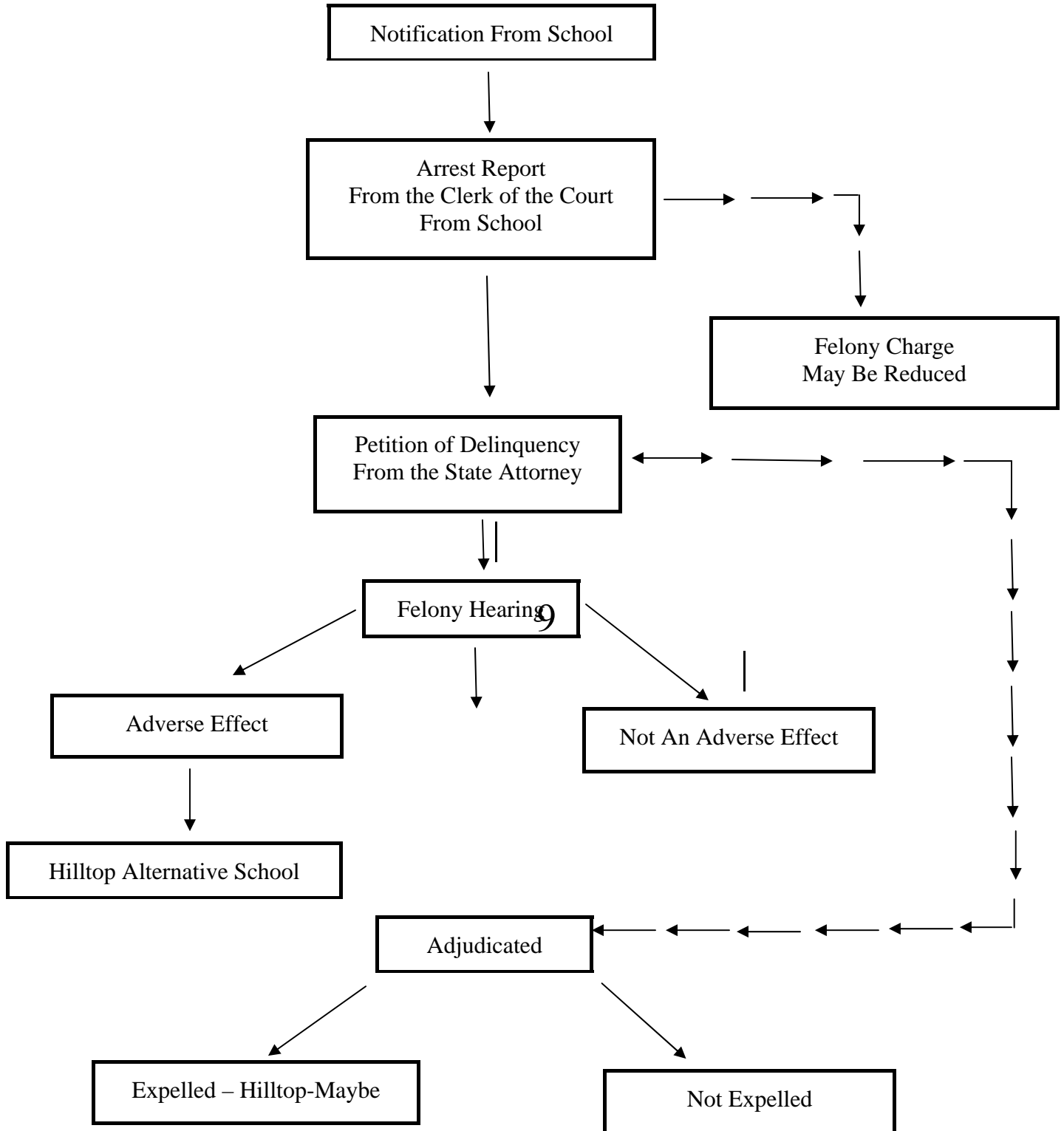
Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# ***Appendix K***

## ***Students Charged with a Felony***

# Student Charged With A Felony

(NOTE: If the student is active in ESE, refer immediately to the ESE Director)



**PROCEDURES TO BE USED CONCERNING IDENTIFICATION  
OF AND PROVIDING SERVICES FOR CHARGED FELONS  
ATTENDING SCHOOL IN LEVY COUNTY**

**Step 1:** Upon receipt of information from the State Attorney’s office of a juvenile formally charged with a felony, check to see if the student is an active Levy County student.

- X If the student is active, then determine if the student is in our Exceptional Student Education (ESE) program. If the student is active in ESE, refer immediately to the ESE Director.
- X Create a folder for each student to track during the time the student is in the legal system and gather information to assist in making educational decisions regarding the student.
- X Contact the State Attorney’s office for additional information to assist in determining if the charges will be dropped/pled or maintained.

**Step 2:** Discuss with the school Principal whether or not they feel the student remaining in the school will present an adverse impact on the educational program, discipline, or welfare in the school.

- X In the case of an ESE student, a “manifestation hearing” would have to occur prior to an administrative hearing being held.
- X If it is felt the student’s continued presence on the campus will present an adverse impact on the school, an administrative hearing will be held with notification provided to the parents.

**Step 3:** If the results of the administrative hearing are conclusive in that the continued presence of the student on campus would create an adverse impact, the student will be suspended and enrolled immediately in a day-time alternative education program (Hilltop Alternative School).

- The student will remain at Hilltop Alternative School until either adjudicated delinquent or found guilty at which time the Superintendent will determine if a recommendation will be made to the School Board for expulsion.
- X If at any time during the process information is received that has resulted in the charges being dropped, or lowered to a misdemeanor, the student will be immediately returned to their regular school of attendance.

If the student is ESE, educational services must continue.

**FELONY ADMINISTRATIVE HEARING NOTICE**

\_\_\_\_\_ Date

To the Parents or Guardians of \_\_\_\_\_ Full Name

Dear \_\_\_\_\_,

We have received notice that your child has been formally charged with the following felony(ies):

Pursuant to Florida Statute 1006.09 and in accordance with State Board of Education Regulation 6A-1.0956 the date of \_\_\_\_\_ at is being set to conduct an Administrative Hearing to determine if the incident has an adverse impact on the educational program, discipline, or welfare of the school. The hearing will be held in the office of the Principal.

For your information, included with this letter is a copy of State Board of Education Regulation 6A-1.0956 outlining the conditions of the hearing. A copy of the provisions of Florida Statute 1006.09 is also included to give information of the conditions under which a waiver of suspension may be granted.

Until such time as the hearing takes place, \_\_\_\_\_ will be temporarily suspended from school.

If you have any questions please do not hesitate to contact me.

Respectfully,

Principal  
(352) \_\_\_\_\_ - \_\_\_\_\_

xc: Robert Durrance, Attendance and Truancy Coordinator

**FELONY ADMINISTRATIVE HEARING FORM**

School: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Parent or Guardian:

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Felony(ies) Charge:

Date of Hearing: \_\_\_\_\_

Persons in Attendance: \_\_\_\_\_ Reason for Attendance: \_\_\_\_\_

Results:

\_\_\_ Incident is shown to have an adverse impact on the educational program, discipline, or welfare of the school

\_\_\_ Incident is shown **NOT** to have an adverse impact on the educational program, discipline, or welfare of the school

\_\_\_\_\_  
Principal's Signature

Does student participate in any Exceptional Student Education program? \_\_\_\_\_  
If yes, give exceptionality \_\_\_\_\_

Send this completed form to Robert Durrance, Attendance and Truancy Coordinator for signature of Superintendent, or if the student participates in any exceptional program send to Rosalind Hall, Director Exceptional Student Education.

\_\_\_\_\_  
Superintendent or Designee

\_\_\_\_\_  
Date

## FELONY ADMINISTRATIVE HEARING RESULTS

\_\_\_\_\_  
Date

To the Parents of \_\_\_\_\_

Dear \_\_\_\_\_,

As a result of the Administrative Hearing conducted in my office on \_\_\_\_\_ your child will be suspended from school. This suspension will be in effect until such time as your child's case is adjudicated. Educational services during this time will be provided at the Hilltop Alternative School located in Bronson.

Please contact Mr. Patrick Wnek (352) 486-5388 immediately for procedures to have your child begin attending classes at that school. Any delay in getting your child started may adversely affect their educational progress.

If you have any questions regarding this please do not hesitate to contact me.

Respectfully,

Principal

# ***Appendix L***

## ***The Three Tier Academic Support Plan***

## An Academic Support Plan for K-3 Readers

This document is to provide technical assistance regarding students experiencing reading difficulties.  
The state has created a three tiered academic support plan for K-3 students.

<b>TIER ONE</b>	<b>TIER TWO</b>	<b>TIER THREE</b>
Students Never Retained - with Identified Reading Deficiency 1008.25(7)(b) 7, F.5.	Students Retained Once 1008.25(7)(a), ES. 1 008.25(7)(b), ES.	Students Retained Two Times in the Same Academic Grade 1008.25(7)(b) 8, ES.
<b>READ INITIATIVE</b>	<b>READ INITIATIVE</b>	<b>INTENSIVE ACCELERATION</b>

Just Read, Florida! Recommends at least a 90 minute reading block for K-5 students. In addition to the 90 minute block of initial instruction and differentiated instruction, extra time in the school day should be provided for students that are having difficulty. Screening, progress monitoring, and diagnostic assessments must be readily available at every school and be used to guide instruction.

<b>90 Minute Reading Block</b>			
<b>Instruction</b>	<b>Range of Time</b>	<b>Class Configuration</b>	<b>Examples of Teacher-Lead Activities</b>

<p style="text-align: center;"><b>Initial</b></p> <p>90+ minutes daily</p>	<p style="text-align: center;">25-60 minutes</p>	<p style="text-align: center;"><b>Whole Group</b></p>	<p>Work with Core Comprehensive Reading Program (CCRP)</p> <p>Phonemic Awareness:</p> <ul style="list-style-type: none"> <li>/ Manipulating sounds</li> <li>/ Segmenting sounds</li> <li>/ Blending sounds</li> </ul> <p>Phonics &amp; Fluency:</p> <ul style="list-style-type: none"> <li>/ Sound-letter relationships .</li> <li>/ Blending &amp; decodables</li> <li>/ Dictation</li> </ul> <p>Vocabulary &amp; Comprehension: .</p> <ul style="list-style-type: none"> <li>/ Pre-reading strategies</li> <li>/ Reading</li> <li>/ Post reading</li> </ul>
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\* This small class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1,2, and 3. While not working with the teacher, students will be working in small groups at literacy centers.

**Small Groups (Group 1-5)\*\***

15-20 Minutes	M	T	W	T	F
Session 1	1	4	2	5	3
Session 2	2	5	3	1	4
Session 3	3	1	4	2	5

\*\* Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.

- Group 1: segment sounds with Elkonin boxes
- Group 2: word building with letters and pocket charts
- Group 3: review complex blending strategies
- Group 4: reread the decodable book
- Group 5: choral reading of a new poem

**Immediate Intensive Intervention**  
(iii)

20 minutes

3 Times per Week

1			1		1
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- Work with Supplementary Reading Programs (SRPs)
- Group 1 also needs iii, which requires work on the following skills in addition to work with Elkonin boxes
- / Phonemic segmentation with mirrors
  - / Common syllable patterns with spelling
  - / Reading a decodable book at an instructional level

**TIER ONE - Students Not Retained - But Having Difficulty**

**READ INITIATIVE**

Teacher Student Ratio	Same As Other Students
Instructional Time	90 Minute Reading Block with additional time for intervention. 1008.25(7)(b) 7, F.5.
Materials	<p><b>CORE/ State Identified</b> Reading Program that is research based and has proven success teaching the five components of reading.</p> <p><b>Differentiated Materials</b> Research based materials that reinforce the initial instruction</p> <p><b>Intervention Materials</b> Research based materials that teach areas of deficits as determined by a diagnostic. This instruction should take place in addition to the 90 minute block. Intervention Materials should be different from supplemental and CORE materials. 1008.25(7)(b) 7, F.5.</p>
Screening	SAT 9, FCAT, Program based materials, DIBELS 1008.25(7)(b) 7, FS.
Progress Monitoring	Should be on going. This can be as simple as a CCRP or SRP reading program weekly test, timed readings, or observations. DIBELS is an appropriate screening and progress monitoring tool and can be used for these students. 1 008.25(7)(b) 7, FS.
Diagnostic	A diagnostic measure should be given to students if differentiation and immediate intensive intervention are not working. For more information on diagnostic tools that meet psychometric standards contact the Florida Center For Reading Research. <a href="http://www.fcrr.org">www.fcrr.org</a> 1008.25(7)(b) 7, FS.
Academic Improvement Plan (AIP)	An AIP should be written for any child that is not on Grade level. When determination is made that a child is not on grade level, no matter what time of year, an AIP should be written that is driven by a diagnostic Assessment.
Summer Reading Camps	For Students with Level I FCAT Third Grade 1008.25(7)(a) , F.5. – 1008.25(7)(b)2,F.S.

TIER TWO – Students Retained Once In Third Grade  
Successful Progression for Retained Students

READ INITIATIVE

Requirements Prescribed by school district, which may include, but are not limited to:

Teacher Student Ratio	Reduced Student Teacher Ratio 1008.25(7)(b) 2, FS.
Instructional Time	90 Minute Reading Block which includes small group instruction 1008.25(7)(b) 2, FS. Intervention In Addition to 90 Minute Block 1008.25(7)(a), FS.
Materials	<b><i>Must be provided a different curriculum from the year before. This may be a change in supplemental and intervention materials. You are not required to change the CCRP.</i></b>  CORE Reading Program that is research based and has proven success teaching the five components of reading. Differentiated Materials Research based materials that reinforce the initial instruction. Intervention Materials Research based materials that teach areas of deficits. This instruction should take place in addition to the 90 minute block. Differentiated Instruction should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90 minute block. 1008.25(7)(a) , FS.
Screening	FCAT, DIBELS, Program based assessments i.e.,CCRP or SRP based assessments, one minute timed reading ...
Progress Monitoring	Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. DIBELS is a strong screening and progress monitoring tool. 1008.25(7)(b) 2, FS.
Diagnostic	Every child is required to be given a diagnostic measure. For more information on diagnostics that meet psychometric standards contact the Florida Center For Reading Research at <a href="http://www.fcrr.org">www.fcrr.org</a> 1008.25(7)(a), F.5.
AIP	All students retained must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, FS.

TIER TWO- Students Retained Once In Third Grade  
Successful Progression for Retained Students (continued)  
READ INITIATIVE

Requirements Prescribed by school district, which may include, but are not limited to:

Portfoli	Any child retained in third grade must have an ongoing portfolio that meets the state portfolio requirement. To find information about state requirements for portfolio go to: <a href="http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf">http://info.fldoe.org/dscgi/ds.py/Get/File-1073/Portfolio_TAP.pdf</a> 1008.25(7)(b) 1
Summer Reading Camps	Required for Students with Level I FCAT Score on Reading in Third Grade 1008.25(7)(a) , F.S. 1008.25(7)(b) 2, F.5.
Tutoring and Mentoring	Assign a trained volunteer or mentor to each student and / or assign someone to tutor each student on deficit areas. 1008.25(7)(b) 2, F.S.
Transition classes	In a district's pupil progression plan there should be language that describes a district's mid-year promotion procedures. Students should be provided on-grade level work for the subject areas that are not at risk. 3rd - 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S.
	Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.S.
Extended School Day	Provide an after school program with research based materials and certified teachers to tutor and remediate students. Saturday School with research based materials and certified teachers to tutor and remediate students. Extended Year with research based materials and certified teachers to tutor and remediate students. 1008.25(7)(b) 2, F.S.

(D)

**TIER THREE- Students That Did Not Meet Progression  
Two Consecutive Requirement Years 3+students)**

**180 Minute Reading Block**

<b>Instruction</b>	<b>Range of Time</b>	<b>Class Configuration</b>	<b>Examples of Teacher-Lead Activities</b>
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**Initial**  
120 minutes  
daily

45  
minutes

**Whole Group**

- Work with Core Comprehensive Reading Program (CCRP)
- Phonemic Awareness:
  - / Manipulating sounds
  - / Segmenting sounds
  - / Blending sounds
- Phonics & Fluency:
  - / Sound-letter relationships
  - / Blending & decodables
  - / Dictation
- Vocabulary & Comprehension:
  - / Pre-reading strategies
  - / Reading
  - / Post reading

\*This sample class has five small flexible groups that are formed based upon ongoing assessment results. The Teacher meets with three groups daily during sessions 1,2,and 3. While not working with the Teacher, students will be working in small groups at literacy centers.

TOTAL  
TIME  
75  
minutes

**Small Groups (Group 1-5)\*\***

15-20 Minutes	M	T	W	T	F
Session 1	1	4	2	5	3
Session 2	2	5	3	1	4
Session 3	3	1	4	2	5

\*\* Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.

- Group 1: segment sounds with Elkonin boxes
- Group 2: fluency
- Group 3: review complex blending strategies
- Group 4: reread the decodable book
- Group 5: vocabulary

**Immediate Intensive Intervention (iii)**

60  
minutes  
daily

Teacher Center

Trained  
Para Center

Center 3  
w / out adult

M	T	W	T	F
1	1	1	1	
1	1	1	1	
1	1	1	1	

Science and Social Studies text can and should be incorporated into the reading block of time.

- Work with Supplementary Reading Programs (SRPs)
- / Phonemic segmentation with mirrors
- / Common syllable patterns with spelling
- / Reading a decodable book at instructional level
- / Fluency Building
  - / Prefixes Roots
- / Comprehension Strategies
- / Language Development
- / Sequencing
- / Retelling a Story

**Computer Lab**

30-60  
minutes  
three times  
a week

Computer  
Lab

M	T	W	T	F
x		x		x

Utilize Computer Programs which are diagnostic and prescriptive. (SBRR)

**Reading Computer Block**

Computer time to reinforce and remediate should occur in addition to the 180 minute reading block.

## Language Lesson

**Language Lesson**

30-60 minutes two times a week

Language Lesson

M T W T F

	x			x
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Utilize Language Materials and Guidance From the Language Pathologist. (SBRR)

### Total Reading Time

Accelerated Core with Intervention	Intervention	Computer Lab or Language Lesson	Total Time
120 Minutes a Day	60 Minutes a Day	30-60 Minutes	3.5-4 Hours a Day
		Two Times a Week	

<b>Requirements</b>	
Student Teacher Ratio	Reduced Student Teacher Ratio 1008.25(7)(b) S, FS.
Instructional Time	180 Minute Reading Block with at least a 90 minute segment of uninterrupted time. 1008.25(7)(b) 8, F.5.
Materials	<p>Must be provided a different CORE curriculum from the year before.</p> <p>CORE Reading Program that is researched based and has proven success teaching the five components of reading and accelerating reading achievement by two years in one school year.</p> <p>Differentiated Materials                      Researched based materials that reinforce the initial instruction</p> <p>Intervention Materials                      Researched based materials that teach areas of deficits. This instruction should take place in the ]20 + 60 reading block.</p> <p>Differentiated Instruction should be treated as immediate intensive intervention with prescribed materials for the students' deficit.</p> <p>Immediate Intensive Intervention (iii)                      Materials should continue to be used during iii after the 90 minute block.</p> <p>SBRR Language Materials researched based materials that instruct students on language and vocabulary skills. A speech/ language pathologist should consulted about appropriate materials. 1008.25(7)(b) 8, F.5.</p>
Screening	FCAT, DIBELS, Program based assessments.
Progress Monitoring	Should be on going and weekly. The progress monitoring has to be more frequent than for non retained students. This can be as simple as a CORE reading program weekly test, timed readings, or observations. DIBELS must be used for these students. 1008.25(7)(b) 8, F.5.
Diagnostic	Every child should be given a diagnostic measure. For more information on diagnostic assessments that meet psychometric standards contact the Florida Center For Reading Research at <a href="http://www.fcrr.org">www.fcrr.org</a>

(continues)

<b>Requirements (continued)</b>	
AIP	All students retained and below grade level must have an AIP. The AIP must be driven by a diagnostic assessment. 1008.25(7)(b) 1, F.S.
Portfolio	Any child retained in third grade must have an ongoing portfolio that meets that state portfolio requirement. To find information about state requirements for portfolio go to: <a href="http://info.t1doe.org/dscgi/ds.py/Cet/File-1073/Portfolio_TAP.pdf">http:// info.t1doe.org / dscgi/ ds.py / Cet/File-1073/Portfolio_TAP.pdf</a>
Transition classes	In a district's pupil progression plan there should be language that describes the district's mid-year promotion procedures. Students should be provided grade level work for the subject areas that are not at risk. 3 <sup>rd</sup> - 4th grade transition classes are an option. 1008.25(7)(b) 2, F.S Districts shall provide a student that has been retained and received intervention instruction an option of being placed in a transitional instructional setting. 1008.25(7)(b) 10, F.5.
There needs to be <b>at least two professionals</b> in the class during differentiated and intervention instruction.	
Instructor	A high-performing teacher as determined by student performance Data and above satisfactory on performance appraisals.
Speech Language Pathologist	A licensed or certified speech language pathologist used in the classroom for instruction or with collaboration with lesson planning. 1008.25(7)(b) 8, F.5.
Para-Professional	Trained on materials and strategies used the classroom.
<b>Reporting Requirements</b>	
Progress Monitoring will be reported to DOE on the Progress Monitoring and Reporting Network (PMRN). These classes will follow the same schedule as Reading First Schools.	Report DIBELS data. Schools will enter DIBELS information on the Progress Monitoring and Reporting Network 1008.25(7)(b) 8, FS. If progress is not being made additional diagnostics will be administered and used in conjunction with DIBELS. All of these measures will be reported on the PMRN.
<b>Monitoring by the State</b>	The state will monitor reports and make visits to districts If needed.

SCHOOL LETTER HEAD  
(August / September)

Dear Parent(s) or Guardian,

I am writing this letter out of concern for \_\_\_\_\_'s reading progress. Our assessments indicate he/she has a substantial deficiency in reading.

We will be providing your child with explicit instruction in the areas of need. Shortly we will be offering Supplemental Educational Services such as before and after school remediation. I would like to encourage you to take advantage of these opportunities. If you have not heard from us prior to the end of September please contact your child's teacher or our guidance department.

It is extremely important that we work together to improve your child's reading skills. He or she will be retained in his/her current grade unless he/she is able to meet the School Board of Levy County requirements for promotion. We also need to be sure you are aware that tests such as FCAT and SAT10 are NOT the sole determiner in promotion.

We will be reporting your child's fluency rate with each report card. From this information you will know your child's progress in reading. Fluency refers to the speed at which your child reads words and comprehends. You will receive information about the expected level of performance for your child's grade level. We will be focusing on fluency through-out the school day this year. Please encourage your child to do his/her very best.

Please practice at home.

We look forward to working together with you this year. Our main goal will be to get your child on grade level in reading. Working together I believe we can accomplish this goal.

Thank you in advance for your support and help with your child this year.

Sincerely,

Signature of Principal

SCHOOL LETTER HEAD  
(August / September)  
3<sup>rd</sup> Grade Retentions

Dear Parent(s) or Guardian,

Since your child will be repeating the third grade year it is important that we work to increase his/her chances for success. I also want to inform you of the opportunities your child will have to succeed this year.

Our assessments indicate that \_\_\_\_\_ still has a substantial deficiency in reading. However, if he/she is able to achieve the expected level of fluency and successful work on grade level prior to November 1, 2004, he/she can be promoted to fourth grade. This is called "Mid Year Promotion". The state is currently working on specific criteria to qualify for promotion from third grade.

We will be providing your child with explicit instructions in the areas of need. Shortly we will be offering Supplemental Educational Services such as before and after school remediation. I would like to encourage you to take advantage of these opportunities. If you have not heard from us prior to the end of September, please contact your child's teacher or our guidance department.

We will be reporting your child's fluency rate with each report card. From this information you will know your child's progress in reading. Fluency refers to the speed at which your child reads words and comprehends. You will receive information about the expected level of performance for your child's grade level. We will be focusing on fluency throughout the school day this year. Please encourage your child to do his/her very best. Please practice at home.

We look forward to working together with you this year. Our main goal will be to get your child on grade level in reading. Working together I believe we can accomplish this goal.

Thank you in advance for your support and help with your child this year.

Sincerely,

Signature of Principal

## SCHOOL LETTER HEAD

### P A R E N T O R G U A R D I A N O F R E T A I N E D T H I R D G R A D E S T U D E N T S

Dear Parent(s) or Guardian:

School Board of Levy County Comprehensive Student Progression Plan allows for mid year promotion for students retained in third grade due to a reading deficiency. Mid year promotion must occur during the first semester of the academic year.

We want your child to have every opportunity to achieve grade level or above in reading performance. If you have any questions please contact your child's teacher, principal or guidance councilor. The following outlines the requirements for Mid Year promotions for previously retained third grade students:

- (1) To be eligible for mid-year promotion, a student must demonstrate that he or she:
  - (a) is a successful and independent reader as demonstrated by reading at or above grade level by achieving grade level fluency on DIBELS;
  - (b) has progressed sufficiently to master appropriate fourth grade reading skills as demonstrated by Gates McGinitie Comprehension test.
  - (c) demonstrated satisfactory achievement in all other curriculum areas according to progress reports or report card grades.
  
- (2) To be eligible for mid-year promotion using a student portfolio there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade. The student portfolio must meet the following requirements:
  - (a) be selected by the student's teacher;
  - (b) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom:
  - (c) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, FC;
  - (d) include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCA T. This includes multiple choice, short response, and extended response items and passages that include literary text and information text. For each benchmark there must be 2 examples of mastery as demonstrated by a grade of "C" or better; and
  - (e) be signed by the teacher and the principal as an accurate assessment of the reading

skills.

The Academic Improvement Plan (AIP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

Again, if you have questions please call your child's teacher, principal or guidance department.

Sincerely

Principal

Specific Authority: Section 1008.25(7) (b) 4, F.S. Law Implemented 1008.25(7) (b) 4, F. S.



... opening the doors of opportunity

## School Board of Levy County

480 Marshburn Drive, P.O. Drawer 129

Bronson, FL 32621-0129

(352) 486-5231 • Sun Com 645-5231 • Fax (352) 486-5237

<http://www.levy.k12.fl.us>

**Clifton V. Norris**  
**Superintendent**

Estimado Padres / Guardian:

La Junta Escolar del Condado Levy Plano Comprehensiva para el Progresión de los Alumnos, permite promoción a mitad del año para los estudiantes retenido en tercer grade por deficiencia en literatura. Promoción tendrá que ocurrir en el primer semestre del año escolar.

El Distrito quiere dar todas las oportunidades a sus hijos en mejorar su nivel escolar en la clase de idioma y lectura. Si tienes alguna pregunta sobre esto, por favor ponte en contacto con la maestra, el director del colegio, o la consejera de su hijo. Lo siguiente informa los requisitos para promoción a mitad del año de los niños retenido en tercer grade:

- 1) Para ser elegible para promoción el alumno tiene que demostrar que *el/ ella*:
  - (a) Exitoso e independiente lector a su nivel escolar.
  - (b) Que ha progresado suficiente las habilidades de cuarto grado.
  - (c) Ha demostrado un resultado satisfactorio en las áreas relacionadas con el currículo en las notas escolares.
  
- 2) Para ser elegible para promoción a mitad del año, con el portafolio del alumno hay que tener evidencia de los éxitos del estudiante en 3<sup>er</sup> grade del Sunshine State Standards Benchmarks para la clase de idioma, y el empieza del Benchmarks para el cuarto grado. Los próximos requisitos son:
  - (a) Selección por el maestro del alumno
  - (b) El trabajo de los estudiantes ha sido producido independientemente en el aula. (c) Evidencia de éxito al 4<sup>th</sup> grade benchmarks evaluado por la lectura del FCA T, del 4<sup>th</sup> grade y para los siguientes benchmarks tendrá que hacer un *A* o mejor y,
  - (d) Firmado por su maestro o director del colegio como una evaluación precisa de la lectura.

El Academia Plan de Mejora (AIP) para el cual quiere el alumno del 3<sup>er</sup> grade retenido que fue promovido a mitad del año al 4<sup>th</sup> grade tendrá que estar abajo implementado el resto del año académico.

Si tienes alguna pregunta, por favor llama al maestro, director del colegio, o consejera de su hijo.

**Sample Parental Notification for Retained Third Grade Students  
[Pursuant to section 1008.25(7)(b)3, Florida Statutes]**

Dear Parent:

Florida's goal is that every student read at or above grade level. If a student is not learning at the rate that he or she should, the school district must give additional tests to find out how to assist the student. The school and the parents will work together to form an academic improvement plan to help the student catch up and work at grade level.

Teachers must pay special attention to how well each child is learning to read in kindergarten through third grade. If a teacher is concerned that a child has a reading problem, the student will be tested to see the seriousness of the problem. The school must provide additional help to all students who are behind in learning to read.

The student must continue to receive additional support and assistance until he or she is able to read on grade level. If the student's reading problem is not corrected by the end of third grade, as demonstrated by scoring at Level 2 or higher in reading on the grade 3 FCA T, the student must be retained in the third grade.

This is to notify you that your child, <child's name>, has not met the reading level required for promotion and has not met the requirements for one of the good cause exemptions, as provided by Florida law. Each decision about a child's promotion or retention is based on several things, including the student's performance on the FCA T, additional evaluations, portfolio reviews, and certain alternative assessments. Your child is being retained to give him or her more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond.

Your child's school plans to provide the following additional services to help your child catch up in reading:

- 
- 
- 

We encourage you to contact your child's teacher to schedule an appointment to discuss your child's progress and academic improvement plan.

Sincerely,

**Sample Parental Notification for Students in K-3 with Reading Deficiencies  
[Pursuant to section 1008.25(7)(b), Florida Statutes]**

La meta del Departamento de Educacion de la Florida es que todos los estudiantes puedan leer al nivel del grado que estan cursando o a un nivel mas alto. Si un estudiante no esta aprendiendo al nivel que debe, el distrito escolar debera administrarle exámenes adicionales para saber de que forma pueden ser ayudados. La escuela y los padres deberan trabajar conjuntamente en la preparacion de un plan de mejoramiento academico que permita que el estudiante logre ponerse y trabajar al nivel de grado.

Los maestros deberan prestar una atencion especial sobre el progreso de aprendizaje en lectura de cada nino, desde kindergarten hasta el tercer grado. Si el maestro esta preocupado y piensa que el nino tiene problemas en lectura, debera darle un nuevo examen para determinar la magnitud del problema. La escuela debera proveer asistencia adicional a todos los estudiantes que se han quedado atras en lectura.

El estudiante debera continuar recibiendo apoyo y asistencia adicional hasta que el o ella pueda alcanzar el nivel de lectura del grade que esta cursando. Si el problema no es corregido para cuando llegue el final del tercer grado, demostrado por una calificacion al nivel 2 o mas alto en lectura en la prueba FCA T del tercer grado, el estudiante debera repetir el tercer grado.

La presente es para notificarle que su hijo(a), <child's name>, no obtuvo el nivel de lectura requerido para pasar de grado ya que no alcanzo los requisitos necesarios para obtener una excepcion por una razon valedera (*good cause exemptions*), segun las leyes del estado de la Florida. Cada decision sobre la promocion o retencion de un estudiante esta basad a en varias razones, incluyendo los resultados de la prueba FCAT, evaluaciones adicionales, revision de su portafolio de lectura y otrs exámenes alternativos. Su hijo(a) ha sido retenido(a) para darle la oportunidad y el tiempo que necesita para aprender y perfeccionar su lectura y as! poder enfrentar mejor la diffcil demand a de lectura exigida en el cuarto grade y grados siguientes.

La escuela de su hijo(a) planea proveerle los siguientes servicios adicionales para ayudarle a avanzar en lectura:

- 
- 
- 

Le sugerimos que se ponga en contacto con la maestra de su hijo(a) para fijar una cita, en la cual podran hablar ampliamente sobre el progreso academico de su hijo(a), y preparar un plan de mejoramiento academico.

Sinceramente,

# ***Appendix M***

## ***FCAT Screening Checklist for 12<sup>th</sup> Grade Students***

# Florida Department of Education

## Sample FCAT Screening Checklist for 12<sup>th</sup> Grade Students 2003-2004

<b>Steps</b>	<b>Completed</b>	<b>Not Completed</b>
Identify 12 <sup>th</sup> grade students who have not passed the reading and/or math sections of the FCAT (priority to those students who have met the credit and GPA requirements for graduation).		
Retrieve individual student FCAT results.		
Review individual student FCAT content areas and benchmarks and identify remediation areas.		
Review student schedule and determine degree to which schedule and supplemental programs support FCAT remediation needs?		
Ensure that student has an Academic Intervention Plan (AIP) and that the focus is consistent with the FCAT remediation needs.		
Review attendance data for school day and supplemental programs (e.g., after school).		
Problem solve to determine if any of the following require intervention focus: Student attendance Schedule modification Content/focus of remediation Instructional strategies used		
Schedule an appointment with the student and/or teachers to discuss potential changes to schedule, Attendance, and content areas to remediate FCAT deficiencies.		
Ensure that student and/or family is aware of the full range of high school completion options (standard diploma, GED, GED exit option, certificate of Completion, adult education).		

# ***Appendix N***

## ***Exceptional Student Education and Participation in State Testing***

## PARTICIPATION GUIDELINES

The Florida Alternate Assessment is an alternate achievement standards-based assessment designed specifically for students with significant cognitive disabilities. Individual Educational Plan (IEP) teams are responsible for determining whether students with disabilities will participate in alternate assessment. The IEP team should consider the student’s present level of educational performance in reference to the *Sunshine State Standards*. In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the Florida Alternate Assessment:

Questions to Guide the Decision-Making Process to Determine Whether a Student Takes FCAT or the Florida Alternate Assessment	YES	NO
<b>1. Is the student unable to master the <i>Sunshine State Standards</i> even with appropriate and allowable course accommodations?</b>		
<b>2. Is the student’s demonstrated cognitive ability the primary reason for the inability to master these standards?</b>		
<b>3. Is the student participating in a modified curriculum based on competencies in the <i>Sunshine State Standards Access Points</i> for all academic areas?</b>		
<b>4. Does the student require extensive direct instruction in academic and vocational competencies as well as domestic, community living and leisure activities?</b>		
<b>5. Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?</b>		

If the IEP team determines that **all five of the questions** accurately characterize a student’s current educational situation, then the **Florida Alternate Assessment** should be used to provide a meaningful evaluation of the student’s current academic achievement. If “yes” is not indicated in all five areas, then the student should participate in the Florida Comprehensive Assessment Test (FCAT) with or without accommodations.

Exceptional Student Education  
**Notice of Student's Non-Participation in Statewide Assessment**

STUDENT'S NAME: _____	SCHOOL: _____
<small><i>Last</i>                      <i>First</i>                      <i>Middle</i> .</small>	
BIRTHDATE: _____	STUDENT ID# _____ GRADE: _____

Date: \_\_\_\_\_

Dear Parent/Guardian:

As required by State law, our school district must notify you when your child will not participate in statewide assessment tests. The IEP committee has determined that your child will not participate in the statewide assessment program, because he/she met the exemption criteria specified in State Rules and the district's pupil progression plan. Your child is participating in the alternate assessment program, as specified on the IEP. As required by State law, we are informing you that non-participation in the State assessment program has implications such as the following:

1. The student probably will attain a special diploma rather than a standard diploma.
2. A special diploma will not allow a student to enroll in the military, attend a state university, or attend a community college.
3. Further restrictions, which may be imposed by state or local agencies, programs, or entities.

Please know that the IEP committee has carefully considered appropriate goals for your child, and that many students who attain a special diploma become very successful and independent adults.

The IEP committee reviewed the following evaluation procedure(s), test(s), record(s), or report(s) as a basis for the decision:

\_\_\_\_\_

If other factors were relevant to this decision, they included:

\_\_\_\_\_  
\_\_\_\_\_

As a parent/guardian, you have certain protections under the enclosed *Summary of Procedural Safeguards*. For further information and copies, please contact the Director of Exceptional Student Education and Student Services or Coordinator of ESE and Section 504 at (352) 486-5240, or the school counselor.

**Notice and Consent for Student to Receive  
Instructional Accommodations Not Permitted on Statewide and District-wide Assessments**

STUDENT'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_  
*Last First Middle*

BIRTHDATE: \_\_\_\_\_ STUDENT ID# \_\_\_\_\_ GRADE: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent/Guardian/Adult Student

As required by State law, our school district must notify you and obtain your written consent when it is decided that your child will receive instructional modifications to provide accommodations that are not permitted on the statewide and district-wide assessment tests. The implications of this decision are that your child may receive an accommodation in classroom instruction, such as having a reading test read orally, but that this accommodation would not be allowable on the statewide and district-wide assessment tests.

The IEP/504 committee has determined that the following accommodation(s) listed on your child's IEP/504 Plan will not be permitted as an accommodation in statewide and district-wide assessments:

\_\_\_\_\_  
\_\_\_\_\_

The IEP/504 committee reviewed the following evaluation procedure(s), test(s), record(s), or report(s) as a basis for the decision:

\_\_\_\_\_

If other factors were relevant to this decision, they included:

\_\_\_\_\_

As a parent/guardian/adult student, you have certain protections under the enclosed *Summary of Procedural Safeguards*. For further information and copies, please contact the Director of Exceptional Student Education (ESE) and Student Services or the Coordinator of ESE & Section 504 at (352) 486-5240, or the school guidance counselor.

A copy of this Notice and Consent for Student to Receive Instructional Accommodations Not Permitted on Statewide and District-wide Assessments has been provided to the parent/guardian/adult student.

*Parent/Guardian/Adult Student's decision regarding the proposed accommodations:*

Do you consent for the above-listed accommodations to be provided in instruction even though they will not be allowable in statewide assessment? (*Place in the box next to the correct statement, then sign and date*)

*Yes, I give my consent. In doing so, my signature means I fully understand the implications of the accommodations.*

*No, I do not give my consent.*

*I request a conference before granting consent.*

Date Signed: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Printed Name: \_\_\_\_\_

Signature of Student (if applicable): \_\_\_\_\_