



CHECK IT OUT!

The 2017-2018 Parent/Community Guide to Levy County Schools



Bronson
Elementary
Principal
Cheryl
Beauchamp
Phone:
(352)
486-5281



Bronson
Middle/
High
Principal
Gary
Masters
Phone:
(352)
486-5261



Cedar Key
Principal
Joshua
Slemph
Phone:
(352)
543-5223



Chiefland
Elementary
Principal
Lacy
Redd
Phone:
(352)
493-6040



Chiefland
Middle/
High
Principal
Dennis
Webber
Phone:
(MS)
493-6025
and (HS)
493-6000



Joyce
Bullock
Principal
Melissa
Lewis
Phone:
(352)
528-3341



Williston
Elementary
Principal
Jaime
Handlin
Phone:
(352)
528-6030



Williston
Middle/
High
School
Principal
Lindsay
Legler
Phone:
(352)
528-3542



Yankee-
town
Principal
Denee
Hurst
Phone:
(352)
447-2372



Nature
Coast
Middle
School
Principal
Charles
Bowe
Phone:
(352)
490-0700



Whispering
Winds
Charter
School
Director
Kimberly
Bartley
Phone:
(352)
490-5799



Whispering
Winds
Charter
School
Director
Jennifer
Pittman
Phone:
(352)
490-5799



A MESSAGE FROM SUPERINTENDENT EDISON



Dear Families,

The days are still warm and long, the beach still beckons, and our Schools are busily preparing for another school year rich with opportunities and challenges for every student. I welcome you to the 2017-18 school year.

I think there are few events that are as exciting as the opening of the school year. While a lot has changed since my childhood school days, some aspects of a new school year remain the same. Students are happy to be back to a routine and to be with their friends; they are also curious about who their teacher will be and what new adventures will be explored in their classroom. Parents/guardians are likewise happy their children are back into a routine, curious about this year's teacher (s), yet slightly saddened knowing that another school year means one fewer as a child, adolescent or teenager.

The faculty and staff of our schools return from their summer of coursework, professional development. New teachers have joined an experienced and talented group of educators that we are fortunate to have in our classroom and schools. They will bring their excitement and talents to the classroom with an understanding that we are helping our students become successful learners not only in school but, more importantly, outside the schoolhouse doors.

If you are new to Levy County or this is your first year with a child in our district, we especially welcome you. I think you will find Levy County to be a great place to live, learn and grow. There are many opportunities for you to be involved in your child's education; we urge you to take advantage of them.

To all families, we thank you for your continued support and for the opportunity to work with and teach your most valuable resource –your child.

Sincerely,
Jeffery R. Edison / Superintendent

THE SCHOOL BOARD OF LEVY COUNTY



Cameron Asbell
District 1
Bronson



Chris Cowart
District 2
Cedar Key



Brad Etheridge
District 3
Williston



Palge Brookins
District 4
Chiefland



Rick Turner
District 5
Yankeetown

The School Board of Levy County meets at 6:00 p.m. on the second Tuesday,
and at 9:00 a.m. on the fourth Tuesday of each month. All meetings are open to the public.
For School Board information, contact Board Secretary Angela Hogan at 486-5231.

CHECK OUT WHAT'S INSIDE!

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PLEASE NOTE: For the purposes of this guide, the term "parent" should be understood to include any guardian or caretaker who performs the duties of a parent for a child.



FACILITY USE WITHIN LEVY COUNTY



Candace M. Dean
Assistant Superintendent

Welcome to a new school year. I trust facilities.

that all of our families have had an opportunity for relaxation and fellowship.

Throughout the school year, we receive requests from either individuals or organizations to use school facilities or property.

School property, facilities, and equipment are intended primarily for school educational purposes and for the benefit of children. No other use shall interfere with these purposes. The principal shall approve the use of school property, facilities and equipment.

Certain groups or organizations may use school facilities without charge. National youth groups, e.g. scout groups operating under sponsorship of a county organization are eligible to use school facilities without charge. The District may also enter into use agreements with community organizations for school

School buildings may be made available for specific, temporary, or short-term purposes to organizations which are civic and community connected with the approval of the principal and Superintendent and upon payment of the fees established by the Board. Where school lunch kitchens are used, the facility must be operated by a qualified cafeteria worker. Any request for school use shall be initiated and approved by the principal.

All groups using school facilities must have appropriate liability insurance.

Use of school facilities for commercial or personal gain, any illegal activity, private teaching, or use for longer than 3 months is prohibited.

Please see school board policy 11.03 for complete details concerning use of school facilities.

Weighted Grade Point Averages

The School Board values and supports a multitude of student organizations. It is our belief that through student participation in their organizations, leadership skills are developed.

The School Board also places great value in input they receive from student organizations. Several years ago, representatives of the Levy Area

Student Council (LASC) made a year in review presentation to the School Board. One of the changes recommended to the Board by the LASC was to have a weighted grade point average that was printed on the report card. As a result, the Administration presented to the Board a proposal for weighted grade point averages. The Board adopted this change and it is now a part of the Comprehensive Student Progression

Plan. To summarize the change; all dual enrollment, advancement placement, and level 3 courses, in which a student earns a grade of at least "C" will receive the addition of one quality point. To view the entire change, please refer to section XI of the Comprehensive Student Progression plan found on the School Board Website at www.levyk12.org. See Valedictorian and Salutatorian information below.

VALEDICTORIAN and SALUTATORIAN

Beginning with the students in the 2014-2015 9th grade cohort, the student with the highest weighted GPA will be the Valedictorian. The student with the second highest weighted GPA will be the Salutatorian. See weighted Grade Point Averages above.

If you have any questions please contact your school's counselor.

Upcoming Awards and Honors for Standard Diploma Students

Beginning with the cohort entering 9th grade in 2014-2015, the schools will begin implementing a Cum Laude Awards System. The entire policy can be found in the Comprehensive Pupil Progression Plan.

To summarize the policy, in order to receive a Cum Laude Designation a student must meet all graduation requirements.

- ⇒ Summa Cum Laude
 - 4.0 minimum weighted grade point average.
 - A minimum of 3 credits in weighted courses with a "C" or higher.
- ⇒ Magna Cum Laude
 - 3.85 minimum weighted grade point average
- ⇒ Cum Laude
 - 3.5 minimum weighted grade point average



NOTICE OF NON-DISCRIMINATION

NOTICE OF NON-DISCRIMINATION

The **Florida Educational Equity Act**, Chapter 228.2001 Florida Statutes, requires that public education agencies regularly notify staff, students, and applicants for employment, parents, collective bargaining units, and the general public of its policies of non-discrimination. The information below is posted to comply with the notification requirements of the act.

Equity Coordinator – Candace M. Dean, Assistant Superintendent is designated as the Equity Coordinator for Levy County. She can be reached at 480 Marshburn Drive, Bronson, FL 32621, 352-486-5231 or email candace.dean@levyk12.org

Non-discrimination in Employment - All applicants for employment with the School Board of Levy County shall be recruited, selected, and assigned solely on the basis of experience, qualifications and the necessary requirements for the vacant position. Race, religion, age, national background, marital status, and gender will not be considered factors in the recruitment, selection, and assignment of such personnel, nor shall any qualified disabled person be excluded from consideration for employment solely on the basis of his/her disability.

Non-discrimination in Student Activities - No student enrolled in the Levy County Schools shall, on the basis of race, religion, age, national background, gender, marital status or disability, or genetic information, be excluded from participation in or be subjected to discrimination under any curricular or any other school sponsored activity. Career and Technical Education Programs are included in the curricular programs offered without discrimination. Opportunities for using school facilities will be afforded to all youth groups without discrimination. This includes the Boy Scouts of America or any other youth group as provided in the Boy Scouts Act. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

Grievance Procedures for Employees Excluded from Bargaining Units** - Whenever an employee feels that he/she has a grievance, including allegations of discrimination, every effort shall be made to arrive at a satisfactory solution of the problem on an informal basis. When this cannot be done, resort shall be to the more formal procedures provided herein in an effort to resolve a grievance. The grievance procedures for employees excluded from bargaining units shall be as follows:

Any employee with a grievance shall advise his/her immediate supervisor or the Director of Personnel of said grievance in writing and a copy of the said grievance shall be sent to the Superintendent. The written statement of the said grievance must be delivered within sixty (60) days of the alleged violation.

The School Board of Levy County does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Candace M. Dean, Assistant Superintendent, 480 Marshburn Drive, Bronson, FL 32621, 352-486-5231 or email candace.dean@levyk12.org

CONSIDERING HOME SCHOOL?

To establish a home education program, the district requires parents to:

- Complete and return a Notice of Intent. To get this form, call or visit the District Office. The district will also provide a packet of materials explaining home school parent responsibilities. All Homeschool materials are available on the District website www.levyk12.org
- Go to the child's school and complete the process of officially withdrawing the child.
- Maintain a portfolio of records as long as the child is educated at home. This portfolio must be kept for two years after completion of home schooling.
- Have the portfolio available for inspection within 15 days of receiving a request from the District Office.
- Submit an annual evaluation for the home school student demonstrating what he or she has learned.
- Update records at the district office when there is a change of address or phone number.
- Submit a letter of termination when the home education program is ended.

*For more information contact John Lott Jr.,
Assistant Superintendent at 486-5231*



LEVY BLENDED LEARNING PROGRAM

The School Board of Levy County believes in the value of online education. We have created a new program called Levy Blended Learning Program in order to better meet the needs of our 6-12 students. Students in this program will utilize customized online content through the Edgenuity learning environment to complete courses. Unlike other virtual options, students will have a certified teacher that sees them face-to-face 1-2 times per week. These same teachers will be on call for the remainder of the week to answer questions and assist students virtually as needed. High School courses taken through this program will meet the online course high school graduation requirement. If you are interested in enrolling your student in this program, please contact your school's guidance counselor.

MYDISTRICT VIRTUAL SCHOOL

In addition to this new option, the SBLC continues to offer virtual options through the North East Florida Educational Consortium's (NEFEC's) MyDistrict Virtual School program as well. Courses in this program may be offered using either Edgenuity curriculum or curriculum from Florida Virtual School. However, these programs do NOT offer face-to-face contact with certified teachers. MyDistrict Virtual School is in accordance with 1002.45, F.S.

MYDISTRICT OPTION K-5

For the MyDistrict option, all K-5 students are eligible to attend MDVS FT. Students in grades 6-12 are eligible to attend if they meet one of the following criteria: (1) attended a Florida public school the prior school year and were enrolled and reported by the school district for funding during October and February; (2) are dependents of a member of the U.S. military transferred to Florida within the last year following a permanent change of station order; (3) enrolled during the prior school year in a school district virtual instruction program or a full-time FLVS program; (4) has a sibling who is currently enrolled in a district virtual program and who was also enrolled in that program at the end of the prior school year. *According to Florida Statute (1002.45(5)), students in grades 6-12 who were home-schooled during the previous school year are not eligible to enroll in MDVS FT.*



**TO ANONYMOUSLY
REPORT BULLYING IN
YOUR SCHOOL CALL...**

**1-855-76BULLY
OR
1-855-762-8559**

From Next Generation Sunshine State Standards to Florida State Standards



John Lott Jr.
Assistant Superintendent

The primary purpose of Florida's K-12 assessment system is to measure students' achievement of Florida's education standards. The Florida Standards were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning. Assessment results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met. Assessments help Florida determine whether we have equipped our students with the knowledge and skills they need to be ready for careers and college-level coursework.

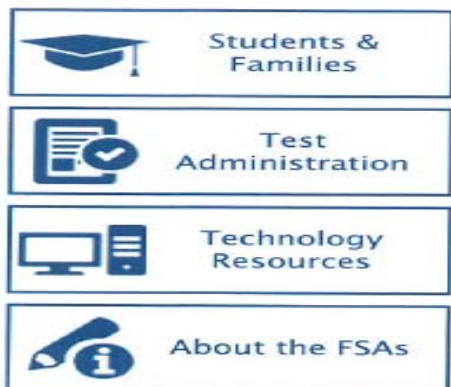
That being said, we feel as a District that we have gone beyond what is a reasonable number of assessments for our students. In conjunction with the FLDOE, for the 2016-17 school year we eliminated some assessments. Those include: The Grade 11 Florida Standards Assessment (FSA) for ELA, Postsecondary Education Readiness Test (PERT), some progress monitoring testing, and some local end-of-course exams where there is already a standardized statewide end-of-course exam. It is our desire to continue to eliminate as many assessments as possible, while still supporting the purposes of assessment as stated previously. Governor Scott signed House Bill 7069 into law. One provision in this bill is to discontinuance of the FAS Algebra 2 EOC assessment; **beginning with the upcoming Summer 2017 administration, the Algebra 2 EOC will not be administered.**

During the spring and summer of 2017, teachers, administrators, and district staff continued to refine curriculum maps to meet the demands of the new standards and to support high quality teaching across the district. The district also offered professional development in key content areas to provide teachers with additional classroom resources.

Parents and educators are encouraged to explore the online portal which includes sample assessment items and other resources for the new Language Arts, Mathematics, and Writing assessments.
<http://www.fsassessments.org/>

To implement the Florida State Standards, district staff, school administrators, and teachers have participated in the following initiatives:

- ⇒ Levy County Florida Standards Institute
- ⇒ Levy County Mathematics Cadres and Institute
- ⇒ The Document Based Questions Project (DBQ) training for Social Studies teachers Grades 4-12
- ⇒ Cambridge Education training on Danielson's framework and teacher evaluation for administrators
- ⇒ NEFEC Connect workshops
- ⇒ Kahn Academy Trainings
- ⇒ AVID training for middle and high school teachers and administrators
- ⇒ College Board SpringBoard Language Arts Training for teachers in Grades 6-12
- ⇒ College Board Advanced Placement Institutes for AP teachers
- ⇒ College Board Florida Partnership Leadership Institute
- ⇒ Curriculum Mapping and Assessment Blueprint development for all subjects
- ⇒ Performance Matters Student Achievement platform for administrators
- ⇒ Core Connection Writing Training K-8
- ⇒ School Based Standards Training K-12



Welcome to the FSA Portal

This portal is your source for information about the Florida Standards Assessments.

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

For information about FCAT 2.0 or NGSSS EOC Assessments, please visit
<http://www.fl DOE.org/accountability/assessments/k-12-student-assessment>.

For more information about Florida standards, course descriptions, and standard resources, please visit
www.cpalms.org.

LEVY TECHNOLOGY DEPARTMENT

State Assessment and Accountability Plan



In the 2016-17 school year, the state again has graciously included monies in their budget for the districts to continue upgrading their network infrastructures as well as purchase devices for students. In the upcoming 2017-18 school year, Levy County Schools will be continuing to move forward with its one-to-one Chromebook initiative for 9th through 12th grades. Chromebooks will be distributed within the 1st 9-weeks of school. There are policies and guidelines for Chromebook usage as well as student responsibility regarding their care of the device. Lastly, the grant added a new requirement this year. Each school having devices will need to be able to test an entire grade level at one time. As a result, there are a lot of different types of tasks and processes that are being worked on in the Technology Department.

This coming fall, we are excited to unveil our new district website through our partnership with The Digital Bell. We are revamping our district website to better serve our parents, students, and the community. Our new webpage will be www.levy.k12.org.

For district resources, reports, and information you can click on the District Website to access this information. One resource for parents of Algebra 1 students is Algebra Nation, which is a free Algebra EOC Prep Tool. Khan Academy is a resource for multiple subject areas. There are math instruction and review materials for early math through pre-calculus, as well as for the sciences of Biology, Chemistry, and Physics, the social sciences of History and Civics. It even has test Prep for the new SAT.

For parent Skyward users, if you should forget your password for Skyward to access your child's grade information, it is also located here. There you will find the Skyward Password Reset. Click this link and it will give step by step directions on how to reset the Skyward Password.

Barb Rivers, Director of MIS / Technology

FLORIDA'S TRANSITION TO COMPUTER-BASED TESTING FOR STATEWIDE ASSESSMENTS 2014-18

Assessment	2014-15	2015-16	2016-17	2017-18
FLORIDA STANDARDS ASSESSMENTS				
Grade 3 ELA Reading	PBT	PBT	PBT	1 st year CBT
Grade 3 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 4 ELA	Writing	PBT	PBT	PBT
	Reading	PBT	1 st year CBT	CBT
Grade 4 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 5 ELA	Writing	PBT	PBT	PBT
	Reading	1 st year CBT	CBT	CBT
Grade 5 Mathematics	CBT	CBT	CBT	CBT
Grade 6 ELA	Writing	PBT	PBT	PBT
	Reading	CBT	CBT	CBT
Grade 6 Mathematics	CBT	CBT	CBT	CBT
Grade 7 ELA	Writing	PBT	PBT	PBT
	Reading	CBT	CBT	CBT
Grade 7 Mathematics	1 st year CBT	CBT	CBT	CBT
Grade 8 ELA (Writing & Reading)	CBT	CBT	CBT	CBT
Grade 8 Mathematics	1 st year CBT	CBT	CBT	CBT
Grade 9 ELA (Writing & Reading)	CBT	CBT	CBT	CBT
Grade 10 ELA (Writing & Reading)	CBT	CBT	CBT	CBT
Algebra 1 EOC	CBT	CBT	CBT	CBT
Geometry EOC	CBT	CBT	CBT	CBT
Algebra 2 EOC	New CBT	CBT	CBT	CBT
NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) ASSESSMENTS				
Grade 5 Science	PBT	PBT	PBT	PBT
Grade 8 Science	PBT	PBT	PBT	PBT
Algebra 1 Retake EOC	CBT	CBT	CBT	CBT
Geometry (Retake)	CBT	NLA	NLA	NLA
FCAT 2.0 Reading Retake	CBT	CBT	CBT	CBT
FCAT Mathematics Retake	CBT	NLA	NLA	NLA
Biology 1 EOC	CBT	CBT	CBT	CBT
Civics EOC	CBT	CBT	CBT	CBT
U.S. History EOC	CBT	CBT	CBT	CBT

ELA = English Language Arts
EOC = End-of-Course

PBT = Paper-based test
NLA = No longer administered

CBT = Computer-based test

Updated July 2016

New High School Graduation Requirements

The tables below show the graduation requirements for a standard diploma by cohort year and Forward. Students will also have the opportunity to earn a Scholar designation or Merit designation. The Scholar designation requires a rigorous course of study and students must pass all End of Course Exams. To earn a Merit designation, students must meet the requirements for a standard diploma and attain one or more industry certifications.

Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade* or a comparative score.

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

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

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

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

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

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

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> • ELA I, II, III, IV • ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry. • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). • An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts†
1 Credit Physical Education†
<ul style="list-style-type: none"> • To include the integration of health
†Special note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory .
8 Elective Credits
1 Online Course Within the 24 Credits
<ul style="list-style-type: none"> • Students must meet the state assessment requirements (see left column). • Students must earn a 2.0 grade point average on a 4.0 scale.



New High School Graduation Requirements.....continued

What are the requirements for standard diploma designations?

Diploma Designations
Scholar Diploma Designation In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements: <ul style="list-style-type: none">▪ Earn 1 credit in Algebra II;▪ Pass the Geometry EOC;▪ Earn 1 credit in statistics or an equally rigorous mathematics course;▪ Pass the Biology I EOC;▪ Earn 1 credit in chemistry or physics;▪ Earn 1 credit in a course equally rigorous to chemistry or physics;▪ Pass the U.S. History EOC;▪ Earn 2 credits in the same world language; and▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none">▪ Takes the respective AP, IB or AICE assessment; and▪ Earns the minimum score to earn college credit.
Merit Diploma Designation <ul style="list-style-type: none">▪ Meet the standard high school diploma requirements▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

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

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

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

What are the public postsecondary options?

State University System (SUS)
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission): <ul style="list-style-type: none">▪ High school graduation with a standard diploma▪ Admission test scores▪ 16 Credits of approved college preparatory academic courses<ul style="list-style-type: none">○ 4 English (3 with substantial writing)○ 4 Mathematics (Algebra I level and above)○ 3 Natural Science (2 with substantial lab)○ 3 Social Science○ 2 World Language (sequential, in the same language)▪ 2 Approved electives <p>State University System of Florida</p>
The Florida College System
The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program. Division of Florida Colleges
Career and Technical Centers
Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Secondary Career and Technical Education Directors

Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

Revised July 2017

Other cohorts can review graduation requirements by incoming 9th grade cohort by visiting the following links:

- [Students Entering Grade Nine in the 2016-2017 School Year](#) (PDF)
- [Students Entering Grade Nine in the 2015-2016 School Year](#) (PDF)
- [Students Entering Grade Nine in the 2014-2015 School Year](#) (PDF)
- [Students Entering Grade Nine in the 2013-2014 School Year](#) (PDF)



Postsecondary College and Career Readiness

A priority for our district is to prepare our students for the more rigorous math and science courses required in the near future.

Professional development is essential for our teachers to understand the scope of the course requirements and to learn effective instructional strategies that provide students with conceptual understanding. Providing students with multiple and varied opportunities for credit recovery will be integral in planning programs in our secondary schools. The changes in legislation and focus in our educational system will continue to create challenges for our district in the upcoming year.

Our district's goal is that every student will graduate from high school prepared to enter and be successful in the workplace, in further education and/or in postsecondary degree opportunities. Beginning with the 2011-2012 school year, each high school offered a combination of at least four courses in dual enrollment or Advanced Placement, including one course in each of the following disciplines: English, Mathematics, Science, and Social Studies.

As your child graduates from high school, he or she will be entering the world of adulthood. The big question is: "What will he or she be prepared to do?" It is never too early to begin focusing on postsecondary goals together. The strongest predictor of postsecondary success is the rigor and quality of the high school curriculum. As students transition from elementary school to middle school, it is critical that they challenge themselves with the most rigorous classes in which they can be successful.

Dual Enrollment

Dual enrollment allows eligible middle and high school students to enroll in postsecondary courses for which the student earns credit towards high school graduation while at the same time earning credit toward a college degree or vocational certificate. Participating students are exempt from the payment of registration, matriculation, and laboratory fees. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. We have an articulation agreement with the College of Central Florida, who is the designated dual enrollment provider for Levy County. We also have articulation agreements with Santa Fe College and a new agreement with the University of Florida to offer online dual enrollment. In fact we are currently the only school district in North Central Florida outside of Alachua County to offer this program of study.

Advanced Placement

The College Board's Advanced Placement (AP) program is a nationwide program consisting of over 30 college-level courses and exams offered at participating high schools.

All students who are willing to accept the challenge of a rigorous academic curriculum should consider AP courses. AP courses are offered at all SBLC high schools, and the school district pays all exam fees for all AP students.

Middle school advanced and high school honors courses help prepare students for the more rigorous college level courses like Advanced Placement and dual enrollment.

Several years ago, SpringBoard Language Arts, a pre-AP program, was implemented in all of our language arts courses in grades 6-10.

This curriculum soon expanded to grades 11 and 12 language arts courses to help students master the state's more rigorous reading standards.

College Admissions Examinations (PSAT, SAT, ACT)

Most colleges and universities require students to take a standardized college admissions test such as the Scholastic Aptitude Test (SAT) or the American College Test (ACT). These tests are administered on high school campuses several times each year. Registration is done through the testing provider, not Levy County Schools, but information is available from high school guidance counselors. The PSAT is administered free of charge to every 10th grade student in Levy County Schools. The PSAT is an excellent postsecondary planning tool that assists in identifying students likely to be successful in rigorous high school courses, and students receive free SAT test preparation and college planning resources. All of our 11th grade students will also have the opportunity to take the SAT for college and receive valuable data regarding their readiness and Advanced Placement courses.

Eleventh-grade students also may take the PSAT to qualify for National Merit Scholarship opportunities.

John Lott Jr.
Assistant Superintendent

Bright Futures

The Florida Bright Futures Scholarship Program's purpose is to reward students for their academic achievements during high school by providing funding to attend postsecondary education in Florida. Scholarship amounts vary by award types; see the state website for specific award amounts: <http://www.floridastudentfinancialaid.org/SSFAD/bf/awardamt.htm>.

Requirements for Bright Futures Awards

Requirements include the following: **Bright Futures notice: The required minimum Score on the new SAT may change.**

In March 2016, the College Board revised the SAT college entrance exam. The Minimum SAT scores for the Bright Futures Scholarship programs are set in Florida Law and have not changed since the new SAT was introduced (Florida Academic Scholars Award-1920; Florida Medallion Scholars Award-1170). But, it is possible that changes will be made in the future. Please check <http://www.floridastudentfinancialaid.org/ssfad/bf/> regularly to ensure that you have the most up-to-date information on the requirements of the Bright Futures Scholarship program.

1. Florida Academic Scholar (FAS) and Florida Medallion Scholar (FMS) Awards

Requirements include the following 16 credits of college preparatory academic courses

- ⇒ 4 English (3 with substantial writing)
- ⇒ 4 mathematics (Algebra 1 level and above)

- ⇒ 3 natural science (2 with substantial lab)
- ⇒ 3 social science
- ⇒ 2 foreign language (sequential, in the same language)

Florida Academic Scholar: 3.5 weighted GPA in the above courses, 100 community service hours, and a best composite score of 1290 on the SAT (based on combined Critical Reading and Math sections only) or 29 on the ACT (excluding the writing section).

Florida Medallion Scholar: 3.0 weighted GPA in the above courses, 75 community service hours, and a minimum score of 1,170 on the SAT (based on combined Critical Reading and Math sections only) or 26 on the ACT (excluding the writing section).

*Up to 2 additional credits from courses in the academic areas listed above or in fine arts courses from the student's high school transcript may be used to raise their Bright Futures GPA.

2. Gold Seal Vocational Scholars (GSV) Award

Requirements include the following: 16 core credits required for high school graduation

- ⇒ 4 English
- ⇒ 4 mathematics (including Algebra 1)
- ⇒ 3 natural science
- ⇒ 3 social science (U.S. History, World History, U.S. Government, and Economics)
- ⇒ 14 core credits required to graduate from high school within 3 years.
- ⇒ 1 Fine OR identified Practical Art; or .5 credit in each
- ⇒ 1 physical education (to include integration of health)

3.0 weighted GPA in the core credits required for graduation* A minimum of 3 career and technical education credits in 1 vocational program with an unweighted 3.5 GPA in those courses

Test Scores – Students must earn the minimum score listed below on each section of the PERT, SAT, or ACT (test sections cannot be combined)

- ⇒ PERT: Reading 106/Math 114 / Writing 103
- ⇒ SAT: Reading 440/Math 440 (Information at <http://www.collegeboard.org>)
- ⇒ ACT: English 17/Reading 19/ Math 19 (Information at <http://www.act.org>)
- ⇒ 30 community service hours

3. Florida Gold Seal CAPE Scholars award (GSC)

This award can only be used to fund a career education or certificate program. Initial eligibility requirements include: Must meet all the requirements for Bright Futures; earn a minimum of 5 postsecondary credit hours through CAPE industry certifications which articulate for college credit; and complete 30 service hours.

Website: <http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1Revision20140710.pdf>

John Lott Jr.
Assistant Superintendent

Bright Futures Initial Eligibility Chart

Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf3bmain.htm>.

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

Bright Futures Initial Eligibility (Columns A-D) and Scholarship Award Information (Columns E-I) by High School Graduation Year								
FAS = Florida Academic Scholars			FMS = Florida Medallion Scholars			GSV = Gold Seal Vocational Scholars GSC = Gold Seal CAPE Scholars		
A	B	C	D	E	F	G	H	I
Initial Eligibility				Scholarship Award Information				
Student's High School Graduation Year ¹	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award ²	Service Hour Requirements	Number of FAS/FMS Hours of Funding Available ^{3,4}	Number of GSV/GSC Hours of Funding Available ⁵	Number of Years to Reinitiate an Initial Award ⁶	Number of Years of Funding Available ⁷	Restoration Opportunity
2016-2017 and Thereafter	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV / GSC = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in AITD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2015-2016 thru 2013-2014	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in AITD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2012-2013	1280 SAT / 28 ACT	1020 SAT / 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in AITD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2011-2012	1270 SAT / 28 ACT	980 SAT / 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in AITD's.	Within 3 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2010-2011	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 3 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only

¹ High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2017 and August 31, 2018 graduated in the 2017-2018 academic year.

² Home-educated students who were unable to document a college-preparatory curriculum and wished to earn an FMS award, had to earn a 1070 SAT or 23 ACT prior to 2013-14; and earn a 1220 SAT or 27 ACT for 2013-14 and 2014-15. Beginning with the 2015-16 high school graduates, all home-educated students must earn an 1170 SAT or a 26 ACT for FMS and a 1290 SAT or 29 ACT for FAS award. High school transcripts are not required for home-educated students graduating 2015-16 and thereafter.

³ Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.

⁴ FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive one term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.

⁵ Beginning with the 2016-17 high school graduates, students who earn a Gold Seal CAPE (GSC) award and attain an AS or AAS degree may receive an additional 60 hours of funding toward a qualifying BS or BAS degree program.

⁶ Exception to the maximum number of years to begin receiving funding is made for students who are active military or those engaged in a religious or service obligation.

⁷ For students graduating high school in 2010-11 and thereafter, if annual renewal requirements were not met due to a verifiable illness or other documented emergency (as reported by the postsecondary institution), an exception of one academic year to the renewal timeframe may be granted if a course of study is not completed after five academic years.

Retention and Promotion Policies

The following information is provided in keeping with statutory reporting requirements, F.S. 1008.25 (7)(b), with regard to promotion and retention policies and procedures. For more information, contact your school.

ELEMENTARY LEVEL: PRE-K–GRADE 5

- Any pupil in elementary school who has earned a final passing grade average during the entire school year and meets state and district proficiency level for promotion shall be promoted.
- Decisions about promotion from Kindergarten to Grade 1 will be based on the following: academic performance (report card); state/district assessments; and attendance. Mastery on the Levy County Kindergarten Report Card: Students will score a 3 or higher on 16/20 ELA Standards and 16/20 Math Standards. Teachers will maintain checklists, grades, and/or a portfolio of standards-based performance for review. Kindergarten attendance is a high priority: Students who have 18 absences in the first and/or second semesters may be considered for retention.
- To qualify for promotion from Grade 1, Grade 2, Grade 4, or Grade 5, students must achieve 60% mastery of the State Standards in Language Arts, Science, Social Studies and Mathematics, as evidenced by the report card.
- Promotion from GRADE 3 — To qualify for promotion from Grade 3, students (including students with disabilities, Limited English Proficient (LEP) students, and Section 504 students) must attain 60% mastery in Language Arts, Science, Social Studies and

Math, as evidenced by the report card, and must score at a Level 2 or above on the FCAT Reading. Students in Grade 3 who meet the state requirements for “good cause” may be promoted. Mid-year promotion may occur if a retained student can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to Grade 4.

- Additional policies and procedures for promotion and retention at the elementary level include:
- Students with disabilities who meet Individual Educational Plan (IEP) goals and objectives in Grades 1, 2, 4, and 5 may be promoted based on accomplishment of those goals.
- At the completion of remediation, a student must be evaluated. If the student is determined to be proficient in the area remediated, he/she may be promoted.
- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- ELL students may not be retained due to limited English proficiency or if they have been in an ESOL program less than one year. Promotion requirements for ELL students shall be the same as for all students, except that if it is determined by the EL committee that an ELL student’s language would be a barrier to his/her promotion, he/she may be given an evaluation in his/her home language.
- 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.

- A student retained in a grade in which state assessments are given must retake the assessment in that grade.

MIDDLE SCHOOL LEVEL: GRADE 6–8

In order for a student to be promoted from Grade 8 to Grade 9, a student must successfully complete courses, as specified in s. 1003.4156, F.S., in the following areas: Three middle school or higher courses in ELA, Mathematics, Science, and Social Studies. One of these courses must be, at a minimum, a one-semester civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution; Each student’s performance on the statewide, standardized assessment in civics education required under s. 1008.22, F.S., constitutes 30 percent of the final course grade; and a middle grades student who transfers into the state’s public school system from an out-of-country, an out-of-state, or a private school or a home education program after the beginning of the second term of Grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. One of the state-approved courses in career and education planning should be

Continued on next page

Retention and Promotion Policies ...continued

completed in the sixth, seventh or eighth grade. The principal may promote with remediation a student who has not met mastery level of all core curriculum objectives to the next grade with a plan for remediation, if remediation needs can be met at the next level.

Retention Criteria:

If students do not meet specific criteria for promotion, as stated in the Comprehensive Student Progression Plan, they must receive remediation or be retained.

- **Retention Criteria:**

HIGH SCHOOL LEVEL: GRADES 9–12

Students who enter grade 9 for the first time in the school year 2012-2013 will be promoted at the end of

the school year to grade 10, and will be promoted to grade 11 at the end of the 2013-2014 school year. In order to be promoted to grade 12 at the end of the 2014-2015 school year, the student must have earned eighteen (18) credits, three of which must be in English and three (3) in math.

For all other cohorts the following promotion requirements will apply.

Promotion from one grade level to the next will be based on these criteria:

- **Criteria for Promotion to Grade 10:** Students must have earned 5 credits in Grade 9.
- **Criteria for Promotion to Grade 11:** Students must have earned a total of 10 credits.

- **Criteria for Promotion to Grade 12:** Students must have earned a total of 18 credits.

- **Promotion and retention requirements for EL students at the high school level shall be the same as for all students except that if it is determined by the LEP committee that an LEP student's language would be a barrier to his/her promotion, he/she may be given an evaluation in his/her home language. ELL students may not be retained due to limited English proficiency or if they have been in an ESOL program less than one year.**

John Lott Jr.,
Assistant Superintendent

Several Graduation Options Available

There are two graduation choices that offer challenging academic courses designed to prepare students for future academic and career success. However, the one *three-year* options are significantly different from the Standard program.

What are the diploma options?

Students must successfully complete one of the following diploma options:

- ⇒ 24-credit standard diploma
- ⇒ 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option

The **STANDARD 24-CREDIT PROGRAM** is the familiar traditional high school curriculum. Students have the flexibility to take rigorous academic courses that meet college/university entrance requirements, along with a wide choice of electives. Foreign language credit is not required for this program, but is recommended for those planning on college.

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

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



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

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S]).

CHOOSING A PROGRAM

The **three-year ACCEL option** are designed for students who are: 1) *clear about their future goals*, 2) *mature enough to leave high school*, and 3) *ready for accelerated pursuit of their post-high school goals*.

Each student, and his or her family, should select the program that will best prepare the student for postsecondary education or a chosen career.

For more information, or to enroll your child, contact the school counselor.

John Lott Jr
Assistant Superintendent

Regular Attendance Is Essential to Academic Success

Regular attendance is one of the best ways to ensure a student's success in school. Studies show that poor academic performance is closely related to students' daily attendance. When schools take an active role in enforcing attendance, this added focus can result in student improvement. Given such evidence, our School Board strictly enforces Board Policy on attendance. Listed below are the steps taken when a child is truant.

Step 1- Review by Principal or Principal Designee: If a student has at least five unexcused absences within a 30-day period, or 15 unexcused absences within a 90-day period, the principal or principal designee reviews the absences.

Step 2- Referral to Problem Solving Team: The child study team looks for early patterns of truancy, and then schedules a meeting with the parent to discuss the problem and work together to find a solution.

Step 3 - The school refers the student to the District Truancy Coordinator to make contact with the parent and try to find a solution.

Step 4- A meeting is scheduled with the parents and different agencies (State's Attorney's Office, Department of Juvenile Justice, Department of Children and

Families), including a school administrator and social worker. As a team we develop a Plan of Action to encourage school attendance.

Step 5- Referral to Superintendent: If these steps do not result in attendance, the case goes to the Superintendent for additional review. If necessary, the Superintendent will take legal action, filing a child-in-need-of-services petition or a truancy petition through the Levy County Juvenile Courts System.

MISSING SCHOOL COULD MEAN LOSING YOUR LICENSE

Students lose ground academically when they miss even one day of school, and excessive absences can lead to failing grades. High school students have an added penalty—losing their license. Under state law, students with 15 unexcused absences in any 90-day period are reported to the Dept. of Highway Safety and Motor Vehicles.

The department will not issue a driver's license or learner's permit to those students, and will suspend any license already issued. Students reported to the DHSMV will be notified that their license will be revoked. A student has 15 days to appeal or request a hardship waiver from the principal.

To have driving privileges restored, students must provide written

verification that they have attended at least 30 days of school without any unexcused absences.

PLEASE DON'T BE TARDY!

Making sure your child arrives at school at or before the starting time is extremely important. A list of the starting times is shown [Page 37](#).

When your child is late, he or she may miss valuable instruction in areas needed for academic success. Equally important, he or she interrupts the learning of other students. School Board Policy 5.03, Student Attendance/Absences, states that in grades K-5 three unexcused tardies or early checkouts will be considered one unexcused absence during each 9 week period. In grades 6-12, if a student is more than 10 minutes late or checks out more than 10 minutes before the end of class, the student will be considered absent.

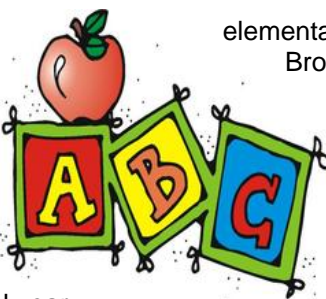
Being on time is a small thing that can have big consequences, not only in school, but also in adult life. By teaching your child the value of promptness, as only a parent can, you help establish a life-long habit that future employers, co-workers, family and friends will appreciate. They will thank you, as will your child.

Laura Klock, Coordinator of
Pre-Kindergarten and Student Services

The School Board of Levy County is excited to

announce that PreK for 4 year olds will be a FREE FULL DAY program this school year. Our PreK program is a fully inclusive program and serves children with and without disabilities. Your child must have a Voluntary Pre-Kindergarten (VPK) certificate and be 4 years old by September 1, of the current school year to apply. The state pays for 540 hours of pre-kindergarten services during the school year program. The School Board of Levy County will cover the cost for the remainder of the school day. Breakfast, lunch, and transportation will also be free of charge. Thank you to our Superintendent and School

Voluntary Pre-Kindergarten (VPK)



Board Members for this opportunity! Six of our elementary schools offer a PreK program, which are Bronson Elementary, Cedar Key School, Chiefland Elementary, Joyce Bullock Elementary, Whispering Winds Charter School (VPK only), and Yankeetown School. The Florida Department of Education has created standards of what PreK children are expected to learn prior to entering kindergarten. These standards guide teachers as they work with students to lay a foundation for future academic success. If you have any questions regarding the PreK program, please contact the District PreK Coordinator, Laura Klock, at (352) 486-5231.



REQUESTING PROFESSIONAL QUALIFICATIONS

Parents have a right to know the qualification of their child's teacher and paraprofessionals working in the classroom. This is to let you know that you can request that information from your child's school or contact the District Office at 486-5231 and speak with Mrs. Cheryl Galpin. If you request this information, the district or school will provide you with answers to the following questions as soon as possible.

- ⇒ Has your child's teacher met state licensing requirements for the grade level and subject in which the teacher is providing instruction?
- ⇒ What are the college degree majors and the fields of discipline for any graduate

degrees or certificates the teacher holds? If teaching under emergency status:

- ⇒ Is the teacher working under an emergency status for which state licensing requirements have been waived?
- ⇒ You also have the right to request information regarding the professional qualifications of the paraprofessional(s) assisting your child's teacher(s). If you request this information, the district will provide you with answers to the following questions as soon as possible.
- ⇒ Is your child receiving Title I, Part A services from a paraprofessional? If yes,
- ⇒ Has she/he completed at least 2 years

of study at a institution of higher education?

- ⇒ Has he/she met a rigorous standard of quality by meeting our state's certification procedure for determining the quality of paraprofessional staff?
 - ⇒ Does she have the (a) knowledge of, and ability to assist in instructing, reading, writing, and mathematics or (b) knowledge of, and the ability to assist in learning activities such as homework, reading readiness, learning or reach, writing, mathematics, and other support as appropriate?
- All these questions can be answered by simply contacting your child's school.

Visit the Levy County Schools Foundation

The Levy County Schools Foundation is a Not-For-Profit organization that partners with the Levy County School Board in the mission of educating students in Levy County schools.

The Foundation provides scholarships for college bound students through fundraising events and support from donors and sponsors. Our grants program provides funds to schools to supplement classroom needs and enhance student learning.

For information on how you can volunteer at events, sponsor an event or scholarship or make a donation please contact:

Donna Turner, Director
(352) 493-6056 (Monday – Wednesday)
(352) 317-0514 (cell)
lcsf@levyk12.org

Finance Office of Levy County School Board Important Notice

The School Board of Levy County takes seriously its role in protecting the privacy and confidentiality of our employees and students. We comply with federal and state laws and meet the required standards for securing that information.

As provided in Section 119.071 (5) (a) 3, Florida Statutes, the School Board of Levy County hereby makes the following disclosure. We request access to student social security numbers to be used for student identification. The School Board, the Florida Dept. of Education, and the Federal government request students' social security numbers for: tracking students who transfer across county lines; awarding scholarships; processing free/reduced lunch applications; and school health programs. The School Board of Levy County does not release or disclose social security numbers to other parties except as allowed under state and federal law in performance of official school board business.

Student social security numbers are voluntary. The Federal Privacy Act of 1974 (5 U.S.C. 552 a) does not allow any Federal, State, or local government agency to deny to any individual any right, benefit, or privilege provided by law, because of such individuals' refusal to disclose social security numbers.

If you have questions about this important notice, contact:

Kim Lake, Director of Finance or Pamela Whitney, Finance Officer

Students Retained (not Promoted) in Grades 3 -10

The table below shows the number and percentage of students retained, by grade, for all students in grades 3 through 10 within the district.

Grade	3	4	5	6	7	8	9	10
Number Retained	24	4	3	24	13	24	2	0
End-of-Year Membership*	512	471	455	465	433	443	387	404
Percent Retained	5%	08%	07%	5%	3%	6%	05%	0

**End-of-year membership is the count of all students who are enrolled at the end of the year and for whom a decision on promotion status is required and reported.*



Federal Funds Supplement State and Local Funds

Fund	Purpose
Title I, part A Improving the Academic Achievement of the Disadvantaged	Provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
Title I, Part A School Improvement Grant (SIG, Section 1003(a))	To support extra services for low-performing Title I schools. The FLDOE works with districts through its Statewide System of Support. This System of Support offers assistance in aligning resources and provides strategies and support for increasing the foundational skills of students and improving the quality of teaching.
Title I, part C Migrant Education Program	Attempts to ensure that migrant students do not face additional educational challenges because of the differences in academic standards throughout the country. The program also promotes the coordination of educational and support services including the timely transfer of academic records.
Title II, part A Teacher and Principal Training and Recruiting Fund	To increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold districts and schools accountable for improvements in student academic achievement.
Title III Language Instruction for Limited English Proficient and Immigrant Students	Provides financial assistance to Districts and schools to increase the English language proficiency of ELLs by providing supplementary high-quality language instruction educational programs and professional development to classroom teachers, administrators, and other school personnel. Funding should provide activities that target the needs of ELL students.
Title V, Part B, Subpart 2 Rural & Low Income Schools Program	To meet the unique needs of rural and low-income districts by providing resources and flexibility to supplement selected NCLB priorities. Activities typically align with Title I, part A.
Title IX, Part C Education of Homeless Children and Youth	To address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Districts and schools must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.
IDEA Part B Preschool and K-12	Ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living.
Carl D. Perkins, Career and Technical Education <u>Secondary and Post Secondary Programs</u> (Perkins IV)	To develop more fully the academic and career and technical skills of secondary education students who elect to enroll in career and technical education programs.

DISTRICT REPORT CARD

School Grades 2014-2017

	2013-2014	2014-2015	2015-2016	2016-2017
School	Grade	Grade	Grade	Grade
BES	B	C	B	B
BMHS	B	C	C	C
CES	D	C	C	C
CMS	N/A	N/A	N/A	N/A
CMHS	A	B	B	B
CKS	B	B	B	B
JBES*/WES	D	C	C	C
WMS	C	C	C	N/A
WHS	B	B	C	C
YTS	C	C	C	C
WWCS	C	D	C	C
NCMS	D	D	C	C
DISTRICT	C	B	C	C

*JBES is considered a "feeder school" for Williston Elementary, and as such now received the same grade as WES.

What We Are Doing to Improve Student Achievement in Levy County

- All schools have created School Improvement Plans based on needs identified by prior / current student achievement and parent surveys.
- All schools have a reading coach to assist with reading instruction. High schools have graduation coaches.
- All schools have a School Advisory Council that reviews school performance data and advises the school on its School Improvement Plan.
- All teachers in Levy County are Highly Effective or are working toward that status.
- Students are progress monitored three times a year, and schools adjust their academic interventions based on student data.
- The district has drafted a District Improvement and Assistance Plan with district-wide strategies to improve reading, math, and science achievement and the district graduation rate. A copy of the plan can be viewed at <http://www.floridacims.org/districts/levy>

VOLUNTEERS NEEDED

Most parents believe that education is important and that it is vital to our children's future success. We are asking for your help in the learning process. We are looking for volunteers! You may ask **"Why should I volunteer?"** Here are just a few reasons:

- ⇒ **Your children will benefit** — Even if you are not in their classroom, your child will know that you are in the school. They will see that you believe learning is important.
- ⇒ **The school will benefit** — The time you spend in the school will allow the staff to do more things for more students. For example, you could spend time listening to some students read their weekly story or a book. This allows the teacher to spend time with other children working on another project. We need volunteers in each of our schools. There are many opportunities to help at

the middle and high school level as well as the elementary.

- ⇒ **The community will benefit** — You will learn about our schools and you will be able to share what you know with friends, neighbors and co-workers.
- ⇒ **There are many opportunities to volunteer** — You can volunteer in the classroom, as a chaperone on a field trip, helping with PTO, helping the teacher with projects at home, or assisting with a sporting event.

Please help us help the kids! Be someone who makes a difference! Be a volunteer! It is easy to get started. Please contact me or contact your school volunteer coordinator. Our volunteer handbook is located at www.levyk12.org under "documents".

Kalee Wade , Coordinator of Benefits and Risk Management, 352-486-5231, ext. 2035 or Email: kalee.wade@levyk12.org



FOOD, NUTRITION AND WELLNESS

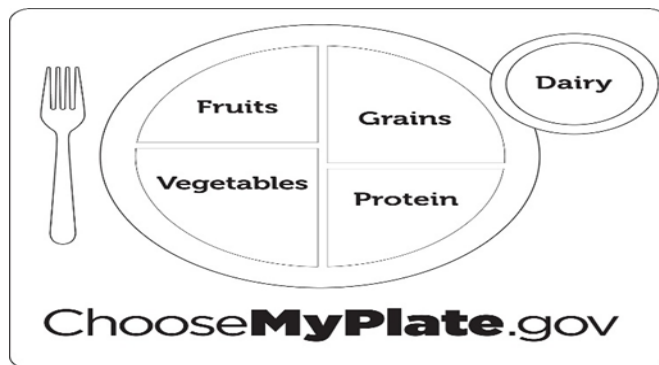
The District participates in the School Breakfast Program (SBP), the National School Lunch Program (NSLP) and the After School Snack Program (ASSP). These programs require we serve meals based on the Dietary Guidelines for Americans (DGAs) and enforced by the Florida Department of Agriculture & Consumer Services (FDACS). The Community Eligibility Provision (CEP) is a provision from the Healthy, Hunger-Free Kids Act of 2010 allowing the following Levy County schools to provide free breakfast and free lunch to ALL students enrolled during the 2017-2018 school year:

Bronson:	Bronson Elementary School Bronson Middle/High School Levy Learning Academy
Chiefland:	Chiefland Elementary School Chiefland Middle/High School Nature Coast Middle School Whispering Winds Charter School
Williston:	Joyce Bullock Elementary School Williston Elementary School Williston Middle/High School
Cedar Key:	Cedar Key School
Yankeetown:	Yankeetown School

A-la-carte items are priced accordingly and may be purchased separately with cash or using funds previously applied to the student's account.

Adult charges apply as follows:
Breakfast - \$3.00 Lunch - \$3.55

The Food and Nutrition staff members receive mandatory training throughout the year so we can correctly and efficiently serve food portions to meet the US Department of Agriculture (USDA) school meal pattern requirements and encourage healthy food selections to your children. To find out more about the five (5) food groups that are building blocks for a healthy diet, visit <http://www.choosemyplate.gov>



We proudly offer more fruits, vegetables, and whole grains along with foods lower in saturated fat and sodium. To view the menu in English or Spanish, visit <http://levy.nutrislice.com>

The continued support from faculty, parents, guardians, and the community is vital to the success of feeding and educating our children.

*Julia Oberst, Coordinator of Food Service
(352) 486-5244*

STATE AND LOCAL ASSESSMENT 2017-2018

During the 2017-2018 school year students will continue taking rigorous State assessments that are aligned to Florida Standards (FS) in English Language Arts (ELA) / Literacy and Mathematics. The assessments are Florida Standards Assessments (FSA). These assessments are developed by the American Institutes for Research (AIR). Florida Standards Assessments (FSA) include: Grades 3-10 English Language Arts (ELA); Grades 4-10 ELA Writing; Grades 3-8 Mathematics; and Algebra I, Geometry, and Algebra II End-of-Course (EOC) exams.

The majority of State assessments are taken on the computer and are referred to as Computer-Based Tests or CBTs. AIR has developed all CBT English Language Arts assessments for grades 3-10; CBT Mathematics assessments for grades 3-8; and End-of-Course

assessments (EOCs) for Algebra I, Geometry, and Algebra II.

Third grade students will take the FSA Reading assessment online for the first time this year.

FSA ELA Writing assessments will continue to be paper-based for grades 4-7.

Next Generation Sunshine State Standards (NGSSS) fifth and eighth grade Science assessments will remain paper-based for the 2017-2018 school year.

Students will still be assessed on the Next Generation Sunshine State Standards (NGSSS) Assessments for Grades 5 and 8 Science; FCAT 2.0 Reading Retake; and the U.S. History, Civics, and Biology I End-of-Course exams or EOCs.

Valerie Boughanem, ESOL/Testing Coordinator

These “Status Reports” Track Student Progress

TESTS / ASSESSMENTS USED IN OUR DISTRICT

Name of Test	Grades Tested	Description of the Test	Date Given
FLKRS-STAR Early Literacy Assessment	Kindergarten	Determines if new kindergarten students are ready to start school and evaluates VPK	In first 30 days of school
FSA English Language Arts (ELA) Grade 10 Retake	Grades 11-12	Measures skills level mastery for Reading	September 11-29, 2017 March 19-April 6, 2018
FCAT 2.0 Reading Retake	Grades 10-12	Measures skills level mastery for Reading for Next Generation Sunshine State Standards (NGSSS).	September 18-29, 2017 March 19-April 6, 2018
FSA English Language Arts –Writing Component / Grade 10 Retakes FSA English Language Arts –Writing Component /	Grades 8-10 and Retakes Grades 4-7	A computer-based test in grades 8-10, and a paper-based test in grades 4-7. Tests communication skills with a focus on the correct use of standard English conventions, and increased attention to the quality of details, requiring use of relevant, logical, and plausible support for writing.	February 26-March 7, 2018 September 11-22, 2017 February 26-March 1, 2018
FSA English Language Arts	Grade 3	Paper-based State assessments measuring the level of skills mastery for Florida Standards in the content areas of Reading and Math	April 9-20, 2018
FSA English Language Arts	Grades 4-10	State assessments measuring the level of skills mastery of Florida Standards in the content area of English/Literacy	April 9-May 4, 2018
FSA Mathematics	Grades 3-8	State assessments measuring the level of skills mastery of Florida Standards in the content area of Mathematics	April 9-May 4, 2018
FCAT 2.0 Science	Grade 5 and Grade 8	Paper-based Florida Comprehensive Assessment Test 2.0 to measure skills mastery of the Next Generation Sunshine State Standards (NGSSS) in the content area of Science	April 30-May 4, 2018
Florida Standards Assessments (FSA) End-of-Course Exams (EOCs) Algebra 1, Geometry 1, Algebra 2	Grades 6-12	State Assessments to measure skills level mastery for specific middle and high school level courses	September 11-22, 2017 November 27-December 15, 2017 April 16-May 11, 2018 July 9-20, 2018
Next Generation Sunshine State Standards (NGSSS) End-of-Course Assessments (EOCs) Algebra 1 Retake, Biology 1, Civics, U.S. History	Grades 8-12	State assessments to measure skills level mastery for specific middle and high school level courses	September 18-29, 2017 November 27-December 15, 2017 July 9-20, 2018
(NGSSS) End-of-Course Biology I, Civics, U.S. History	Grades 8-12	State assessments to measure skills level mastery for specific middle and high school level courses	April 16-May 11, 2018
NGSSS Algebra 1 EOC Retakes	Grades 11-12	State assessments to measure skills level mastery for specific middle and high school level courses	March 19-April 6, 2018

TESTS / ASSESSMENTS USED IN OUR DISTRICT—continued

Name of Test	Grades Tested	Description of the Test	Date Given
PSAT PSAT / NMSQT SAT	Grades 8-9 Grades 10-11 Grade 11	Assessments to predict student readiness for College and Career	October 11, 2017 March, 7, 2018
FAIR Florida Assessments for Instruction in Reading	Grades 9-12	Screening for grade-level reading ability; diagnostic information to guide instruction; progress monitoring of reading skills mastery / development	August 2017-May 2018 3 times per year Day #1-#60 Day #61-#120 Day #121-#180
I-Ready Diagnostic / Progress Monitoring Assessment Tool	Grades K-8	Diagnostic and progress monitoring assessment tool for reading and mathematics skills	August 2017 – May 2018 August 14-September 8, 2017 January 8–February 2, 2018 April 30-May 25, 2018
Florida Standards Alternate Assessment (FSAA)-Performance Task English/Language Arts and Mathematics Writing NGSSSS Science End-of-Course Civics (EOC)	Grades 3-8 Grades 4-8 Grades 5 and 8	Florida Standards Alternate Assessment measures student academic performance on FS Access Points in Language Arts, Mathematics, Writing, and Science at three levels of complexity; participatory, supported, and independent.	February -April , 2018
Florida Standards Alternate Assessment (FSAA)-Performance Task English Language Arts / Writing <u>End of Course:</u> Algebra 1, Biology 1, Geometry, U.S. History	Grades 9-10	Florida Standards Alternate Assessment EOCs measure student academic performance on FS Access Points in Language Arts, Mathematics, Writing, and Science.	March -April , 2018
Florida Standards Alternate Assessment (FSAA)-Datafolio ELA Reading/Writing Mathematics NGSSS Science End of Course / Algebra 1, Biology 1, Geometry, U.S. History, Civics	Grades 3-10 Grades 3-8 Grades 5 and 8		Data Collection Periods September 2017 November 2017 February 2017
Advanced Placement (AP) Assessments	Grades 9-12	Rigorous, multiple-component tests that are administered to high school students to earn college credit, placement, or both for qualifying AP Exam scores. Each AP Exam has a corresponding AP course. Provides a standardized measure of what students have learned in the AP classroom.	May 2018
ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs 2.0	Grades K-12	State assessment given to all ELL students to determine progress and proficiency in English Language Acquisition in the domains of Listening, Speaking, Reading, and Writing	January -March , 2018
Postsecondary Educational Readiness Test (P.E.R.T.)	Grades 10-12	Assessment given to determine eligibility for Dual Enrollment and to determine students' readiness for postsecondary education or college, and for Algebra I Concordant Scoring.	September 2018– May 2018

ESOL UPDATES 2017-2018

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



***Reach All...
Teach All...***

The ESOL program for the SBLC provides services for students and parents who are limited English proficient.

GOALS

Our mission is to expedite the acquisition and mastery of English for ELLs (English Language Learners) so that they become proficient in Listening/Speaking, Reading and Writing enabling them to function at their highest academic potential.

This goal is being achieved through the provision of school-based educational services and supplemental instructional materials and programs; teacher training and professional development; parent involvement; and on-going assessment and progress-monitoring to insure students are receiving assistance to promote academic growth and achievement.

Parent participation in meetings and school and district-based activities is critical to student success. ESOL Parent Council Community meetings or EPCs will continue this year and will be held at least twice within the Bronson, Chiefland, and Williston Communities. These meetings serve to provide ESOL parents with critical information regarding the education of their students.

Parent involvement activities to assist ESOL parents in English Language acquisition will continue this year.

We will continue to partner with the University of Florida College of Education and ESOL Department and faculty as a source of support for teacher professional development, parent involvement activities, and

ELL student achievement and English language acquisition.

ESOL parents are encouraged to visit the School Board of Levy County Website at: www.levyk12.org for ESOL news and parent resources. Go to the Instructional Programs tab and then select English for Speakers of Other Languages (ESOL).

ESOL AND TITLE III

Title III is a Federal Grant that supports the District ESOL Program. Federal funding is used to provide supplemental ELL instructional services, program resources, teacher professional development, and parent involvement activities.

The major components of ELL supplemental instruction supported by Title III funding include:

- ⇒ Rosetta Stone, a special computer-based program that provides instruction to support English language acquisition.
- ⇒ Reading Assistant, a computer-based Reading program that supports fluency, comprehension, and vocabulary development for ELL students.
- ⇒ Snap & Read & Co-Writer, an electronic tool that provides translation and other tools to support the instruction of content-area curriculum for ELLs by assisting teachers in providing instruction and assessment that is comprehensible to Limited English Proficient students.
- ⇒ Tutoring: ESOL Parent and Student Literacy and Tutoring Night Programs.
- ⇒ Supplemental Instructional Materials to support the content areas—dictionaries, Science materials, parent involvement

instructional materials.

WIDA / STATE STANDARDS FOR ENGLISH LANGUAGE DEVELOPMENT FOR ELLs

The State of Florida has adopted a new set of English Language Development standards to support teachers in the effective instruction and assessment of ELL students in English language development across all content areas. These standards are known as the WIDA Standards.

State Assessment for ELLs

ELL students will be taking the Access for ELLs 2.0 State assessment annually. The assessment determines student progress and proficiency in English language acquisition in the areas of Listening, Speaking, Reading, and Writing. The data from this assessment will guide teacher instructional practice to meet the language development and academic needs of each ELL student.

Parents can access information regarding the WIDA Standards and the Access for ELLs 2.0 assessment on the WIDA website at: www.wida.us

JOIN THE COUNCIL

ESOL parents are encouraged to join the District Advisory and ESOL Parent Leadership Council. The Council meets five times annually to provide input on District programs and plans. Contact your school or Valerie Boughanem at 352-486-5231, extension 2039.





District Advisory Council Needs You!



The School Improvement and Education accountability system, which includes School advisory councils (SAC), sets up priorities and student performance standards that serve as guiding principles for everything the councils do. The intent of the School Improvement and Accountability legislation is to encourage and use strategies that work, even when they are different from what has been done in the past.

School Advisory Council Responsibilities:

- ⇒ Prioritize needs for improvement of their school and develop a written plan for improvement
- ⇒ Review and analyze student achievement and school performance data
- ⇒ Develop strategies for improving the areas identified as most important
- ⇒ Determine how to measure the results of what they plan to do
- ⇒ Develop Parent Involvement Plan

The district also has an advisory council for Federal programs. Parents of students that attend Title I schools are reimbursed for travel to attend meetings. Each school may select up to three members.

Purpose of District Advisory Council:

- ⇒ Assist in developing meaningful parental Involvement
- ⇒ Develop strategies to increase involvement at the school and district level
- ⇒ Assist in evaluating and improving programs funded through Federal Grants

In addition to the state requirements that must be met, District Advisory Agendas are suggested by the membership. Last year's meetings included topics of interest such as the following:

- ⇒ Information on new Florida Standards

and Assessments.

- ⇒ Parent involvement surveys were analyzed and revised for 2017-18 school year.
- ⇒ Parental Involvement Plan was reviewed and developed for the new school year.

The DAC advisory council now pairs up with the ESOL Parent Leadership Council. The two groups now meet together to coordinate efforts and provide insight to each other. We are looking forward to the continued efforts of these combined parent groups.

The major role of the district advisory is to develop a meaningful parental involvement plan and survey. All parents in Title I schools are surveyed about the results of parental involvement opportunities at their schools. The results of this survey assist the school and district in developing meaningful activities to build capacity for parents to assist their children with mastery of required skills.

The first meeting for the 2017-18 school year will be in late September. New topics that have been suggested by parent members are how to help parents help their students with homework and studying, communication with teachers, understanding Florida standards, and as we go through the school year other topics are determined.

We encourage parents to become part of the School Advisory Councils (SAC) at their schools as well as become part of the District Advisory Council (DAC). We need parent involvement and input to make our programs effective for our students and staff members. DAC meetings are held in the Board Room of the District Office, in Bronson, Florida. Each principal may select up to 3 Voting Members.

Michael Homan, Coordinator Title Programs

(ESSA) EVERY STUDENT SUCCEEDS ACT COMPLAINT POLICY

Parents can express their concern if they believe a school, district or the state has violated the requirements of the Every Student Succeeds Act. Please contact your Title Programs office at 486-5231 with concerns about implementation of ESSA. The state of Florida is required to have a complaint policy in place. This does not cover disagreements with Federal law.

If you wish to file a complaint with the state concerning ESSA it must be in writing and the person or group making the complaint must be identified. The complete complaint policy for the state may be viewed at the Florida Department of Education website: www.fldoe.org.

ESSA Office
Florida Dept of Education
352 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400
email: essab@fldoe.org





PARENT INVOLVEMENT IN LEVY

Parent Involvement in Levy

The mission of Levy County Parent Involvement is to empower parents and guardians to be meaningful partners in education by building partnerships between families, the school, and the community to enhance and value student success. (The word "Parent", as used herein, shall mean parents and guardians.)

It is critical that parents have the information they need to make well-informed choices for their children, effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs. Decades of research provides convincing evidence that parents are an important influence in helping their children achieve high academic standards. When parents collaborate with the school, participate in school activities, and in decision-making for their child's education, children achieve at higher levels. In short, when parents are involved in education, children do better in school and schools improve. Teachers must value the input of a child's first teacher, the parent.

Parents can be involved in many ways at their school no matter the child's age. One way to get involved in decision making is to become part of the School Advisory Council (SAC). This is an active group at each school that works with staff members to develop the school improvement plan, parent involvement plan, develop school-parent-student compact, and determine uses for parent involvement funds at the school level. Contact your school to find out how to become a part of this team.

A district advisory council (DAC) is developed from the members of each school advisory council committee. Members of this council will provide input into the district parent involvement policy and review plans for school parental involvement.

Parent Involvement and ESSA (Every Student Succeeds Act)

District and School Title I parent and family engagement:

- District/schools have specific parent involvement funds "set-aside". The use of these funds is determined at school SAC (School Advisory Council) meetings at each school site.
- Parent Involvement policies are required at the district and school levels. Parent involvement plans are developed/revised each year through the SAC committee at each school.
- Title I schools must host a Title I annual meeting, and annually revise the school-parent compact with parent input.

General Parent Notices (from the district and/or school):

- State and district report cards
- Right to know teacher qualifications;
- Details about assessments
- Details about innovative assessment systems if a local district is participating

Personalized Parent Notices (directly from school):

- Individual assessment results
- English learners program and placement information
- Student taught by teacher who doesn't meet state certification requirements; and
- Alternate assessment plans for children with the most significant cognitive disabilities

Parent Involvement in "other" Titles (federal funding):

Title II (Teacher Quality):

- Includes parents in planning teacher training activities and calls for teacher training on engaging parents, families, and community partners.
- Requires that literacy grant funds be used in part toward involving families in children's and adolescents' literacy development.

Title III (English Learners and Immigrant Students):

- Includes a focus on promoting, strengthening and increasing the participation of families and communities in EL programs and areas with substantial increases in immigrant children and youth.

Michael Homan, Coordinator Title Programs

We Need YOU!

1. Contact your school to see how you can become involved as a SAC member or volunteer.
2. Attend the "Title I Annual Meeting" at your school (August).
3. Attend a parent conference during the first nine weeks and again mid-year.
4. Try to attend one parent event/night this year.
5. Take Title I Parent Involvement Survey!!! This will be on-line this year. Once in August and again in January. We need your input to know what is working and what we can do to improve and make school a great place for your child and you!

Link for the survey will be sent out by each school at Title I Annual Meeting.

Thank you for being a part of our schools. We look forward to working with you in Levy this year!

Michael Homan,
Coordinator of Title I
Programs



PARENT CHECKLIST

Research indicates that students are more successful in school when parents are involved in their child's education. The following questions are intended to help parents get a clearer picture of the many different ways they contribute to their child's success in school. Every single item listed has a positive impact on how well your child does in the classroom. When you count up all of your "yes" answers, you will begin to realize just how important

PARENTING

Do you show respect for school and education? YES___ NO___
Do you believe your child has the ability to succeed in school? YES___ NO___

Do you praise and encourage your child, noting the positive and celebrating academic accomplishments? YES___ NO___

Do you know your child's academic strengths/weaknesses? YES___ NO___

Do you promote a healthy lifestyle at home, including providing nutritious meals and adequate time for sleep? YES___ NO___

Do you insist on high standards of behavior by supporting and reinforcing school discipline, and teach positive behaviors such as respect for self and others, hard work and responsibility? YES___ NO___

Do you schedule times for your family to eat meals together, while talking with and listening to your children? YES___ NO___

Do you monitor your child's television and internet use? YES___ NO___

Do you regularly discuss and ask to see work being done at school? YES___ NO___

Do you make sure your child attends school every day and arrives on time? YES___ NO___

Do you make sure your child understand diversity, differences in families background, cultures, concerns, goals, needs, and views? YES___ NO___

Do you provide additional support for your child during transition points such as preschool, elementary, middle, high, career and college? YES___ NO___

LEARNING AT HOME

Have you identified a regular time and place in your home for your child to do homework, including test preparation? YES___ NO___

Do you make sure your child has materials needed for homework assignments, and age appropriate reading materials? YES___ NO___

Do you support reading through both age appropriate home activities and by demonstrating how much you value reading? YES___ NO___

Do you and your child have library cards and visit a local library regularly? YES___ NO___

Do you know what information and skills your child needs to master at each grade level, as well as helping him/her set both short and long-term education goals? YES___ NO___

Do you know what Common Core and Next Generation Sunshine State Standards (NGSSS) your child has mastered? YES___ NO___

Do you know your child's Reading Level? YES___ NO___

Do you share information about your family and culture with your child? YES___ NO___

SCHOOL/COMMUNITY INVOLVEMENT

Do you volunteer at school whenever possible, including assisting with school field trips, programs and other activities? YES___ NO___

Do you monitor and promote participation in extracurricular and after-school programs and activities? YES___ NO___

Do you demonstrate and value "good sportsmanship" yourself, and insist that your child exhibit the same behavior? YES___ NO___

Do you attend school Open House, Back-to-School Night, or Orientation? YES___ NO___

Have you attended at least one Parent Teacher Association, or Parent Teacher Organization, meeting this year? YES___ NO___

Have you served on your school's School Advisory Council, or other school-based management committee? YES___ NO___

Have you worked on district level councils and/or committees on issues concerning your schools? YES___ NO___

Are you an informed voter on educational issues: local, state and federal? YES___ NO___

Do you participate in volunteer projects which serve the community, as well as encouraging your child to do so? YES___ NO___

Are you familiar with school information? YES___ NO___

COMMUNICATING

Have you had at least one parent-teacher conference with your child's teacher(s)? YES___ NO___

Do you request written information for any trainings that you are not able to attend? YES___ NO___

Do you strive to understand current school requirements mandated by local, state and federal government? YES___ NO___

Do you provide honest feedback on parent involvement surveys? YES___ NO___

Do you make yourself available for conferences requested by your child's teacher? YES___ NO___

Do you prepare for and attend teacher conferences, Individual Education Plan conferences, Academic Improvement Plan conferences, and other student related conferences? YES___ NO___

Do you initiate contact with your child's teachers or principal just to show your support? YES___ NO___

Do you communicate regularly with teachers in person, by phone, e-mail, or writing? YES___ NO___

Do you establish positive relationships with teachers and other school staff? YES___ NO___

How many yes answers did you have? Have we given you ideas for other ways you can help your child? Remember, the best person to talk to about helping your child in school is his or her teachers. They are ready and waiting to help you help your child.





Florida Consortium on Inclusive Higher Education for Students with Intellectual Disability

It is with great excitement to share with you that our students with an Intellectual Disability have access to College and Careers!

Florida's Universities, State and Technical Colleges are providing inclusive post-secondary education for individuals with intellectual disability.

The consortium is comprised of Four Florida Institutions of higher education.

University of Central Florida, University of South Florida, St. Petersburg, Florida International University and Florida State College Jacksonville.



To learn more about how your student can attend college, please contact your student's school counselor or Beth McLean at the ESE/Student Services office at 352-486-5240. For additional information go to www.fiche.com

Dr. Rosalind Hall, Director of ESE and Student Services

Waiver of Statewide Standardized Assessment Results for Students with Disabilities

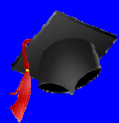
A student with a disability, for whom the Individual Education Plan (IEP) team determines that the statewide, standardized assessments cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have assessment waived for the purpose of receiving a course grade and a standard high school diploma. Beginning with students entering grade 9 in the 2014-15 school year any waiver must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent. In order to qualify for the waiver, a student must meet all of the following criteria:

- Be identified as a student with a disability, as defined in Florida Statutes,
- Have an Individualized Education Plan
- Have taken the statewide assessment at least once with allowable accommodations
- Have participated in intensive remediation for math and/or reading

For additional information regarding the new graduation requirements, please contact your child's teacher or School Counselor.

Dr. Rosalind Hall, Director, ESE and Student Services





High School Graduation Options for Students with Disabilities Receiving Instruction in Access Points Curriculum and Administered the Florida Alternate Assessment (FAA)



Beginning in the 2014-2015 School Year as defined in Florida Statutes, a student with a disability receiving Instruction in Access Points curriculum and administered the Florida Alternate Assessment is eligible for a standard diploma. The graduation requirements are as follows:

A. Four (4) credits in English Language Arts:

- i. Access English I
- ii. Access English II
- iii. Access English III
- iv. Access English IV

An applied Career and Technical Education (CTE) course that has content in English Language Arts may substitute for Access English IV.

B. Four (4) credits in Mathematics to include:

- i. Access Algebra 1A and 1B
- ii. Access Geometry

An applied CTE course that has a content related to mathematics may substitute for one mathematics credit, with the exception of Access Algebra 1A and 1B and Access Geometry.

C. Three (3) credits in Science to include:

- i. Access Biology

At least two (2) courses must have a laboratory component. An applied CTE course that has content related to Science, an industry certification, or an identified complete science

course with a related industry certification may substitute for up to one Science credit, with the exception of Access Biology.

D. Three (3) credits in Social Studies to include:

- i. One (1) credit in Access World History
- ii. One (1) credit in Access United States History
- iii. One-half (.5) credit in United States Government
- iv. One-half (.5) credit in Access Economics with Financial Literacy

An applied CTE course that has content related to Social Studies may substitute for up to one (1) Social Studies credit, with the exception of Access United States History.

E. One (1) credit in Physical education to include:

- i. Integration of Health

F. One (1) credit Fine and Performing Art, Speech and Debate or Practical Arts

G. Eight (8) electives:

Must include a course in Self Determination or Transition Planning and may include employment-based courses.

H. Participate in one (1) online course, unless waived by the IEP in accordance with Florida Statute.

*Scholar and Merit designation requirements must be

ASSESSMENTS

1. Participate in End of Course (EOC) Assessments for Access Algebra I, Access Biology, Access Geometry, Access US History and Access Algebra II Florida Alternate Assessment.
2. Attain a passing score on the 10th grade English Language Arts Florida Alternate Assessment, unless a waiver of the results is awarded; scoring a level 4 or higher.
3. Attain a passing score on the Access Algebra I EOC, unless a waiver of the results is awarded.
4. Develop a portfolio for courses not measured by a state standardized assessment. Such as work samples, videos and audio recordings, community based instruction modified occupational completion points, work experience, internships, or community service. Postsecondary credits, if any, must be documented in the portfolio.

***Earns a cumulative grade point average (GPA) of at least 2.0

Scholar and Merit Designation requirements are to be discussed with the parent and student

For additional information regarding the new graduation requirements, please contact your child's teacher or School Counselor.

STANDARD DIPLOMA VIA ACADEMIC AND EMPLOYMENT-BASED COURSES

A student with a disability for whom the IEP team determines that this option is appropriate for the student, must meet the following criteria:

- ⇒ Must meet the same 24 credit requirement as all students
- ⇒ Must earn at least one-half credit in an employment-based course
- ⇒ Documented achievement of components on employment transition plan
- ⇒ May substitute a CTE course with content related for English IV, 1 math, 1 science & 1 social studies
- ⇒ **Not** Algebra, Geometry, Biology or US History

For additional information regarding the new graduation options, please contact your child's teacher or School Counselor.

Dr. Rosalind Hall, Director of ESE and Student Services



Accommodations: A Key to Success!

In Florida, all students with disabilities have the opportunity to work toward grade-level academic standards. Students with disabilities may use accommodations during instruction and assessment as outlined and in accordance with district and state policies. Accommodations are designed to meet the Individual student needs and ensure access to the academic content standards.

When reviewing a student's IEP and the need for accommodations, we focus on two primary areas which must be documented on the IEP: *Classroom Accommodations* and *Testing Accommodations*. There are accommodations used in the classroom that are not allowable on state or district Assessments. (*Test manuals list allowable accommodations.*)

The district is required to inform parents in writing if accommodations used for their child in the classroom are not allowable on such assessments. Please contact your child's teacher or the ESE / Student Services office, 486-5240, if you have questions or concerns.

Assessment Monitors Progress of our

The School Board of Levy County provides inclusion classes for the majority of the preschool children with disabilities. This allows children with and without disabilities to interact in a classroom setting, to the advantage of both. In Levy County, 87% of pre-k students with disabilities receive the majority of their services in an inclusive classroom, compared to 36% across the state of Florida.

Beginning with the 2007 school year, DOE required the district to assess all preschool children with disabilities using the Battelle Developmental Inventory-II (BDI-II) when they enter school, and upon exiting to Kindergarten. This test measures various areas of development such as social skills, communication, cognitive skills, and motor skills. The purpose of the testing is to measure the child's growth while he or she is receiving school services.

In the school year 2015-16, upon exit of our Pre-K programs, 100% of our students with disabilities were functioning within age expectations in positive social emotional skills; 84% had acquired and were using age appropriate knowledge and skills, and 90% were using appropriate behavior to meet their needs.

Dr. Rosalind Hall, Director, ESE/Student Services

Resources to Increase Student Achievement

Multi-Tiered System of Support (MTSS)/Region 2 Satellite Lab

located in the Exceptional Student Education (ESE) and Student Services building in Bronson is available to all parents, teachers, and therapists who are looking for ideas and solutions to assist our struggling students. The lab is set up as a loan library, demonstration and production lab with

a focus on Accessible Instructional Materials, Universal Design, and Assistive Technology. The lab can offer tools/ideas for those who need assistance with students who struggle with academic, behavioral, and/or communication challenges. Training for parents and professional development for teachers and therapists is offered during the school

year by request. The lab serves seven (7) small and rural school districts. Tours/visits/consultations can be scheduled with Teresa Pinder, our Regional Local Assistive Technology Specialist at the ESE/SS office, 486-5240.

Dr. Rosalind Hall, Director, ESE/Student Services
Teresa Pinder, Regional Local Assistive Technology Specialist

Gifted Services

The Florida State Board of Education goals are to increased proficiency for All students by providing them an opportunity to expand their knowledge and skills through learning opportunities. Our Gifted Program assures a system for screening and identifying students with high potential, a continuum of evidence-based service models with an acceleration plan in place, development of meaningful educational plans for students with rigorous and challenging curriculum. For additional information, please see your child's school counselor.

McKAY SCHOLARSHIPS

The John M. McKay Scholarship Program offers parents of students with a disability and an IEP, and students with a 504, Accommodation Plan, a choice between public school and private school by providing funding for private school tuition. For more information, go to the following website: www.floridaschoolchoice.org.

ESE / Student Services Website

The Exceptional Student Education and Student Services Department has a website full of resources for parents at www.e-se-ss.levyschools.org. The website features information on various topics, including:

- ◆ Assistive Technology
 - ◆ Transition
 - ◆ Parent Resources
 - ◆ Behavior Supports
 - ◆ The Student Services Evaluation Team
- From the ESE/SS website, you can link to many other resources, such as:
- ◆ Florida Department of Education's

Bureau of Exceptional Education and Student Services (BEES)

- ◆ School Choice/McKay Scholarships
 - ◆ Florida Diagnostic and Learning Resources System (FDLRS) and Child Find
 - ◆ The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)
 - ◆ Center for Autism and Related Disabilities (CARD)
- If you have any questions about the website, please contact the ESE/SS Department at 352-486-5240.



Does Your Child Need Specially Designed Instruction?

Do you believe your child is having emotional, behavioral, or academic difficulties in school? Do they have a medical diagnosis (such as autism, speech/language deficits, that may be affecting progress in school? Through the school's Multi-Tiered System of Support (MTSS), your child will receive the support needed to assist them in the classroom. Their response to the interventions provided will assist the team in making an eligibility determination for Specially Designed Instruction.

The Department of Education (DOE) requires all school districts to follow specific procedures to determine whether a child meets criteria for Exceptional Student Education (ESE) services, under various programs, such as: Autism Spectrum Disorder (ASD), Emotional Behavioral Disability (EBD), Specific Learning Disability (SLD), Intellectual Disability, Speech and/or Language Impairments and other disabilities.

In Levy County, the following procedures are used to determine eligibility for all programs, except Speech Impaired, for students in kindergarten through twelfth grade:

1. Share your specific concerns with the Guidance Counselor at your child's school.
2. The Guidance Counselor will schedule a meeting with the school's problem solving team (PST), of which you will also be a member.
3. The PST will discuss your concerns and develop a plan to address your child's needs. The plan will include specific interventions designed to help your child.
4. The team will closely monitor your child's progress and the results of the interventions. The team will adjust the changes as needed, including intensifying the services if needed. As a parent, you will be involved with the team and assist in decision-making.
5. After implementing and monitoring the results of the interventions, the PST will decide if your child needs to be evaluated by the school psychologist and/or appropriate personnel. Your written Consent is required for such evaluation. After the

evaluations, school and/or district personnel will schedule a "staffing" meeting, at which the results will be shared with you. In order to determine eligibility and the need for specialty designed instruction, the team will review your child's response to intervention in conjunction with the formal evaluation and classroom state, and district assessments.

The DOE does not require that a student receive interventions prior to considering eligibility for the Speech Impaired program only. If you are concerned about your child's speech, contact the Guidance Counselor who will work closely with the Speech-Language Pathologist (SLP) to determine the need for an evaluation. The results will be shared at a staffing where eligibility and services will be determined.

As a parent, you have a right to request a formal evaluation. The school district has 30 school days in which they must request your consent for the evaluation or provide you with a written explanation of why they will not evaluate your child.

If your child meets eligibility criteria for an ESE program and you give written consent to receive services, a written Individual Education Plan (IEP) will be developed by the team (including you). The IEP will include goals to address your child's challenges and establish services to help your child meet those goals.

The team reviews the IEP annually, but you, or a member of the school staff, may request a meeting at any time to address concerns or discuss necessary changes. You will receive an invitation to the meeting called a Notice of Conference which will include you and other invited professionals with knowledge about your child. **You have the right to invite others to accompany you to this meeting.**

The Exceptional Student Education and Student Services Department has information and resources to assist parents with education decision about their child. For information, call the ESE/SS office at 486-5240.

Dr. Rosalind Hall, Director, ESE and Student Services

Marcy Young, ESE Coordinator, / Section 504



Students with Disabilities Can Defer Receipt of Their Diploma

Under Florida law, a student with a disability who meets the standard high school diploma requirements may now defer receipt of the diploma and continue to receive services, where the student meets the following two requirements:

1. The student has an Individual Education Plan (IEP) that prescribes special education, transition planning, transition services or related services for the student through age 21; **and**
2. The student is enrolled in accelerated college credit instruction pursuant to Florida Statute 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar Diploma designation requirements, or a structured work-study, internship, or pre-apprenticeship program.



age of majority will be notified in writing by the school no later than January 30th the option to defer graduation and receipt of the standard high school diploma. When you notify your school of your desire to defer graduation and the receipt of a diploma, an IEP meeting will be convened as soon as possible to review and determine if deferring the standard high school diploma is appropriate. If you do not notify the school of a desire to defer graduation and receipt of a diploma by the **May 15th deadline**, the school district will be released from its obligation to continue to provide free appropriate public education (FAPE).

For additional information regarding the deferral of receipt of a high school diploma, please contact your child's teacher or School Counselor.

When all requirements for graduation and diploma deferral appear to be met, parents and student who is

Dr. Rosalind Hall, Director of ESE and Student Services

Best Practices for Inclusive Education (BPIE) Assessment

In July 2013, our Florida legislators enacted section 1003.57(f), Florida Statutes, which requires each district and school to complete a **Best Practices for Inclusive Education (BPIE) assessment every three (3) years**. The School BPIE Assessment is designed to assist schools in determining the current status of inclusive practices and identify needs for increasing or improving those practices school wide in grades Pre-K through grade 12.

The School BPIE includes thirty-four (34) indicators of specific and measurable inclusive practices based on peer-reviewed research, current literature and best practices in schools across Florida.

Each indicator includes a list of best practices examples to assist the school's team in determining a rating for the level of implementation at your child's school. The school's team was a diverse group which included school administrators, ESE and General Education teachers, therapists, support staff, parents and community stakeholders. Based on your school final indicator ratings, priority indicators were selected to continue supporting our students.

If you would like to more about the BPIE Assessment and/or results, please contact your child's Principal.

Dr. Rosalind Hall, Director of ESE and Student Services

SUMMARY OF PERFORMANCE (SOP)

With the reauthorization of the Individuals with Disabilities Act (IDEA) in 2004, a Summary of Performance (SOP) is required for students whose eligibility, under special education, terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility for a free and appropriate education (FAPE) at age 22, or at the end of the school year in which the student reaches age 22. The SOP, with accompanying documentation, is important to assist students in

transition from high school to higher education, training, and / or employment. The SOP provides the student and family with a clear understanding of the skills the student has mastered thus far (academic and functional), and also includes Ideas of what the student and the student's support network can do as "next steps" to reach postsecondary goals.

Dr. Rosalind Hall, Director of ESE and Student Services

Local Students Have Varied CTE Options

Students can choose from a number of Career and Technical Education (CTE) Programs offered in our high schools.

The programs focus on training students in work skills needed in area businesses and industries, and providing students with college credit in articulated programs.

The district's goal is to ensure that students graduate from high school ready to enter the workforce and/or continue their education at a post-secondary institution.

The chart at right shows the available programs, the schools where they are offered, and the college articulation.

Articulated programs are those that provide college credit through an agreement with the School Board of Levy County and the College of Central Florida (CCF). The School Board also articulates with Santa Fe College (SFC) for programs not offered by CCF. For students to receive the articulated college credit, they must meet the requirements for the program as defined by the college. Some programs require the students to take an assessment test at the college and earn a minimum score in order to receive the credit; some require students to turn in a portfolio documenting their

work. It is the student's responsibility to meet with the college's High School Career Pathways Coordinator to complete the process for obtaining college credit.

Dual enrollment is another option for CTE students.

Students enrolled in CTE Programs have the opportunity to participate in hands-on learning, career exploration, career shadowing, college campus visits, and the opportunity to earn state and national industry certifications and the Florida Ready to Work Credential. Anyone interested in learning more about CTE opportunities should make an appointment to visit with the school guidance counselor or the CTE instructor.

No student enrolled in the Levy County

Schools shall, on the basis of race, religion, age, national background, gender, marital status or disability, be excluded from participation in or be subjected to discrimination under any curricular or any other school sponsored activity.

Carol Jones DuBois, Career & Technical Education Coordinator

CTE Program	BHS	CKS	CHS	WHS	Articulation	Industry Certification
Accounting			X	X	CCF	Microsoft
Admin. Assist.	X	X		X	CCF	Microsoft
Digital Design			X	X	SFC	ADOBE
Ag. Biotech.			X	X	SFC	Ag. Biotech Certification
Animal Science			X	X	CCF	Ag. Production Technician
Agritechnology	X	X		X	CCF	Ag. Production Technician
Horticulture				X	CCF	FNGLA
Health Academy			X	X	CCF/SFC	C.N.A. / EMT
Welding-dual enrollment for qualified students	X	X	X	X	CCF	A.W.S.
Carpentry I	X				SFC	N.C.C.E.R.

Homeless Rights and Information

Are you temporarily living in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends because you lost your housing due to economic or similar reason? If so, you may be eligible to receive services provided under the McKinney-Vento Act.

YOUR CHILDREN HAVE THE RIGHT TO:

- Go to school, no matter where you live or how long you have lived there.
- Continue in the school the last attended before becoming homeless, if that is your choice, and it is feasible.
- Receive transportation to the school they last attended before your family became homeless if you or a guardian requests such transportation.
- Participate in school programs with children who are not homeless.

- Enroll in school, even if they don't have a permanent address.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Enroll and attend classes in the school where you are seeking enrollment, if it is the school of origin or the zoned school, even while the school and you seek to resolve a dispute over enrolling your child.
- Receive the same programs and services, if needed, that are provided to all other children served in these programs.

For more information, call Laura Klock, Coordinator of Pre-Kindergarten and Student Services and District Homeless Education Liaison, (352) 486-5231

NOTICE OF PERFORMANCE RELEASE

I **RECOGNIZE** that school performances or activities may be videotaped or photographed for public viewing, and I hereby ☐ **do not approve** such videotaping, or photographing, and the public showing of such video tape, if such videotaping should occur. This includes posting on the school or district website. I also consent to the release of my child's name, both verbally and in print, when used in connection with said photograph(s)/videotapes(s). It is understood the photographs(s)/videotapes(s) and name of the child may be used for promotional purposes inside and/or outside Levy County School Board.

It is understood that the school or school district will not duplicate photograph(s)/videotape(s) for the benefit of any individual student(s) or parent(s)/legal guardian(s).

I **FURTHER RECOGNIZE** my right to rescind this permission and release at any time upon written notification to the school and the School Board of Levy County, provided that I recognize that if any performance or activity videotaped or photographed prior to my rescinding of this permission and release, my approval of the public showing of said previously taped performance or activity will remain in full force and effect as to that performance or activity.

I do hereby release and waive any and all claims, demands, or objections against the said school and school district in connections with or arising out of said photograph(s)/video(s) of my child.

Parent Signature

Date

Student Signature

Date

Multi-Tiered System of Supports (MTSS)



MTSS is a multi-tier model of instruction and intervention services, using research or evidence-based practices. MTSS uses a problem-solving team to make data-driven decisions and to monitor all students' progress. The goal of MTSS is the process that is used to examine student data to determine effectiveness of

instruction or intervention in a subject, including reading, math, and behavior.

The problem-solving team begins by looking at all students' assessment data. The student's data is compared to performance of the class, the grade level, the district, and the state benchmarks. If a discrepancy in achievement is found, then the student may begin to receive interventions.

Classroom teachers provide many interventions to students as needed in the classroom (review, re-teach, etc.). If students' do not respond to universal interventions, they may be provided more support at different levels of instruction and intensity.

This is often referred to as different "tiers." As the tier level increases so does the intensity of the intervention. Students may receive more time of instruction, in smaller groups, and their progress is more closely monitored. Throughout the year, all students' progress is monitored and they may move in and out of different tiers as needed. Parent Involvement is key in intervention planning and success.

The goal of MTSS is to prevent problems and intervene early so that all students can experience academic and behavioral success in our schools.

Candy Dean, Assistant Superintendent

Meningococcal Meningitis

Importance of student health and vaccination continues through adolescents and young adults. While anyone can get Meningococcal Meningitis, certain lifestyle factors may put this group at increased risk. Meningococcal disease is contagious and is transmitted through the exchange of respiratory droplets such as coughing or sneezing, or through direct contact with an infected person (e.g., kissing). **Immunization can prevent the majority of meningococcal disease cases in adolescents and young adults.** Meningococcal disease is often misdiagnosed because its early symptoms are much like those of the flu or migraines. Symptoms may include high fever, headache, stiff neck, confusion, nausea, vomiting and exhaustion. Later a rash may appear. If any of these symptoms are present and are unusually sudden and severe, call a physician.

Vaccination offers the best protection against the disease and protects against four of the five major strains of the

bacteria that can cause Meningitis. The Centers for Disease Control and Prevention (CDC) recommends vaccination for all 11-12 year olds, with a booster at age 16. For those who receive the first dose at 13-15 years of



age, a booster is recommended at 16-18. CDC's Advisory Committee on Immunization Practices (ACIP) suggests that **adolescents receive the vaccine less than five years before starting college.** For medical advice about meningococcal immunization and all other immunizations, consult your physician or local department of health.

Remember there is no charge for this vaccination if you receive it BEFORE you graduate from High School!

Jeannie Norris, RN, School Health Supervisor

Student Health Is a Cooperative Effort

Student Health Services help insure that school children are healthy, in school, and ready to learn! They also give parents the peace of mind of knowing their child's health needs will be handled by a health professional at school.

Our School Health Staff includes registered nurses and health support aides who have been specifically trained in pediatric care for school age children.

Last year, Levy County students made over 78,000 visits to our school Health Rooms. Reasons for visits included: medications, injuries, illnesses, health screenings, mental and social issues, and health monitoring. Over 92% of visits resulted in students being cared for *and returned to class*.

Medication Information

Parents must be aware that students are not permitted to carry medication on their person except for inhalers for asthma, Epipens, and enzymes for pancreatic insufficiency. In those cases, the school nurse must be notified that the student will have these emergency medicines and must be given a demonstration of its proper use. As for other medications:

- ⇒ *All medication must be in the original container, with prescription label and current directions for use. The parent or guardian must deliver it to school and sign a medication administration consent form for each medication. Only FDA approved medications will be given.*
- ⇒ *Over-the-counter medications must be approved by the registered nurse before they can be accepted for administration. A physician's note may be required.*
- ⇒ *Medications should only be given at school when absolutely necessary, so classroom time is not interrupted.*
- ⇒ *At the end of the school year, or when a medication is discontinued or expires, the parent or guardian must pick up and sign for remaining medication or it will be destroyed.*

Parents of students with special health needs, please contact the school nurse for further information.

Physical Exams and Immunizations

Physical exams and immunizations **must be up to date** and an approved copy available upon school entry.

REMEMBER:
it is important for the school to have current emergency contact information on hand at all times.

It is recommended that all students have a physical exam at least once every three years.

⇒ Students participating in athletics for the upcoming school year must have a "sports" physical done before

participation. These physicals expire one year (365 days) after date completed. Also:

- ⇒ Effective for the 2017-2018 school year, the final dose of the IPV (Polio) vaccine must be administered after the students 4th birthday for entry into Kindergarten. A 5th dose is required if the 4th dose was administered prior to the fourth birthday.
- ⇒ Students entering or being retained into Kindergarten and grades one through 9 must have documentation of two (2) Varicella vaccinations prior to the start of the 2017-2018 school year or documentation of chickenpox disease.
- ⇒ Students attending Pre-K and grade ten through grade 12 must have had a Varicella vaccine or documentation of chickenpox disease.
- ⇒ Students attending Pre-K through grade 12 must have documentation of receiving Hepatitis-B vaccine prior to entry.
- ⇒ Students attending Kindergarten through Grade 12 must also have documentation of two Measles Vaccines. In addition, all students entering grades 7-12 must have documentation of a Tdap (tetanus-diphtheria-pertussis) vaccine within the last five years.
- ⇒ Students entering a Florida school for the first time must have a completed Form DH 680 (*Florida Certification of Immunization* card) with documentation of primary vaccinations.

When Your Child Gets Sick

School attendance is very important, but sometimes children get sick and need a short time to recover. Parents should not send a child to school when he or she is ill. This protects your child, as well as other children and school staff.

A child should remain at home under the following conditions:

- ⇒ *If a child has a fever (temperature over 100.5 degrees) or has had a fever during the last 24 hours, keep the child at home until the temperature has been normal for 24 hours without the use of fever reducing medication.*
- ⇒ *If a child has a runny nose to the extent that he or she cannot control secretions.*
- ⇒ *If a child has diarrhea*
- ⇒ *If placed on antibiotic therapy, a child should stay home at least 24 hours or as long as recommended by a physician (in writing).*
- ⇒ *If a child is ill enough to require over-the-counter cold preparations, he or she should rest at home. Often these medications cause changes in mood such as agitation or drowsiness.*

Student Healthcontinued from page 29

⇒ If your child has vomited more than once, he or she should remain home until the vomiting has subsided for at least four hours.

The School Health Team encourages parent participation. Please feel free to contact your child's school nurse. We are happy to answer questions and help any way we can.

AN IMPORTANT REMINDER ABOUT HEAD LICE

To prevent the spread of head lice, health policy requires children be

treated and all nits (eggs) removed. Re-admission to school should be within 48 hours and the parent or guardian must bring the child to the school health area for clearance and re-admission to class. School health teams will do inspections for head lice as the need arises.

FLU NOTICE

Parents please check with your health provider for information regarding flu vaccines. They are very important to receive yearly for prevention of flu. Flu prevention tips include:

- ⇒ Avoid close contact with people who are sick,
- ⇒ Stay home when sick,
- ⇒ Cover your mouth and nose with a tissue when you cough or sneeze,
- ⇒ Wash hands often,
- ⇒ Avoid touching your eyes, nose or mouth,
- ⇒ Practice good health habits- (Get enough sleep, be active, manage stress and eat right!).

Jeannie Norris, RN,
School Health Supervisor

Questions? Contact School Health Personnel

School Nurse

Bronson Elementary, Jeannie Norris, RN
Bronson High, Angie Phillips, RN
Cedar Key, Angie Phillips, RN
Chiefland Elementary, Emily Locke, RN
Chiefland Middle/Chiefland High, Emily Locke, RN
Joyce Bullock Elementary, Meriam Holder, RN
Williston Elementary, Meriam Holder, RN
Williston Middle/High, Meriam Holder, RN
Yankeetown School, Emily Locke, RN
Levy Learning Academy, Angie Phillips, RN
Charter Schools, Jeannie Norris, RN

Health Aide

LeShea Curnell HA 486-5290
Wanda Johnson, HA 486-3331
Malinda Roland, HA 543-5223
Renee' Tindale, HA 493-6033
Robin Webber, HA 493-6008
Sharon Strong, HA 528-2745
Gail Hopping, HA 528-6030
Rose Fant, HA 528-2263
Diane Mathews 447-2372
Josephine Remington, HA 486-5388
Lori Howard / 486-5290
Angie

Phone

School Health Supervisor, Jeannie Norris, RN 486-5290
LCHD Director of Nursing, Elizabeth Powers, RN 486-5300

School Counselors Provide a Variety of Services

The goal of our school Counselors is to help students become competent, lifelong learners and productive members of society. To achieve that, counselors help students develop:

- career exploration skills
- coping skills and effective communication
- decision-making skills

diversity

The comprehensive guidance program in our schools is built on the assumption that educational, career, and personal objectives are attainable when guidance for all students is provided. Finally, guidance is no longer a service to be offered by one person, but a program that involves active participation by other stakeholders, and especially students and their parents.

SCHOOL COUNSELORS 2017-2018

BES	Tina Rucinski	486-5281
BMHS	Tina Wilkerson / TBA	486-5261
CKS	Jennie Lynn Hudson-Lane	543-5223
CES	Michelle Barron / Dana Smithers	493-6040
CMS	Teri Edison	493-6025

CHS	Devon Weaver	493-6000
JBES	Lisa Gant	528-3341
WES	Gemma Spofforth	528-6030
WMHS	Karen Ridenour / Anne Phipps Amanda Myrhee	528-3542
YTS	Candy Prescott	447-2372

TRANSPORTING STUDENTS: HOW YOU CAN HELP

The Transportation Department team is committed to doing everything we can to provide safe, convenient transportation for our students. You can help by making sure your children know the rules, and are on time for the bus. Drivers can help too, by observing traffic laws and driving with extra care during the times when children are going to and from school.

As our drivers began their daily routes on August 10, we expect everything to go smoothly and on time. However, the first few days may reveal a few details that need to be worked out, so we ask parents, students, and drivers on the road during bus hours, to be patient.

When school starts, bus drivers begin gathering emergency information on their riders. This information is vital to our program and your child's safety. We realize that parents receive requests for this information from other school staff, and that completing such forms becomes repetitious. However, the Department of Education requires we maintain these records in our files, and, more importantly, having this information readily accessible means we will be better able to contact you in the event of an emergency.

Communication is essential in our department, and we encourage parents to speak with the bus driver,

or contact us whenever you have a question or problem concerning bus routes or pick-up and drop-off times. We will be happy to assist you.

We do want to remind all parents that the bus stop is not a good place to discuss things with drivers. They are on very tight schedules and simply do not have time to fully address your concerns. It is in everyone's best interest to keep our bus drivers free from distractions while they are concentrating on transporting students to and from school.

If you need to speak with a bus driver or with other Transportation Department staff, call 486-5252 any time between 6:00 a.m. and 5:00 p.m.

Drivers will arrange to either speak with you by phone or meet with you at your child's school.

BUS CAMERAS

As you know, our buses are now equipped with surveillance cameras. The cameras help ensure the safety and welfare of both pupils and employees.

The camera use is addressed in the Code of Student Conduct, which states: "To ensure the safety and welfare of pupils and employees, cameras may be used to monitor behavior on school property.

Disciplinary action may occur based upon the evidence of the videotapes."

The cameras have been a very good investment for the district and have brought peace of mind to both parents and school administrators. For more information concerning this equipment's use, please contact us at 486-5252.

NOTE: The Code of Student Conduct also has other information pertaining to transportation. Please refer to it if you have questions, or contact us about your concerns.

EMPHASIZE GOOD BEHAVIOR

You can help make your child's daily bus ride a positive experience by emphasizing the importance of good behavior on the school bus. The start of a new school year is a good time to review the bus rules (*listed below*) with your child and make sure they understand why it is important to follow these rules.

The bus drivers and school staff also review the rules with students. By working together, we can impress upon all the students how important it is to observe these guidelines.

We appreciate your help and understanding. We will be glad to answer your transportation questions at any time. Just call 486-5252.

Bruce Greenlee
Transportation Department



Back to School



Bus Safety Tips to Teach Your Kids

- ⇒ Wait for the bus on the sidewalk, not in the street.
- ⇒ While waiting, pay close attention and don't fool around with your friends.
- ⇒ Wait until the bus has stopped and the door has opened before stepping off the curb.
- ⇒ Always stay away from the wheels.
- ⇒ Remember: Just because you can see the bus does not mean that the driver can see you.
- ⇒ While riding the bus, stay seated, face forward, keep the aisles clear, and keep your head and arms inside the vehicle.
- ⇒ Always obey the driver's instructions.
- ⇒ Gather your belongings before you reach your school or stop.
- ⇒ Use the handrail while exiting, and be careful of backpacks and other things that dangle.
- ⇒ When you get off, take five giant steps away from the bus, out of the danger zone.
- ⇒ Never run back to retrieve a forgotten item or to pick up something you've dropped near or under the bus.

SCHOOL BUS RULES

Please review the following rules with your child



Before you ride, PLEASE:

- Be sure you know your assigned bus and bus stop. Be on time at your bus stop. The driver cannot wait for tardy riders.
- Stand ten (10) feet back from the road while awaiting the bus.
- When you must cross the road on leaving the bus, walk ten (10) feet along the road from the front of the bus and wait for the Bus Driver's signal before crossing the road.

While you ride, PLEASE:

- Obey the bus driver. The driver is in full charge of the bus and the students.

- Observe classroom conduct on the bus.
- Remain quiet. Normal conversation with friends is acceptable. Unnecessary conversation with the bus driver is dangerous.
- Observe absolute silence at railroad crossings.
- Keep your seat at all times while bus is moving.
- Keep arms and head inside the windows.

And PLEASE remember:

- No eating, drinking, smoking or tobacco products are allowed on the bus.
- No walkman-type radios, CD, tape players, electronic, or audio/video recording devices are allowed on the bus.
- Cell phones must remain off while on the bus.
- It is Florida law to wear a seat belt if the school bus is equipped with it.
- The bus driver has the right to assign seats if necessary to promote order on the bus.
- Riding the bus is a PRIVILEGE. Please don't abuse it!
- Pre-Kindergarten and Kindergarten students will not be dropped off at bus stops without a parent/guardian or older

Bruce Greenlee / Transportation Department

School Starting Times

BES	7:55
BMHS	8:00
CKS	8:03
CES	8:00
CMHS	8:00
JBES	7:45
WES	7:35
WMHS	8:35
YTS	7:55
WWCSP	7:55
NCMCS	8:05

WHEN DRIVING...

⇒ PLEASE observe school bus stops.

Getting behind one of those "Yellow Dogs" certainly can delay you when you are trying to get to work or school, but please be cautious when passing the bus.

⇒ PLEASE observe the bus closely when the red lights are on and students are boarding or exiting.

This is the time students are most vulnerable and more accidents occur at this time than any other.

⇒ PLEASE be a good citizen and report offenders.

It could be your child or someone close to you who is injured by irresponsible drivers.

⇒ PARENTS, PLEASE be sure you have the correct time for pick-up and have your child waiting at least five minutes before the bus is to arrive.

If the bus is unusually late, please call the Transportation Department, and we will correct the problem. We are aware that many parents work and do not want to leave their children unattended at the bus stop, and we will do our best to be on time in the morning and in the afternoon.

Bruce Greenlee / Transportation Department



2017-2018 SCHOOL CALENDAR

JULY
July 4: INDEPENDENCE DAY
July 26: New Employee Orientation

AUGUST
Aug. 2: Bus Driver Training
Aug. 3-9: Teacher Workdays
Aug. 4: PD day
Aug. 7: PD Day
Aug. 8: No Meeting Day
Aug. 10: FIRST DAY FOR STUDENTS

SEPTEMBER
Sept. 4: LABOR DAY

OCTOBER
Oct. 13: End of 1st 9 weeks (46 days)
Oct. 16: Teacher Workday
Oct. 20: Distribute Report Cards

NOVEMBER
Nov. 10: Veterans Day (observed)
Nov. 18-26: THANKSGIVING HOLIDAYS (schools closed)
NOV. 20-21 *12 month employees work
NOV. 20-21 Will be used for Storm Days if needed.

DECEMBER
Dec. 15: End of 2nd 9 Wks. (38 days)
Dec. 13-15: Exam Days
Dec. 16-Jan. 2 Christmas Holidays
Dec. 25: Christmas Day

JULY 2017	AUGUST 2017	SEPTEMBER 2017
S	S	S
M	M	M
T	T	T
W	W	W
T	T	T
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10	10	10
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12	12	12
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OCTOBER 2017	NOVEMBER 2017	DECEMBER 2017
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JANUARY 2018	FEBRUARY 2018	MARCH 2018
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APRIL 2018	MAY 2018	JUNE 2018
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JANUARY
Jan. 1: New Year's Day (offices closed)
Jan. 2: Christmas Break
Jan. 3: Teacher work Day
Jan. 4: PD Day
Jan. 5: Students Return
Jan. 12: Distribute Report Cards
Jan. 15: M. L. King Day

FEBRUARY
Feb. 19: PRESIDENTS DAY (offices closed)

MARCH
Mar. 2: End 3rd 9 Wks. (39 days)
Mar. 5: Teacher Work Day
Mar. 9: Distribute Report Cards
Mar. 16-21: Suwannee River Fair (set by the SRF)
Mar. 23-31: Spring Break
Mar. 30: Good Friday

MAY
May 28: Memorial Day

JUNE
June 1: Last Day of School
K-5 Distribute Report Cards
Exam Days
End of 4th 9 Wks. (57 days)

June 4: Teacher Work Day

Teachers Must Meet Several Requirements to be Designated "Highly Qualified"

Teachers must meet a number of requirements to receive the Highly Qualified designation. The teacher must have at least a Bachelor's Degree, and must be teaching in the subject area for which he or she has that degree, or other certification, as designated.

Our personnel department and school principals spend a great deal of time recruiting new teachers, always with the goal of hiring Highly Qualified teachers. The personnel department works closely with principals and Superintendent Hastings to insure accurate information on every applicant.

When teachers are hired who do not meet the qualifications, the teacher must sign an agreement and develop a written plan detailing what they will do to reach the Highly Qualified

level. Once this agreement is signed, the district continues to monitor the teacher and assist him/her in locating the professional development or course work that is required. The district usually reimburses any expense for the course work or training needed to become highly qualified.

No Child Left Behind requires schools to inform parents whenever their child is being taught by a teacher who is NOT Highly Qualified. Schools must also inform parents each time students are taught for four consecutive weeks by a substitute who is not highly qualified.

Parents have the right to request information concerning a teacher's certification from a principal or from the district office.

Marla Hiers, Personnel Director



TO CONTACT YOUR SCHOOL:

School	Phone	Hours
Bronson Elementary School Principal Cheryl Beauchamp Assistant Principal Danielle Rosson School Counselor - Tina Rucinski	486-5281	7:55-2:35
Bronson Middle High School Principal Gary Masters Assistant Principal Cheryl Allen School Counselors - Tina Wilkerson / Alyssa Raykovitz	486-5260	8:00-2:44
Cedar Key School Principal Joshua Slomp Administrative Assistant Raymond Powers School Counselor - Jennie Lynn Hudson-Lane	543-5223	8:00-2:45
Chiefland Elementary Principal Lacy Redd Assistant Principal Marlene Wiggins / Kelly Gore School Counselors - Michelle Barron / Dana Smithers	493-6040	7:55-2:30
Chiefland Middle High School Middle School Principal Dennis Webber Assistant Principals Aaron Haldeman / Christy McElroy School Counselor - Teri Edison	493-6025	8:00-2:49
Chiefland Middle High School High School Principal Dennis Webber Assistant Principals Danielle Rosson / Christy McElroy School Counselor - Devon Weaver	493-6000	8:00-2:49
Levy Learning Academy Principal, Gary Masters Assistant Principal, Robert Lowyns	486-5240	8:00-2:44

School	Phone	Hours
Joyce Bullock Elementary Principal Melissa Lewis Assistant Principal Hillary Cribbs School Counselor Lisa Gant	528-3341	7:45-2:15
Williston Elementary School Principal Jaime Handlin Assistant Principal Emily Hancock School Counselor Gemma Spofforth	528-6030	7:35-2:10
Williston Middle High School Principal Lindsay Legler Assistant Principals Chloe Gabriel School Counselor - Karen Ridenour / Anne Phipps / Amanda Myrhee (MS)	528-3542	8:35-3:30
Yankeetown School Principal Denee Hurst Administrative Assistant Candy Prescott School Counselor - Candy Prescott	447-2372	7:55-2:27
Whispering Winds Charter School Project, Inc. Director Kimberly Bartley / Jennifer Pittman	490-5799	8:00-2:15
Nature Coast Middle School Charter School Director Charles Bowe		8:05-2:30
CFCC Director Rayanne Giddis	493-9533	HOURS VARY

STUDENT ACCIDENT INSURANCE AVAILABLE FOR 2017-2018

Parents, if your child is not covered under another accident policy, we strongly encourage you to take advantage of this low-cost coverage. This is the only coverage available through the district that will cover accidents during school hours or on school property. Coverage is available for as low as \$9.00 per year. You may also purchase insurance to cover sports accidents.

To participate, all you need to do is simply go to the website www.schoolinsuranceagency.com and look for Levy County. The application and payment are completed on-line. However, you do have the option of printing the application and mailing in along with your payment.

If you have questions you may call 1-800-541-8256.

Coverage will be effective from the date the company receives your application, with payment, through July 31, 2018. You will not receive a policy. Keep the information portion of the application with your payment information noted on it. If you need to file a claim during the year, you may visit the above website or call them at 1-800-541-8256.

Kalee Wade, Coordinator of Benefits and Risk Management



WHO TO CALL WHEN YOU HAVE QUESTIONS

DISTRICT OFFICE (extensions, see below)		486-5231	Guidance	John Lott Jr.	ext 2049
Superintendent, Jeffery R. Edison		ext 2029	Insurance, Risk Management	Kalee Wade	ext 2035
Assistant Superintendent, Candice M. Dean		ext 2032	Literacy	Carol DuBois	ext 2047
Assistant Superintendent, John Lott Jr.		ext 2049	Maintenance	William Stockman	486-5250
Director of Administration, Matthew McLelland		ext 2078	MIS	Ron Perez	ext 2046
District Office FAX Number		486-5237	Para-Pro Testing	Tami Wain	ext 2034
District Switchboard	Donna Schaffer	ext 2021	Payroll	Phyllis Rutter	ext 2022
Accounts Payable	Sharette Shultz	ext 2041	Personnel	Marla Hiers	ext 2048
Adult High School	Rayanne Giddis	493-9533	Pre-Kindergarten / VPK	Laura Klock	ext 2063
Athletics	Matthew McLelland	ext 2029	Public Information Officer	John Lott Jr.	ext 2049
Board Agenda	Angela Hogan	ext 2044		Candy Dean	2032
Certification	Cheryl Galpin	ext 2060	Purchasing	Gerald Ward	486-5297
CFCC	Rayanne Giddis	493-9533	School Improvement	Michael Homan/	ext 2050
Data and Assessment	Barb Rivers	ext 2055		Carol DuBois	ext 2047
Education, Elementary	Candy Dean	ext 2049	School Safety	John Lott Jr.	ext 2029
Education, Middle /High School	John Lott Jr.	ext 2049	Sub Testing	Cheryl Galpin	ext 2030
Education, Home School	John Lott Jr.	ext 2029	Technology	Ron Perez	ext 2046
Employee Benefits	Kalee Wade	ext 2035	Testing	Valerie Boughanem	ext 2039
ESOL / Title III / Assessment	Valerie Boughanem	ext 2039	Title I/Federal Grants	Michael Homan	ext 2050
Education, ESE and Student Services	Dr. Rosalind Hall	486-5240	Title IV/ Safe & Drug Free Sch.	Carol DuBois	ext 2047
Finance	Kim Lake	ext 2090	Transportation Department	Bruce Greenlee	486-5252
Fingerprinting	Lori Lott	ext 2070	Truancy	Laura Klock	ext 2063
Food Service	Julia Oberst	486-5244	Vacancies	Tami Wain	ext 2034
LCS Foundation	Donna Turner	493-6056	Career Pathways / Literacy	Carol DuBois	ext 2047
			Volunteer Programs	Kalee Wade	ext 2035
			Zoning/Attendance Areas	Transportation	486-5252

We are looking for SUBS!

Looking for part-time employment? Have you ever thought about substitute teaching? What about substitute custodial work, driving a bus, or serving food in the cafeteria?

There are times when our employees cannot make it to work, and we must have someone to fill their position for the day. If you are interested in becoming a "sub" in our district,

the first step is to contact the school where you want to sub, since the school must recommend and submit paperwork for all applicants. Applications can be completed on-line at our website. Listed below are the qualifications for each job category. We'd love to have you on our team!

Marla Hiers, Director of Personnel

Qualifications for Substitute Positions

SUBSTITUTE CUSTODIAN

1. High School Diploma or equivalent is preferred. May use one year of job-related experience in lieu of education.
2. Be physically able to perform assigned duties.

SUBSTITUTE FOOD SERVICE WORKER

1. High School Diploma or equivalent is preferred. May use one year of job-related experience in lieu of education.
2. Experience in food preparation is preferred.

3. Be in good physical health.

SUBSTITUTE TEACHER

1. Have a current application on file.
2. Have a High School Diploma, AND one of the following:
 - a) AA degree OR
 - b) passing score on the substitute test OR
 - c) passing score on the ParaPro test.

SUBSTITUTE BUS DRIVER

1. Have High School Diploma or equivalent.
2. Possess a valid Florida CDL Class B

license with passenger and air brakes endorsements.

NOTE: The applicant must satisfactorily complete required driver training course and pass a performance test in the operation of a school bus.

The applicant must also pass a required state physical examination, and complete a basic course in CPR and first aid.

The Transportation Department must recommend and submit paperwork for all applicants for sub driver positions.

Marla Hiers, Director of Personnel

VISIT US ON THE WEB AT: WWW.LEVYK12.ORG
FOR DISTRICT INFORMATION, LINKS TO LOCAL SCHOOL WEBSITES, AND MORE.
(This guide will also be posted on our website.)