



Elementary/Middle Secondary 2017-2018 Comprehensive Student Progression Plan

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A. INTRODUCTION

Each school district is required to have a Comprehensive Student Progression Plan (CSPP) by s.1008.25 Florida Statutes (FS). This document reflects consensus in establishing and implementing the Comprehensive Student Progression Plan. Each student's progression from one grade to another is set forth in this document. The Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS), are the basis for curriculum, instruction, and evaluation of student performance. The School Board of Levy County will administer required state assessments in accordance to with Florida Statutes and State Board Rules. Each student's parent will be informed at a minimum of four times each year about a student's academic progress. This Comprehensive Student Progress Plan shall act as a contract delineating what a student must know and be able to do to be promoted and graduate and what the district will do to help the student meet the requirements for promotion.

B. RESPONSIBILITIES

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

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

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

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

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

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

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

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

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

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

C. INITIAL ENTRANCE TO PRE-KINDERGARTEN, KINDERGARTEN OR GRADE 1

Three or four year old Children who have been identified with a disability through the Local Educational Agency (LEA), will be served based upon the level of services needed in order to meet the child's individual educational needs.

Children who will attain the age of four (4) years on or before September 1 for the current school year shall be eligible for admission to the public Voluntary Pre- Kindergarten Program. Program Placement will be based upon availability and prioritized by the date that the VPK certificate was received by designee of the Local Educational Agency (LEA).

Any child who has attained the age of six (6) years on or before September 1 of the school year and who has enrolled in a public school or who has attained the age of six (6) years on or before September 1, and has satisfactorily completed the requirements for kindergarten in a nonpublic school from which the Board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall be admitted or promoted to the first grade. (Reference State Board Rules 6A-1.0985).

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

Each student, at the time of initial registration for school, shall note previous school expulsions, arrest resulting in a charge, and juvenile justice actions the student has had.

D. PROGRAM OF STUDIES

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

1. Grades PK-12 Progression and Educational Programming;

Florida Standards and Next Generation Standards

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

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

The Florida Standards and Next Generation Sunshine State Standards prepare students to effectively engage, communicate, and compete globally with students around the world. Florida's standards will incorporate important skills such as critical thinking, problem-solving, creativity, innovation, collaboration and communication.

The Language Arts Florida Standards (LAFS) include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school and high school instruction in the following content areas: history/social studies, science, and technical subjects.

The Mathematics Florida Standards (MAFS) include the K-8 grade level standards, 9-12 content standards (placed in high school courses as appropriate), and K-12 Standards for Mathematical Practice.

The Next Generation Sunshine State Standards include Science, Social Studies, Physical Education, Fine Arts, Health Education, and World Languages.

Veteran Sacrifices

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

Character Education

Instruction in character education shall be a part of the overall program of studies in grades K-12 and may be taught as a separate instructional area or integrated into other major subject areas. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The character-development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable student to become more resilient and self-motivated.

Career & Technical Education

Career and Technical Education programs provide secondary students with the opportunity to learn academic, technical, and work place skills. All of the Career & Technical Education programs are part of a Career Pathway that leads to articulated college credit and the opportunity to earn an industry certification. Career Pathways is a partnership between the School Board of Levy County and the College of Central Florida and Santa Fe College designed to provide, at no cost to the student, the opportunity to get a head start on preparing for college and career success. Students taking a specified sequence of high school Career and Technical Education courses with a A average, and an overall B average for all courses, Are eligible to take a college level assessment test. If the student passes the assessment and enrolls in the College of Central Florida or Santa Fe they may earn college credit towards the applicable S.A. Degree Program. Industry Certifications are available to Program completers, at no cost to the student.

Declaration of Independence

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

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

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

Disability History and Awareness Weeks

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

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

Reading

The district implements a core reading instruction program for all grades that is approved by the Florida Department of Education via the district K-12 Reading Plan. K-12 reading instruction aligns with Florida’s Formula for Success, 6+4+ii+iii, which includes six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension; four (4) types of classroom assessments: screening, progress monitoring, diagnosis, and outcome measures; initial instruction (ii) including considerations for background knowledge, motivation, and the provision for print rich, explicit, systematic, scaffold, and differentiated instruction, and the reading/writing connection; and immediate, intensive intervention (iii) including extended time, flexible grouping, accommodations, and more frequent progress monitoring.

This **core reading program** adheres to the following guidelines:

2. Elementary (PK - 5)

The English Language Arts block will cover 120 minutes, with at least 90 minutes being uninterrupted. A Comprehensive Core Reading Program (CCRP) must be taught as the major instructional tool for reading instruction. The English Language Arts block will

include whole group instruction utilizing a research based sequence of reading instruction (comprehensive core reading program) and small group differentiated instruction in order to meet individual student needs. Third grade retained students' reading curriculum should include a research-based supplemental or intervention program different from the program that resulted in retention. Students needing additional reading support as indicated by state assessments and other measures will be provided with additional reading instruction. (See Section VII.)

3. Middle Grades (6 – 8)

English/Language Arts class which utilizes materials designed to ensure college and career readiness for all students. Reading and Language Arts instruction is based on the Florida Language Arts Standards. Students needing additional reading support as indicated by state assessments and other measures will be provided with additional reading instruction through advanced and intensive reading classes. (See Section G.)

4. Grades 9 – 12

All high school students will receive reading instruction in a core English/Language Arts class which utilizes materials designed to ensure college and career readiness for all students. The educational instruction is based on Florida Language Arts Standards. Students needing additional reading support as indicated by state assessments and other measures will be provided with additional reading instruction through advanced and intensive reading classes.

5. Grades K-5: Course Requirements

Language Arts*	(2 Hours Daily)
Reading	minimum of 120 minutes daily
Mathematics	(1 Hour Daily)
Science and Social Studies* (K - 3)	30 minutes daily
Science and Social Studies* (4 - 5)	30 minutes daily
Art	(Minimum of 18 Hours Per Year)
Music	(Minimum of 18 Hours Per Year)
Physical Education	(REQUIRED 150 Minutes Per Week)
Computer Education	(Minimum of 30 Minutes Per Week)

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

Grades 6-8 Course Requirements

Students must successfully complete academic courses as follows:

Three middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

Three middle school or higher courses in English/Language Arts.

Three middle school or higher courses in science (M/J Comprehensive Science 1, 2, and 3).

Three (3) years in Social Studies. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. Beginning with students entering Grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes in accordance with s. 1008.22(3)(c) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Beginning in 2013-14, the Civics End of Course exam will constitute 30% of the student's final grade.

Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8.

Exception: Participation in Marching Band class or in a physical activity class that requires participation in Marching Band activities shall satisfy the requirement for Physical Education for that year in which the Marching Band class was taken.

One course in career and education planning to be completed in 6th, 7th or 8th grade. The course may be taught by any member of the instructional staff and must be internet-based, easy to use and customizable to each student; include research-based assessments to assist students in determining educational and career options and goals; emphasize the importance of entrepreneurship skills; inform students about diploma designation options; include information from the Department of economic Opportunity's economic security report as described in S. 445.07, FS.

Other required areas of study such as: Survival and Coping Skills, Drug Prevention, Awareness of Disabilities, Energy and Environmental Education, Free Enterprise and Consumer Education, Safety and Substance Abuse, Library Skills, Critical Thinking Skills, Computer Education, and AIDS Education may be integrated into the curriculum, provided during the Teacher/Advisor Program (evidence of such shall be readily apparent in lesson plan books), and/or provided as separate courses of study.

A minimum of 15 hours of health instruction per year may be integrated into appropriate academic subjects, integrated into the Teacher/Advisor Program (evidence of such shall be readily apparent in lesson plan books), and/or provided as a separate course of study.

A series of experiences shall be provided for student development through exposure courses to be selected from, but not limited to, the following: Art, Music, Foreign Languages, and Career and Technical Education. Such experiences shall be regularly scheduled in grade 6 through 8.

High School Courses Taken in Grade 8 or Below:

To provide courses which meet student needs, any course included in the 6-8 grade (or 9-12 grade sections of this directory may be taught at a lower level. Career & Technical

Education classes may be taken as part of a Program of Study approved by both the middle and high school principal. The 9-12 course number shall be entered on the student's permanent record. A course taken before the ninth grade may be used to satisfy high school graduation requirements. Students earning credit through such high school courses may simultaneously be credited with meeting the requirements designated in the district Student Progression Plan as required for promotion from the appropriate pre-ninth grade course(s). In addition, those courses taken in the 8th grade for high school credit do not come under the same grade forgiveness restrictions as those courses when taken in grades 9-12.

Note: Though a student may take high school courses in grade 8 or below and satisfy high school graduation requirements, once they enter 9th grade full-time, they must take the number of required courses as set forth in the CSPP.

CAPE Digital Tools certifications will be available to students in middle school grades pursuant to s.10003.4203(3). Targeted skills to be mastered for the certificate include digital skill that are necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to, word processing; spreadsheets, presentations, including sound, motion, and color presentations; digital arts; cyber security; and coding consistent with CAPE industry certifications.

Parents of students in grades 6-8 will be provided with information about each of the graduation options including the curriculum requirements. Middle Schools will hold an evening or weekend meeting for parents to inform them about the school's curriculum and activities.

Grades 9-12: Course Requirements

The Florida Standards and the Next Generation Sunshine State Standards are the basis for all curriculum, instruction, and evaluation of student performance in Levy County as required by section 1003.41. Demonstration of mastery shall be documented through the report card, Florida Standards Assessment, and End-of-Course exams. Because of the diversity in enrollments of high schools in Levy County, it shall be the responsibility of each principal to develop their curriculum within the minimal guidelines listed below. However, students shall not be enrolled in any Level I courses unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case, a written assessment of the need must be included in the student's Individual Education Plan (IEP) or student support plan signed by the principal, the guidance counselor, and the parent or guardian or the student if he/she is 18 years old or older. Credit may be awarded for level 1 courses that have been successfully completed prior to the 2013-14 school year. Prior to each school year, each curriculum schedule shall be submitted to the superintendent for official approval.

Course selections shall be derived from the approved listing of courses adopted by the state as listed in the Florida Department of Education Course Code Directory

Courses shall be selected which allow the students to meet graduation requirements in a timely manner (**See Section J: Course Requirements by Ninth Grade Enrollment Year**)

Courses in Language Arts, Mathematics, Science, Social Studies, World Languages, and Physical Education shall be made available to students at each grade level with normal

academic progression. Advanced Placement, Dual Enrollment, and courses leading to Industry Certification will also be offered. Elective courses and courses that meet the requirement for Fine Arts and Performing Arts, Speech and Debate, or Practical Arts will be offered.

Students shall be provided a curriculum which:

Allows them to meet the criteria established for the Standard High School Diploma and the Scholar and Merit designations, Florida Academic Scholars Certificate Program as well as criteria for attaining Bright Futures Scholarships.

Allows them to meet course requirements for college entrance,

Allows them to graduate with the minimum skills required for a responsible adult life, and

Insures students are instructed through the use of the Florida Standards and the Next Generation Sunshine State Standards.

Community Service Program

Schools serving ninth through twelfth grade students shall offer an optional community service program for students to fulfill the Florida Academic Scholars' Award. The community service program shall include a minimum of 100 hours of service work and require students to identify a social problem that interests them, develop a plan for their personal involvement in addressing the problem, and, through paper or other presentations, evaluate/reflect upon their experience. The School Board may award a maximum of one-half credit in Social Studies and one-half elective credit toward graduation requirements for completion of 100 hours of community service completed under the guidelines of this section. (Reference **Appendix E — Community Service Guidelines**).

STATUTORY AUTHORITY: Section 1001.41, F.S.

To the best of the school's ability to offer an academically enhancing program, elective courses shall reflect the student's needs and interests.

Course Loads and Credits

A pupil enrolled full-time in any grade level of the secondary school shall carry a full class schedule as determined by Board Policy.

A high school student will receive ½ credit each semester unless they are enrolled in a course that includes a State End-of-course exam.

Schools may develop performance-based programs that award credit for less than 135 hours with approval of the District Office. For this approval, procedures must be in place to amend the master schedule to 135 hours of instruction for students who need the additional time to master course requests.

E. STANDARDIZED TESTING

1. Testing

Kindergarten students will participate in ~~receive~~ take the statewide Florida Kindergarten Readiness Screener, (FLKRS) **Renaissance Star Early Literacy assessment** implemented by the Department of Education.

(THIS INFORMATION IS COVERED IN THE PROGRESS MONITORING SECTION WHICH FOLLOWS.)

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

- Measuring educational growth from one year to the next;
- Providing necessary information for developing an individualized instructional program or academic improvement plan;
- Determining proficiency in Reading, Writing, Mathematics, and Science for remediation purposes;
- Providing group data for evaluation and program planning district-wide and/or at the school level;
- Criteria for placement in the ESOL program will be determined by administration of W-APT Kindergarten Screener and the WIDA Screener for grades 1-12 Listening, Speaking, Reading, and Writing components which are approved by the State and administered by the district.
- Additional documentation for retention or promotion;
- Providing data for each school's progress monitoring plan for Reading, Writing, Math, and Science;
- Identification for RtI/MTSS services; and
- Monitoring within the RtI/MTSS Program.

2. Florida Standards Assessments/FCAT 2.0 and FL End of Course Exams

Different variations of the Florida Standards Assessments and /FCAT 2.0 (Science) will be administered to all students in grades 3-10. These components will be used to measure the Florida Standards and NGSSS in Reading, Mathematics, Writing and Science adopted through F.S. 1001.03 and 1008.385. See below:

**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

Students who entered 9th grade in 2009-2010 and who are in the 10th grade in 2010-2011 school year must earn a passing score of 300 in both Reading and Mathematics on the Florida Comprehensive Assessment Test (FCAT/FCAT 2.0) in order to earn a high school diploma. Attainment of ACT or SAT scores concordant with FCAT passing scores shall satisfy the assessment requirement. Those students unable to meet the established score must be remediated with documentation noted in the student's cum folder. Additional opportunities will be available for the student to retake those sections they have not passed prior to the student's normal graduation.

Students who enter 9th grade in 2010-2011 must earn a Level 3 (a minimum score of 327) on the 10th grade Reading FCAT 2.0. In 2010-2011, students will take the Algebra I end of course exam, which will comprise 30% of the student's grade.

Students who enter 9th grade in 2011-2012 and later must earn a Level 3 (developmental scale score of 245) on the 10th grade Reading FCAT 2.0 and the Algebra 1 EOC. Students entering in 2013-14 or later must pass the Algebra 1 EOC to graduate and the EOC will constitute 30 percent of their final grade.

In 2011-2012, students will complete the Geometry end of course exam, which will comprise 30% of the student's 2nd semester grade. In 2011-2012, students will complete the Biology end of course exam, which will comprise 30% of the student's 2nd semester grade. Ninth grade students who enter high school in 2013-14 or later will have the Biology and Geometry EOC exam constitute 30 percent of their final grade.

2010-2011 9th grade cohort students will have the United States EOC count 30% of their 2nd semester grade. Students in cohorts prior to 2010-2011 will also have the United States History count 30% of their 2nd semester grade. 9th grade student who enter high school in 2012-13 and later will have the United States History EOC constitute 30 percent of their final grade.

The dependent child of a member of the United States Armed Forces who enters school as a 12th grade student from either out of state or a foreign country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the Grade 10 FCAT and Algebra 1 EOC shall satisfy the assessment requirement for a standard high school diploma.

Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act.

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

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

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

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

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

3. Progress Monitoring:

Florida Department of Education's Assessment and Accountability program requires that the district prescribe interim assessments in reading, math, science, and writing to progress monitor all students.

Reading

Kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) Work Sampling System (WSS), implemented by the Department of Education.

District-wide interim assessments will include, but not be limited to, Florida Assessments for Instruction in Reading (FAIR, FS) or i-Ready for grades K-12 and interim assessments in Reading for grades K-10 and FSA/FCAT Reading Retake 11th and 12th grade students.

Math

District-wide interim assessments will include, but not be limited to, interim assessments in Math for grades 3-8, Algebra I and Geometry. FSA at grades K-8 and FSA End of Course assessments for Algebra I, Geometry, and Algebra II will be used as outcome measures.

Science

District-wide interim assessments will include, but not be limited to, assessments in Science for grades 3-8 and Biology. FCAT 2.0 at grades 5 and 8 and the Biology End-of-Course-Assessment will be used as an outcome measure.

Writing

Writing will be progress monitored at least 3 times per year.

College Placement/Readiness

Students will have the opportunity to participate in the PERT assessment to determine eligibility for dual enrollment. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores must not be required to retest or enroll in remediation when admitted to any community college. Students who do not demonstrate readiness in Mathematics and English must complete required College Readiness courses in grade 12.

Students in grades 8-9 will participate in the PSAT 8/9. Students in Grades 10-11 will participate in the PSAT/NMSQT Students in grades 11 will participate in the SAT School Day.

Progress Monitoring of Students Receiving MTSS Tier II and Tier III Services:

Students receiving instructional services through the MTSS process will receive additional and more frequent progress monitoring assessments aligned to the interventions provided.

Diagnostic Assessments:

Reading

Each student in grades K–5 who does not show gains on progress monitoring indicators after receiving intensive remediation with an evidence-based program implemented with fidelity shall be administered a diagnostic assessment in reading. FAIR/i-Ready can be used to determine the specific areas needing to be addressed in order for the student to make progress in reading.

Math

Results from the previous year's report card, i-Ready, interim assessments, and FSA will be used as a diagnostic to determine deficiencies in math.

Writing

Results from the previous year's FSA, Access for ALL's 2.0 and district progress monitoring will be used as a diagnostic to determine deficiencies in writing.

Science

Results from the previous year's interim assessment, progress monitoring and teacher-made assessments will be used as a diagnostic to determine deficiencies in science.

4. **Statewide Assessment for English Language Learners**

The School Board of Levy County shall assure the inclusion of ELL students in all district and state assessments. English Language Learners who have had less than one year in an English for Speakers of Other Languages program will participate in state assessments, but student results will not count in school accountability. Allowable test accommodations will be provided as indicated in the state Test Administration Manual, and can include the use of a bilingual glossary in addition to a bilingual dictionary. ACCESS FOR ELLS 2.0 an English Language Proficiency Assessment (ACCESS FOR ELLS 2.0) will be administered annually to all ELLs in LY status. Progress in Speaking, Listening, Reading and Writing, the four domains of English language acquisition skills, will be determined by scores on state of Florida approved assessment tools: ACCESS FOR ELLS 2.0, FSA ELA, and the WIDA Screener and W-APT, or IPT. Progress monitoring of English language skills will occur at least three times during the school year using iReady or the FAIR-FS and/or other research-based assessments. In the evaluation of the ELL's academic performance, the educational team including the ELL committee shall consider the following factors:

- ELL level of proficiency in each of the four language domains using at least two state approved assessment tools,
- Grades from the current or previous years; or
- ELL's participation in special programs such as the Exceptional Student Education, Honors, Career and Tech, Intensive Instruction, and/or Accelerated Academics in either current school or previous school(s); including out of state and foreign country programs.

5. **National Education Comparisons**

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

6. **Summary Analysis**

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

7. **Statewide Assessment for Students with Disabilities**

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

The decision to exclude any student with a disability, as defined in Section 1000.01, F.S., from statewide or district assessment programs is made by the Individual Educational Plan (IEP) team and recorded on the IEP. Students may be excluded from statewide or district assessment programs in accordance with the provisions of Section 1008.212, F.S., upon the school district superintendent's recommendation to the commissioner of education that an extraordinary exemption for a given state assessment administration be granted or denied.

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	
1.	Does the student have a significant cognitive disability?
2.	Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
3.	Is the student participating in a curriculum based on <i>Sunshine State Standards Access Points</i> for all academic areas?
4.	Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?

The student is participating in a curriculum based on SSS Access Points for all academic areas. Appropriate accommodations to the statewide assessment instruments and procedures, within the limits prescribed herein, will be utilized. Accommodations are defined as adjustments to the presentation of the assessment questions, method of recording examinee responses to the questions, schedule for administration of the assessment, or use of assistive devices to facilitate administration of the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under Section 504 of the Rehabilitation Act.

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

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

- School personnel are required to implement the accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading a student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.
- The test scores of students with disabilities, as defined in 1000.01(18) F.S., will be included in the state's accountability system as determined by the Commissioner of Education.
- If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessment and must acknowledge in writing that he or she understands the implications of such accommodations.
- Satisfaction of the requirements of Rule 6A-1.0942, FAC, by any of the above accommodations shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

F. GRADING AND REPORTING

1. Grading System

Report cards shall be issued four (4) times each school year, following each nine (9) week grading period unless otherwise approved by the Board. Except where otherwise specified in the Student Progression Plan, numerical grades shall be used on school report cards with the following interpretations to indicate the quality of work being done by the student:

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

Incomplete grades not removed by the succeeding grading period shall be changed to F. High school credit will be issued in accordance with Florida Statutes.

STATUTORY AUTHORITY:

1001.42 (17), 1006.07 (6) (a), F.S.

LAWS IMPLEMENTED:

1003.436 (3), 1006.08 (8) (a), F.S.

HISTORY:

Adopted: 06/17/97

Revision Date(s): 11/17/98, 10/19/99,
10/16/01, 12/03/02, 8/21/12

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

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

- Courses identified in the CCD as Advanced Placement, Pre-International Baccalaureate, or Baccalaureate
- Courses designated as academic dual enrollment courses in the statewide course numbering system in the areas of Mathematics, Language Arts, Science, Social Studies, and Foreign Language.
- Courses designated as level III in the CCD.
- The additional weight assigned to a course shall not exceed 0.5 per course.
- Interim reports are required for all students at the end of 4 ½ weeks or more often if appropriate in K-12.

2. **Grade Conversion**

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

Excellent	converted to	95 – A
Above Satisfactory	converted to	85 – B
Satisfactory	converted to	75 – C
Needs Improvement	converted to	65 – D
Unsatisfactory	converted to	59 – F

Letter Grades to Numerical Grades

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

Pass or Fail

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

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

Checklist

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

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

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

3. Kindergarten

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 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.

4. Grades 1-5

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

5. Grades 6-8

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

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

6. Grades K-12 Examinations

Beginning with the 2014-2015 school year, each school district shall administer for each course offered in the district a local assessment that measures student mastery of course content at the necessary level of rigor for the course.

- Examinations will be scheduled in accordance with Board Policy 4.05 and in accordance with the State EOC Assessment Calendar. All students in grades K-12 shall participate in district End of Course examinations.
- Students may be granted an exemption from mid-term and final examinations given individual, extenuating circumstances. State required EOCs are not eligible for exemption.

- The District and State Rules for EOC's chart shows how State Statute and District Policy apply to different cohorts. For all other courses, mid-term and final examinations will count for twenty percent of the total grade in calculating averages.
- Where a pupil is excused from school attendance as provided in Subsection above, attendance may not be counted as provided in State Board of Education regulations and School Board Policy 5.03 — Student Attendance/Absences.
- Under no circumstances may a student be prohibited from taking a nine (9) weeks, semester, or final examination at the regularly scheduled time for failure to pay for lost or damaged textbooks, library books, or other instructional materials.

7. **Cum Laude Awards System;**

Cum laude designations will be determined using current academic history through the 7th semester (1st semester, senior year) or 5th semester for students on the 18 credit option.

- Students must meet all graduation requirements for standard diploma.
- Students will receive summa cum laude recognition if they have a 4.00 or higher weighted cumulative grade point average and at least three credits of weighted courses with a "C" or higher.
- Students will receive magna cum laude recognition if they have 3.85 or higher weighted cumulative grade point average and do not meet the criteria for summa cum laude.
- Students will receive cum laude recognition if they have 3.5 or higher weighted cumulative grade point average and do not meet the criteria for magna or summa cum laude.

8. **Grade Forgiveness**

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

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

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

9. **Honor Roll** (Reference **Appendix F — Honor Roll Guidelines**)

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

10. **Talented Twenty**

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

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

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

11. **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.

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 1170 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.

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 and Geometry)
- 3 Sciences- one of which must be Biology 1 and two other equally rigorous courses; two of the three must have a lab component
- 3 Social Science (U.S. History, World History, U.S. Government, and Economics)
- 1 Fine and Performing Arts, Speech and Debate, OR 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 taken over at least 2 academic years 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/ Writing 103 / Math 113
- 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

* College or career preparatory diplomas may be used to qualify for GSV, with appropriate career and technical education electives. For other ways to qualify for Bright Futures and for more information, visit <http://www.floridastudentfinancialaid.org/ssfad/bf/>.

For other financial aid information, visit the Office of Student Financial Assistance at <http://www.FloridaStudentFinancialAid.org>.

G. ACCELERATION, PROMOTION, REMEDIATION, AND RETENTION

Acceleration Options (1003.4295, F.S):

The School Board of Levy County believes that all children are entitled to an education that is challenging and is commensurate with their abilities and needs. Therefore, students who can exceed grade level and/or subject area indicators and benchmarks shall be provided opportunities to participate in accelerated learning.

Accelerated learning options shall include but not be limited to

1. Whole grade promotion;
 2. Midyear promotion;
 3. Virtual instruction;
 4. Subject matter acceleration;
 5. Advanced academic courses;
 6. Credit Acceleration Program;
 7. Enrichment programs;
 8. Rigorous industry certifications;
 9. Work-related internships; and
 10. Early high school graduation (new 18-credit option);
- Florida's new high school standard diploma course requirement without the required physical education course and only three credits in electives, and
 - A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

All parents and students shall be notified of the opportunities for academi acceleration.

Notification shall include but not be limited to

1. Accelerated learning options including early graduation;
2. Eligibility requirements;
3. Referral process and relevant deadlines;
4. Appeals process; and
5. Performance contracts for students who are referred by their parents.

- Student eligibility requirements shall be established at the school and District levels. Eligibility considerations shall include those established by law and other considerations as determined by the school or District.
- A student may be referred for academic acceleration by a teacher, administrator, guidance counselor, school psychologist or parent.
- An Acceleration Evaluation Committee shall be established at each school. The committee shall conduct a fair and thorough evaluation of each student who is referred for academic acceleration.
- The committee shall include
 1. The principal or an assistant principal from the student's current school;
 2. A current teacher;
 3. A teacher at the grade level or subject area to which the student may be accelerated;
 4. A guidance counselor for the student's current school;
 5. A parent of the referred student; and
 6. Other school or District staff as may be advisable.
- After careful evaluation based on appropriate data sources, the committee shall issue a written recommendation to the principal of the student's current school and to the parent.
- The committee shall develop a written acceleration plan for each student who will be whole grade accelerated or accelerated in one (1) or more individual subject areas.
- If the student is recommended for academic acceleration, the committee shall designate a school staff member to ensure successful implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.
- A parent may appeal the decision of the Acceleration Evaluation Committee in writing if the committee does not recommend the child is eligible to participate in academic acceleration.
- A performance contract shall be developed for each student who participates in an acceleration option at the request of his/her parent. The contract shall be signed by the student, parent, and school principal.

1. Elementary School Level – Grades Pre-K-5

Promotion — Grades Pre-K-5

Three and four-year-olds shall remain in their programs until they meet the age criteria for promotion to kindergarten and will not be considered retained. Should the IEP team make a determination that a student with a disability requires an additional year of pre-K services, the repeated school year shall not be considered as a retention with regard to Good Cause exemptions. Parents shall be notified in writing of the impact of the decision to receive an additional year of pre-K program for students with disabilities.

Any pupil in elementary school who has earned a final passing grade average during the entire school year and meets state and district proficiency levels for promotion shall be promoted. **Exception:** If the parent requests and the principal agrees, the child may be retained. If mutual agreement cannot be reached, the parent may petition the Superintendent, and the Superintendent will make the final decision.

District and State Promotion Requirements

Decisions about promotion from Kindergarten to Grade 1 will be based on the following: academic performance (report card); state/district assessments; and attendance. A student who may be at risk for being retained will have documented information from all these areas. A recommendation regarding the students' promotion or retention will then be made by the *school support team*.

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.

Mastery of the standards for all students will be indicated through student achievement of a grade of 60 percent in each course where numerical grades are given. Teacher observation, classroom assignments, and examinations will be used. The NGSSS and Florida Standards (FS) shall be the basis for curriculum, instruction, and evaluation of student performance in language arts, mathematics, social studies, and science. To qualify for promotion to Grades 1-5, students must achieve mastery in Language Arts and Math.

The IEP team, to include the parent, principal, ESE and General Education teachers, may consider a student with a disability's progress toward IEP goals and objectives to address promotion in grades K, 1, 2, 4, and 5 under extenuating circumstances, such as a previous retention. One year of intensive remediation in reading and/or math must have been provided and documentation of these services will be maintained. Students with disabilities in third grade will follow the guidelines for third grade promotion/retention.

NOTE: Requests for promotion by the IEP team must include documentation of extenuating circumstances, prior retentions, progress toward IEP goals/objectives, and interventions. If the IEP team agrees that the student will be promoted, the principal will make the recommendation in writing to the ESE/SS Director. (See sample Notification of Promotion by IEP Team Recommendation letter in Appendix K.)

Grades 1-5 Promotion with a Plan

Promotion with remediation entails a thorough analysis of a student's performance record and other related issues and is not to be construed as a social promotion. A student may not be assigned to a grade based solely on age. The principal may promote, with remediation, a student who has not met mastery level of all core curriculum objectives to the higher grade with a plan for remediation, if remediation needs can be met at the next level.

A committee shall be formed to develop a written plan for remediation and to monitor the progress of the student to the accelerated setting.

Students who are retained because they did not earn at least a 60 in English and/or Math, but scored at a proficient level on FSA testing, may be promoted with a remediation or intervention plan as well. The school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

Third Grade Promotion/Retention

Students in third grade must score a level 2 on FSA ELA to qualify for promotion to fourth grade. Students scoring levels 1 and 2 on ELA FSA must receive documented remediation in ELA.

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

- Limited English proficient students who have had less than two (2) years of instruction in English for Speakers of Other Languages (ESOL) program based on the DEUSS/Date Entered a US School.
- Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Section 1008.212, F.S.
- Students who demonstrate an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.
- Students who demonstrate, through a district approved student portfolio, that he/she is performing at at least a level 2 on the statewide, standardized ELA assessment. The portfolio must include evidence that the benchmarks assessed by the Grade 3 FSA Reading have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and, be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Portfolio cover sheets must be submitted to the district with the good cause request. Documents from the portfolio shall be maintained at the school site.

- Students with disabilities who participate in the FSA ELA assessment and who have an IEP or a Section 504 plan that reflects that the student has received intensive remediation in Reading for two (2) years or more but still demonstrates a deficiency in Reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3. **Documentation of 2 years of intensive intervention is required.**
- Students who have received intensive remediation in Reading for two (2) or more years, but still have a deficiency in Reading, and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two (2) years. A student may not be retained more than once in grade 3. **Documentation of 2 years of intensive intervention is required.**

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

Third Grade Mid-Year Promotion:

Prior to November 1st of the following year, any 3rd grade student who has been retained but subsequently demonstrates that he or she is a successful independent reader, at or above grade level, may be promoted to grade 4. After November 1st, the district **discourages** promotion. In accordance with the rules of the State Board of Education, eligibility for mid-year promotion is determined by:

- Demonstrated mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the school district's core reading program [Rule 6A-1.094222, F.A.C.] Evidence of demonstrated mastery is as follows:
- Successful completion of portfolio elements that meet state criteria; **or**
- Satisfactory performance on a locally-selected standardized assessment.

To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade Language Arts Florida Standards and beginning mastery of the benchmarks for fourth grade. The student portfolio must meet the following requirements:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the benchmarks assessed by the grade 3 FSA Reading assessment;
- Include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 FSA Language Arts assessment. This includes multiple choice, short response, and extended response items and passages that are approximately 60 percent literary text and 40 percent information text and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's / school's core reading curriculum or teacher-prepared assessments that are aligned with the Language Arts Florida- Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of seventy (70) percent or better; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To promote a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade. A written plan that has been developed for retained third grade students who have been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

- Promotion requirements for ELL students shall be the same as for general education students. If the ELL has demonstrated to have a dominant academic language other than English, then academic achievement assessments administered in the student's dominant academic language will be considered when feasible. No student will be denied appropriate use of his/her primary language. Promotion decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal or informal assessment process. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency.
- The assignment of a student to a higher grade, which results in that student skipping a grade, should be made on the basis of exceptionally high achievement by the student and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long range academic, social, and emotional effect of the decision must be considered. After consultation with appropriate personnel, the principal and professional staff may request approval for a

higher grade placement from the Superintendent or his designee. No student will be placed in a higher grade without parental consent.

Retention — Grades K-5

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

1008.25(2)(b) G. Ac 2.

If a student is retained, they shall be in a classroom setting different from the previous year. No child shall be retained in any grade without a conference with the parent or guardian of the child, or without the parent or guardian having been given multiple opportunities at a variety of times during the day. Every attempt will be made to provide notices of retentions at least six (6) weeks prior to the close of school. Consultation with the parent or guardian should be held prior to making any decision regarding retention, but the final decision rests with the principal, unless it is a student with a disability. The IEP team, including the principal or designee would make the final decision. Prior to retaining a student with a disability, the school must convene an IEP meeting with the parent/guardian to document the student's academic progress. The IEP must reflect a review of the student's goals, services, and accommodations. If the student is not making satisfactory progress, the IEP shall be amended to provide additional supports in order to address the student's needs related to their disability. Retention of ELL students must be determined by a school's ELL committee except in the case of mandatory retention for reading deficiencies in grade 3. Level of English proficiency may not be a primary consideration for retention. Retention decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal or informal assessment process. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency. On-going communication must occur throughout the year to notify ELL parents/guardians that a student is not making adequate progress for promotion. Prior to retaining an ELL student, the ELL Committee must meet with the Parent/Guardian to discuss academic progress and English Language Proficiency.

The Multi-Tiered System of Supports created by the State and adopted by the District will be implemented for students K through 12, to address deficiencies in students' reading, mathematics, and/or behavior.

Third Grade Retention

Retained 3rd graders must be provided intensive interventions to improve reading deficiencies, as identified by a valid and reliable diagnostic assessment. These students are

required to complete a portfolio. 1008.25(7)(b)1. Students shall continue to receive immediate, intensive intervention until the reading deficiency is corrected.

The intervention must include:

1. Effective instructional strategies
2. Participation in summer reading camp
3. A minimum of 90 minutes daily and up to 180 minutes daily in the core reading curriculum, appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.

The district will:

1. Provide third grade students who are retained under the provisions of paragraph (5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp as required under paragraph (a) and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
 - Integration of science and social studies content within the 90-minute block.
 - Small group instruction,
 - Reduced teacher-student ratios.
 - More frequent progress monitoring.
 - Tutoring or mentoring
 - Transition classes containing 3rd and 4th grade students.
 - Extended school day, week, or year.
2. Provide written notification to the parent of a student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph(6)(b). The notification must comply with the provisions of s. 1002.20(15) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
3. Implement a policy for the midyear promotion of a student retained under the provisions of paragraph(5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluation a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

4. Provide students who are retained under the provisions of paragraph (5)(b) with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34.
5. Establish at each school, when applicable, and Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment identified in s.1008.22. The focus of the intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year. The Intensive Acceleration Class shall:

- Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized English Language Arts assessment and who was retained in grade 3 the prior year because of scoring Level 1.
 - Have a reduced teacher-student ratio.
 - Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
 - Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech –language therapist.

Remediation — Grades Pre-K-5

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

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

Guidelines for Student Selection:

- **PRIORITY** – The board shall allocate remedial and supplemental instruction resources to students in the following priority:

1. Students who have documented deficiencies in reading in grade K through 3.
2. Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

Students who fail to meet achievement levels for promotion and ELL students struggling with English Language Proficiency.

Students who score below grade level on district approved progress monitoring tools in ELA or Math or have Achievement Level I or II on grades 3, 4 and 5 English Language Arts or Mathematics FSA.

Remediation Procedures

Remediation plans will be based on the individual needs of students.

Any student who exhibits a deficiency in Reading grades K-5 based upon locally determined or statewide assessments, or through teacher observation, must be given intensive reading instruction immediately following the identification of the reading or Math deficiency. This intervention must be in addition to or as an extension of the 120 minute English Language Arts block or 60 minute Math block in a smaller group size setting or one on one. The students will be reassessed in their area of deficiency on a regular basis as determined by the problem solving team, to include the parent or math progress monitoring. The student must continue to be provided with intensive reading and or math instruction until the deficiency is remediated.

Students who are identified for remediation through scores on state tests are not required to retake and pass the state test in order to exit remediation.

Teachers will keep accurate remediation records of:

1. Student Attendance
2. Instructional time
3. Student progress
4. Parent conferences and PST meeting notes

District MTSS Plan

Flexible scheduling is expected for any student in grade K-5 as determined by a current School Wide MTSS Plan. School Wide MTSS Plans shall include:

- The areas of deficiency in Reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), math, and behavior.
- The desired levels of performance in those areas;

- Instructional and support services to be provided; and
- Frequent monitoring of the student's progress in meeting the desired levels of performance.

Parental Notification

The parent of any student in kindergarten or grades 1-3 who exhibits a substantial deficiency in Reading must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in Reading;
- A description of the current services provided to the child and reading strategies to help the child succeed; 1008.25(5)(c)
- A description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified area of the reading deficiency;
- That if the child's reading deficiency is not remediated by the end of grade 3; the child must be retained unless he or she is exempt from mandatory retention for good cause. Passing the FSA does not guarantee promotion. 1008.25(5)(c).
- Strategies for parents to use in helping their child succeed in reading proficiency.
- That the FSA is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion; and
- A description of the district's specific criteria and policies for mid-year promotion. 1008.25(5)(c).

Any parent who has a 3rd grade child who did not meet the requirements of promotion will be sent a letter describing proposed interventions and support provided for the child. 1008.25 (See Appendix P)

The parent of the student will be provided a yearly report of his/her child's progress in achieving proficiency in reading, writing, science, and mathematics; inclusive of all test scores, classroom work, and other relevant information. 1008.25(8).

The parent of the student will be provided a yearly report of his/her child's progress in achieving proficiency in reading, writing, science, and mathematics; inclusive of all test scores, classroom work, and other relevant information. 1008.25(8).

2. Middle School Level – Grades 6-8

Promotion — Grades 6-8

Beginning with grade 6 in school year 2006-2007 and thereafter, promotion from middle school to high school requires that all students successfully complete the following academic courses:

- Three middle school courses or higher in English.
- Three middle school or higher courses in Mathematics.
- Three middle school or higher courses in Social Studies, one semester of which must include the study of state and federal government and civics education
- Beginning in 2013-2014, each student's performance on the statewide, standardized Civics EOC Assessment shall constitute 30 percent of the student's final course grade.

The school principal of a middle school shall determine, in accordance with State Board of Education rule, whether a student who transfers to the middle school and who has successfully completed a civics education course at the student's previous school must take an end-of-course assessment in civics education.

- Three middle school or higher courses in Science.
- One course in Career and Educational Planning to be completed in the 6th, 7th or 8th grade.
- One semester of P.E. unless a specific waiver is approved by the principal.

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.

Students transferring in to grades 6, 7, or 8 must have the appropriate number of course requirements in order to be promoted to the next grade.

In determining "promotional units" for the middle school student, use either semester or yearly average, whichever is most beneficial to the student.

Exception: If the parent requests and the principal agrees, the child may be retained. If mutual agreement cannot be reached, the parent may petition the Superintendent, and the Superintendent will make the final decision.

The assignment of a student to a higher grade, which results in that student skipping a grade, should be made on the basis of exceptionally high achievement by the student and/or evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long range academic, social, and emotional effect of the decision must be considered. After consultation with appropriate personnel, the principal and his

professional staff may request approval for a higher grade placement from the Superintendent or his designee. No student will be placed in a higher grade without parental consent.

Students with disabilities who meet IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives.

At the completion of remediation, a student must be evaluated, and if the student is determined to be proficient in the area remediated, he/she may be promoted. Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Promotion requirements for ELL students shall be the same as for all general education students. If the student has demonstrated to have a dominant academic language other than English, then academic assessments administered in the student's dominant academic language will be considered. No student will be denied appropriate use of his/her primary language. Promotion decisions may not be made for an ELL student based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal or informal assessment process. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency.

No student shall be exempt from academic performance requirements such as semester or final exams based on practices to encourage attendance.

Flexible scheduling is expected to allow for competency-based credit retrieval programs.

Retention — Grades 6-8

If students do not meet specific criteria for promotion, as stated in the Comprehensive Student Progression Plan, they must receive remediation or be retained. 1008.25(2)(b) G. Ac 2.

- If a student is retained, it must be in a program different from the previous year. All students will be subject to a review before they are retained. A review committee will consist of the principal or his designee, the classroom teacher, and any other appropriate personnel. Notations of all such retentions must be recorded on the student's permanent record and reported to the Superintendent.
- No child shall be retained in any grade without a conference with the parent or guardian of the child, or without the parent or guardian having been given an opportunity for such conference. Every attempt will be made to provide notices of retentions at least six (6) weeks prior to the close of school.

Consultation with the parent or guardian should be held prior to making any decision regarding retention, but the final decision rests with the principal. Retention of ELL students must be determined by a school's ELL committee except in the case of mandatory retention for reading deficiencies in grade 3. The level of English proficiency may not be a primary consideration for retention. Retention decisions may not be made for an individual ELL student based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal or informal assessment process.

The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency. Prior to retaining an ELL student, the ELL Committee must meet with the Parent/Guardian to discuss academic progress and English Language Proficiency. An ELL student will not be retained due to limited English Proficiency.

Retention Criteria:

Middle school students receiving failing grades in two or more courses, one of which being an academic course, (English, Math, Social Studies, or Science), shall be retained.

Promotion with Remediation Plan

Promotion with remediation entails a thorough analysis of a student's performance record and other related issues and is not to be construed as a social promotion. A student may not be assigned to a grade based solely on age. The principal may promote, with remediation, a student who has not met mastery level of all core curriculum objectives to the higher grade with a plan for remediation, if remediation needs can be met at the next level.

Principals may promote with remediation to comply with meeting state requirement for middle school promotion. The school will use appropriate diagnostic instrument(s) to develop a Progress Monitoring Plan to address student needs in reading, writing, mathematics, and science. The student will also be screened for possible alternative placement.

- Promotion with remediation should receive additional consideration by the Problem Solving Team for students who have been retained once at the middle school level to maximize the students' opportunity to graduate from high school.

In all promotion with remediation cases, the student's cumulative guidance record and/or report card should indicate the following:

Parents must be notified formally in writing that their child is being promoted with a remediation plan to the next higher grade. A statement must indicate that the criteria for regular promotion have not been met, but a remediation plan approved by the

principal for bringing the students to grade level proficiency will be put in place. A copy of this notification must be placed in the cumulative folder.

- If a parent requests that a child be retained and the principal agrees, the child may be retained. However, if a parent requests that a child be retained and mutual agreement cannot be reached between the parent and the principal, the parent may petition the Superintendent, and the Superintendent will make the final decision.
- Any student who has been retained in a grade and is still unable to meet the promotion requirements, must be carefully examined by the professional school staff and may be recommended for evaluation for the Exceptional Student Education program or other appropriate placement.
- 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.
- Students who are retained where state assessments are administered must retake the test in that grade.

Remediation — Grades 6-8

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

Guidelines for Student Selection:

All middle school students scoring Level 1 or Level 2 on the Language Arts Florida Standards assessment will be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

All level 1 and 2 students with text reading efficiency deficits shall receive an extended period of reading instruction (two periods or an extended block) in a research-based comprehensive reading program. Instruction should include on a daily basis whole-group explicit instruction; small-group instruction; independent reading practice, utilizing classroom libraries, monitored by the teacher; a focus on informational text at a ratio matching the FSA; and opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts. Ongoing benchmark assessments should delineate student progress in text reading efficiency/comprehension and mastery of the Language Arts Florida Standards. Teachers of these students must have the Reading Endorsement or Certification in Reading (Grades K-12). Teachers of sixth grade students may be certified in Elementary Education.

All Level 1 and 2 students with no text reading efficiency deficits will receive one period of reading instruction daily in a research-based comprehensive reading program. Instruction should include on a daily basis whole-group explicit instruction; small-group instruction; independent reading practice, utilizing classroom libraries, monitored by the teacher; a focus on informational text at a ratio matching the FSA; and opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts. Ongoing benchmark assessments should delineate student progress in text reading efficiency/comprehension and mastery of the Language Arts Florida Standards. Teachers of these students must have the Reading Endorsement or Certification in Reading (Grades K-12). Teachers of sixth grade students may be certified in Elementary Education.

Identified Level 2 and Level 3 students who need additional reading support may receive reading instruction in an advanced reading class in addition to their core English/Language Arts class.

Schools must progress monitor these students a minimum of three times a year: baseline, midyear, and end of the year. These students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course.

Reading Intervention Waiver

Middle school students who score at Level 1 or Level 2 on FCAT Reading/FSA Language Arts Florida Standards, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Remediation Procedures

1. School Wide Support Plans must meet the individual remediation needs of students. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the School Wide Support Plan, the student may be retained.
2. Students who are identified for remediation through scores on state tests are not required to retake and pass the state test in order to exit remediation. Students may exit remediation by demonstrating on-level student performance.
3. The school may remediate before the beginning of the next school year and promote, or retain and remediate in a different program.
4. All students who have completed remediation (whether through private sources, summer school, home school, or public school) should be evaluated with the appropriate tool for proficiency. Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.
5. Supplemental Educational Services and Supplemental Academic Instructional Staff will keep accurate records of:

- a. Attendance
- b. Instructional time
- c. Student progress, grades, and participation
- d. Notify parents in writing of specific programs

3. **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 and lack no more than 6 or the required 24 credits to graduate.

Promotion/Retention — Grades 9-12

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

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

- Students will be promoted from grade 9 to 10 based on the criteria set forth in G.
- To be promoted to Grade 12 student must have earned at least twelve (12) credits total in grades 9 and 10 and lack no more than 6 credits of the required 18 to graduate. A student will be considered in the 18 credit cohort the semester after completing the 18 credit option form.

NOTE 1: Should this change of classification adversely affect a student for any reason, the 2005-2006 Student Progression Plan can be honored.

The change in classifications will be uniformly applied to all students beginning in 2007-2008.

- Section 1003.436, F.S., requires school districts to maintain a one-half credit earned system including courses offered on a full-year basis in awarding credit for high school graduation. A student enrolled in a full-year course will receive one-half credit if the student successfully completes the first or second half of the course but fails the other half and the averaging of the grades obtained in each would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in the passing grade, provided that additional requirements by the School Board, such as class attendance, homework, participation, etc., are met. Students enrolled in courses with statewide standardized EOC assessments will receive one full credit with the EOC exam constituting 30 percent of the final grade.

A student with a disability, as defined in s.1007.02 F.S., for whom the Individual Education Plan (IEP) team determines that the statewide, standardized assessments 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, s.1003.572.

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

- Section 1003.43, F.S. require that at the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative GPA of 2.49 or less must be notified that the student is at risk of not meeting the requirements of graduation. This notice must contain an explanation of the policies the district has in place to assist the student in meeting the graduation requirement.
- Promotion requirements for ELL students shall be the same as for all general education students. If the ELL has demonstrated to have a dominant academic language other than English, then academic assessments administered in the student's dominant academic language will be considered. English language learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the statewide standardized assessment shall be eligible for compensatory education for a "thirteenth year" as provided in Section 1003.4282, F.S. Alternative methods of meeting the standards of the statewide standardized assessment shall be used, where feasible, for English Language Learners who are unable to demonstrate mastery of the standards due to deficiencies in English language proficiency.
 - No student shall be exempt from academic performance requirements such as semester or final exams based on practices to encourage attendance.
 - Flexible scheduling is expected to allow for competency-based credit retrieval programs.
 - Accelerated Graduation Promotion/Retention Grades 9, 10, 12 (18 credit option)
 - Students will be promoted from one grade level to the next based on the following criteria:
 1. Grade 10 student must have been promoted from grade nine (9) and earned six (6) credits total in grade 9.
 2. Grade 12 student must have been promoted from grade ten (10) and earned twelve (12) credits total in grades 9 and 10.

Remediation — Grades 9-12

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

Guidelines for Student Selection:

PRIORITY – Students who fail to meet achievement levels for promotion (less than 60% mastery, Florida Standards/NGSSS in Reading, Writing, Science, or Mathematics).

Students who score at Achievement Level 1 or 2 on Language Arts or Mathematics FSA. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to receive remedial or supplemental instruction until the expectations are met.

All high school students scoring Level 1 on the FSA Language Arts State Standards assessment will be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

All level 1 and 2 students with text reading efficiency deficits shall receive an extended period of reading instruction (two periods or an extended block) in a research-based comprehensive reading program. Instruction should include on a daily basis whole-group explicit instruction; small-group instruction; independent reading practice, utilizing classroom libraries, monitored by the teacher; a focus on informational text at a ratio matching the FSA; and opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts. Ongoing benchmark assessments should delineate student progress in text reading efficiency/comprehension and mastery of the Language Arts State Standards.

Teachers of these students must have the Reading Endorsement or Certification in Reading (Grades K-12).

All Level 1 students with no text reading efficiency deficits will receive one period of reading instruction daily in a research-based comprehensive reading program. Instruction should include on a daily basis whole-group explicit instruction; small-group instruction; independent reading practice, utilizing classroom libraries, monitored by the teacher; a focus on informational text at a ratio matching the FSA; and opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts. Ongoing benchmark assessments should delineate student progress in text reading efficiency/comprehension and mastery of the Next Generation Sunshine State Language Arts State Standards. Teachers of these students must have the Reading Endorsement or Certification in Reading (Grades K-12).

Identified Level 2 and Level 3 students who need additional reading support may receive reading instruction in an advanced reading class in addition to their core English/Language Arts class.

Schools must progress monitor these students a minimum of three times a year: baseline, midyear, and end of the year. These students must be served by teachers with evidence of success, as determined by the district.

Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course.

Reading Intervention Waiver

High school students who score at Level 1 or Level 2 on FCAT Reading/Language FSA, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

SPECIFIC GUIDELINES FOR GRADE 11 AND 12 STUDENTS WHO HAVE NOT PASSED THE FCAT/FSA

Passing scores on FCAT/FSA and concordant scores on other assessments may not be used to exempt students from required reading intervention. In lieu of the provisions listed above, students in grades 11 and 12 who have met the graduation requirement with a Level 2 score on FCAT Reading/Language Arts FSA may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.

Twelfth graders who have not passed the FCAT but who have scored a Level 2 on the FCAT and have no text reading efficiency deficits may receive their reading intervention through the English 4: College Prep course rather than the Intensive Reading course.

Remediation Procedures

1. School wide support plans must meet the individual remediation needs of students. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the School wide support plans, the student may be retained.
2. Students who are identified for remediation through scores on state tests are not required to retake and pass the state test in order to exit remediation.
3. The school may remediate before the beginning of the next school year and promote, or retain and remediate in a different program.
4. All students who have completed remediation (whether through private sources, summer school, home school, or public school) should be evaluated with the appropriate tool for proficiency. Evaluations can include, but not be limited to end-of-course exams, portfolio review, computer-based testing, and standardized testing.
5. Teachers will keep accurate records of:
 - a. Attendance
 - b. Instructional time
 - c. Student progress, grades, and participation
6. Any student who has not met minimum state expectations on state assessments must continue remedial instruction until the expectations are met, the student has graduated from high school, or the student is no longer subject to compulsory school attendance.

7. Remedial courses taken in high school may not be used in lieu of English and Mathematics credit required for graduation. They may be counted as an elective credit. 1008.25(4)(b)
8. Level I courses meet graduation requirements when accompanied by a Student Support Plan signed by the parent, student, guidance counselor, teacher, and school administrator.
9. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
10. If a student's documented deficiencies have not been successfully remediated in accordance with their School Wide Support Plan, he/she may be retained until performance expectations are met, the student graduates from high school, or is not subject to compulsory school attendance, 1008.25(4)(c). The parent of the student will be provided with strategies to use in helping their child succeed in reading proficiency.

H. SPECIAL PROGRAMS

The individual school is responsible for the development and implementation of special programs, such as, alternative programs, transition classes, extended school year, dual enrollment, advanced placement, career academy courses, and courses that lead to national industry certification, and virtual instruction. Alternative programs may be used to aid those students who are unable to meet state and district objectives. Placement in these programs will be subject to the same review process as that used for retentions.

Beginning with the 2011-2012 school year, each high school shall offer a combination of at least four courses in dual enrollment or AP, including one course in each English, Mathematics, Science, and Social Studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the FDOE, and for which a standardized EOC assessment, as approved by the FDOE, is administered.

Each high school shall advise each student of programs through which a high school student can earn college credit, Advanced Placement (AP), dual enrollment courses, career academy courses with articulate college credit towards an Associate of Arts and national industry certification, as well as the availability of course offerings through virtual instruction.

The Credit Acceleration Program (CAP) allows a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, F.S., Definition of "credit", a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in s. 1008.22, (3)(c)5, on the corresponding statewide, standardized EOC assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular administration of the assessment.

1. **Exceptional Student Education**

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

2. **Academic Alternative/Dropout Prevention Program**

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

Credit Requirements — Dropout Prevention

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

They are enrolled in a Dropout Prevention class that utilizes a competency based program that allows for shortened instructional time and awards credits based on mastery of the course standards. Earning of credit is not restricted by time but is dependent upon the rate at which a student masters the required performance standards of the course. Teacher observations, class assignments, and examinations are considered appropriate methods of assessing student mastery; or

3. **Extended School Year**

Grades K-8

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

- Remediation at Schools (other than host school)

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

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

- In the event the student attends remediation at a site other than a Levy County school, the evaluation will be conducted by the child's assigned Levy County School.
- Extended school year shall be entered on the student's permanent record.
- Extended school year programs may be competency based.

Grades 9-12

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

- Any senior who did not graduate in the spring will be given the first opportunity to take advantage of this program.
- The remaining slots may be filled with students beginning with the junior class and working back to the freshman class.
- To retake a course which was failed in grades 9-12.

REMINDER: Students may also be afforded the opportunity to attend Adult Education in the summer through the College of Central Florida or Florida Virtual School On-Line

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

Exceptional Student Education

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

Additional Information

To receive credit for extended school year, a student shall meet the hourly requirements provided in School Board policy.

- Extended school year shall be entered on the student's permanent record.
- Competency Based Programs shall be in accordance with the School Board of Levy County Student Progression Plan outlined in Sections J - Graduation Requirements and M Graduation Options.

4. **Correspondence Study — Requirements for Credit**

- To be accepted for credit, study through correspondence shall be characterized by the following:
- Prior approval for taking the course must be given by the principal of the high school at which the student is currently enrolled. Documentation of successful completion of the approved course must be placed in the student's cum folder along with the principal's approval of the course for credit.
- The course shall be taken under the direction of an accredited extension division.
- The course may not duplicate a course which is presently available to the student or where credit has already been received by the student.
- Correspondence courses are available to students in grades 9-12 who are within one credit of being classified at their appropriate grade level.
- Correspondence courses will be allowed for "make-up" work only.
- A student may not be approved to take more than two correspondence courses per semester.
- When taken while the student is not enrolled in a school to which the correspondence credit will be submitted for use toward meeting graduation requirements, the following residence condition shall apply:

At least one credit shall be earned by the student during his senior year through regular attendance at the school.
- Regular attendance may be for the entire school year for any semester or at the regular summer session provided for that school.

Special Provision:

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

5. **Dual Enrollment**

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

Any student who meets the approved admissions criteria may elect to participate in the Dual Enrollment Program. These requirements include:

1. Minimum ACT score in the pertinent subject area (English, 17; Reading, 19; Mathematics, 19); or a minimum SAT score in the pertinent subject area (Reading 24, English/Writing 25, Mathematics 24) or pass The Post-secondary Education Readiness Test (PERT) (Reading, 106; Writing, 103; Mathematics, 114)
2. An overall grade point average of 3.0 on an unweighted 4.0 scale for academic college credit dual enrolled courses.
3. An overall grade point average of 2.0 on an unweighted 4.0 scale for Career and Technical Education (CTE) certificate courses. For certain CTE certificate courses, the 2.0 grade point average may be waived in writing by the principal and agreed to by the articulation officer at the college.
4. Students enrolled in a collaborative CF-approved and SFC cohort (maximum of 30 students) must demonstrate readiness for college-level coursework to be admitted into the College of Central Florida's high school dual enrollment program. To satisfy this requirement, students must meet specific requirements of the cohort, should they exist, or pass a minimum of two corresponding sections of the ACT, SAT or CPT (or equivalent) in reading and writing or math (algebra and arithmetic). Once a student has earned 12 college-level credits, **all** portions of the college placement test(s) must be passed (pursuant to s. 1004.93).
5. A student who had 10 or more unexcused absences in the semester just prior to applying to a dual enrollment program, will not be eligible for those advanced classes. This will be reviewed each semester, and extenuating circumstances will be considered by the Principal with proper documentation.

Those students who participate may apply the credits earned towards college credits and fulfilling high school graduation requirements.

The courses offered through this program shall be specified in the articulation agreement approved annually by College of Central Florida and Santa Fe College and the School Board of Levy County. Additionally, these courses shall reflect those courses contained in the common course designation numbering system approved by the Articulation Coordinating Committee.

Any student recommended for admission to the full-time academic or vocational dual enrollment program to fulfill graduation requirements, by earning college credits as provided in Section 6A-1.095(2) State Board Rules must have approval from the principal, Superintendent, and the School Board and:

1. The student was approved for admission;
2. The student has completed two college semesters or the equivalent with a normal class load (12 hours or more each semester) and has maintained at least a "C" average or the equivalent; and

3. The student's cumulative folder shows adequate notations covering the work completed under the college program.

Students who intend to continue in the Dual Enrollment Program must obtain a minimum of a C grade in dual enrollment classes. Students who earn a grade of D or F will no longer be allowed to take dual enrollment classes. A withdrawal from a class is considered the same as a failed class. Grades for continued eligibility in the Dual Enrollment Program are calculated each semester.

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

The school shall inform all students either in writing, or with a printed brochure, of their dual enrollment options and the benefits of participation in a dual enrollment program.

Home school students may participate in the Dual Enrollment program if they meet certain requirements. (Reference **Appendix D — Home Education Program**)

6. **Additional College Courses Taken for Credit**

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

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

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

- Any student from a Home Education Program who applies for admission to kindergarten or first grade shall meet the minimum age requirements for admission to a public school (Reference C. Initial Entrance to Pre-Kindergarten, Kindergarten, or Grade 1).
- Any student who is within the compulsory attendance age may enroll in public school. Parents must maintain a portfolio of records and materials. The portfolio shall consist of a log inclusive of a timeline, made contemporaneously with the instruction, which designates, by title, the reading materials used. Samples of any writings, worksheets, workbooks, and creative materials used or developed by the student should also be included. The portfolio will be reviewed as part of the admission qualification.
- District policies will govern the grade placement of the home education student which are as follows:

Kindergarten through 8th Grade

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

9th Grade

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

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

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

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

10th through 12th Grade

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. If the student successfully completes this requirement, High School subjects taken in that area shall be validated. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (2) of this rule.

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

1. Portfolio evaluation by the superintendent or designee;
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FSA; or Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (2)(d) and (2)(e) of this rule if required.
6. Credit received through the Florida Virtual School (FLVS) will be accepted by the School Board of Levy County. However, in order to receive a Levy County high school diploma with credit earned through FLVS, a student must be enrolled in a Levy County school for a period of not less than one semester of their senior year.

Grade placement for home education students who are qualified as Exceptional Student Education Students will be determined after review by school administrator /district personnel of portfolio, records, and materials as described in #2 above.

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

9. Virtual School

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

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. However, an online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course offered pursuant to a district inter-institutional articulation agreement pursuant to s. 1007.235, F.S. A student who is enrolled in a full-time or part-time virtual instruction program under s.1002.45 meets this requirement.

Students will be allowed to enroll in virtual courses within the first two weeks of school. Students will not be permitted to drop a course at their brick and mortar school to enroll in a virtual school class after the first two weeks of school. A second enrollment window for LVS courses will be opened the first two weeks of the second semester.

Each elementary school principal must notify the parent of each student who scores at Level 4 or Level 5 on FSA Language Arts or FSA Mathematics of the option for the student to take accelerated courses through the Florida Virtual School.

10. Incarcerated Juveniles

Any juvenile, enrolled in any school system or program, that is detained at the Levy County Jail who has not filed an “Intent to Terminate” form and has not received a high school diploma or equivalent, will be provided with an educational program. The School Board of Levy County will provide this educational program. The Director of Exceptional Student Education will appoint a certified teacher to provide these services. This educational program will be modified to meet the needs of the individual juvenile inmate.

Other inmates that are also eligible to receive educational services would be a student with a disability who is less than 22 years of age and have not received a standard diploma.

11. English for Speakers of Other Languages (ESOL)

1. English for Speakers of Other Languages (ESOL) is a program designed to meet the educational needs of students who are limited English proficient. Students in the ESOL program are known as English Language Learners (ELLs). ELLs are to have access to all educational programs offered to their peers and those deemed appropriate for their educational needs. Eligibility criterion for such programs will be determined using measures which do not deny eligibility due to the ELLs English Language Proficiency (ELP) level.
2. ELLs are to be assessed using the Florida Standards Assessments (FSA) English Language Arts and the English Language Proficiency Assessment (ACCESS FOR ELLS 2.0) taking into consideration English Language Proficiency (ELP) levels and the general NGSSS for other content area skills. ELLs in an ESE program whose ESE eligibility is based on a disability which impacts the students’ English language acquisition abilities are to be considered for an exception to this method of assessment.

3. ESOL student education programs will adhere to the requirements of the Florida Consent Decree, agreed upon in *LULAC v. Florida Department of Education*, 1990, with the modification added in 2003.
4. ESOL programs will adhere to Rule 6A-6.0902 requirements for Identification, Eligibility, Programmatic, and Annual assessments of ELLs.

Eligibility for ESOL Services: Initial Listening, Speaking, Reading and Writing assessment is completed by designated school staff using state-approved Proficiency Tests including the KG W-APT and WIDA Screener as soon as possible after initial enrollment and shall be completed within *20 school days* of the student's enrollment. Any student in grade 3 or above, who scores at or below 32nd percentile on reading comprehension and writing or language usage subtests of a nationally norm referenced test or scores below the English proficient level on a Department of Education approved assessment in reading and writing shall be classified as an English Language Learner and provided appropriate services. The assessment in reading and writing shall be completed as soon as possible after initial enrollment, but not later than thirty (30) days after enrollment.

Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.

- Programmatic and Academic Assessment: Programmatic assessment is required prior to placement in the ESOL program. Placement procedures for addressing students whose educational records are incomplete include a programmatic assessment. (See Appendix L). When records are incomplete or not available ELL students will be placed in the grade most appropriate for their age. Course work and programs will be assigned based on results of local diagnostic assessment, parent and student interview and student records as available. The school-based ESOL Coordinator will use all means available to obtain student records including phone contacts, written requests, and contact with family members in the country of origin. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration. Placement should be based on academic records, content assessments in math and reading, parent and student interview, and grade or course placement.
- Accommodations for ELL Students in Statewide Assessments: ELL students will participate in all district and state assessments including FSA English Language Arts and Writing/FSA Mathematics / NGSSS and FSA End-of-Course Exams and FCAT Science as appropriate to grade level. Test accommodations are provided as indicated in the Test Administration Manual. ELLs with severe learning disabilities may take the Alternate ACCESS for ELLs 2.0 assessment. Since an alternative assessment for ELL students does not currently exist, all ELL students must take the Florida Standards Assessments and Next Generation Sunshine State Standards assessments according to Florida State Board of Education Rule 6A-6.0909.
- ACCESS FOR ELLS 2.0 Testing: In accordance with federal mandates outlined in ESSA, all English Language Learners (ELL) K-12 will be assessed annually each spring using **ACCESS for ELLs 2.0** or Alternate ACCESS for ELLs 2.0. The English Language Proficiency Assessment (ACCESS FOR ELLS 2.0) will assess ELL

students in the areas of language acquisition: reading writing, listening, and speaking. It is administered by school-based personnel who receive training under the direction of the school-based ESOL Coordinator and on-line training modules.

- Teachers of ELL Students: Teachers of ELL students must document the implementation of ESOL strategies and the WIDA English Language Development Standards in their lesson plans. See the chart of ESOL instructional strategies in Appendix M.
5. ESOL programs will adhere to Rule 6A-6.0901 requirements for Classification, Reclassification, and Post Reclassification of ELLs:

English Language Learner (ELL) Plan: The individual student ELL Plan provides documentation of ELL student status, assess data, equal access and programmatic assessment for correct placement. The documents are maintained in the student ELL File in the student's permanent record. The ELL plan must be updated annually to reflect any changes in program services, program placement, strategies, schedule changes, etc. The plan must include assessment and eligibility assessment for entry and exit and annual evaluation. The student's annual schedule should be included along with documentation of LEP Committee Meetings, parent notices, and updated ELL Plan information. The plan also requires post-reclassification data for monitoring of exited students. The student's ELL Plan must address the student's deficiencies in reading, math, writing, and science, as required by Florida law, the student's name, assessment data for identification or classification, entry date/classification date, instruction by program, amount of instructional time or instructional schedule, ELL Committee meeting minutes and signatures, assessment and data used to exit, progress monitoring dates and data used to monitor exited students in LF status. See Appendix N.

Criteria for Exit from ESOL Program Services:

Exit Option	Grades	Exit Indicators
Exit by Test Scores or by ELL Committee	K-2	Proficient score of 4.0 or higher in the domain of Reading of ACCESS FOR ELLS 2.0 and a Composite Score of 4.0.
	3-10	Proficient scores of 4.0 in the domain of Reading of ACCESS FOR ELLS 2.0 and a Composite Score of 4.0; in addition to passing a proficiency score of Level 3 or higher on the FSA English Language Arts Assessment.
	10-12	Proficient scores of 4.0 in the domain of Reading of ACCESS FOR ELLS 2.0 and a Composite Score of 4.0; in addition to a passing score of Level 3 or higher on the 10th Grade FSA English Language Arts Assessment sufficient to meet applicable graduation requirements or an equivalent concordant score pursuant to Section 1008.22, F.S.

students' progress must be reviewed annually. Based on this review the current ELL plan requires a new plan date.

The ELL Plan must be reviewed and updated at the end of each semester if the student has a schedule or program change. The ELL student Plan date is updated on an annual basis.

Program Exit Procedures: Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting FSA, FCAT and ACCESS FOR ELLS 2.0 proficiency. Students may exit from the ESOL program and are classified as English proficient when the exit criteria are met.

Program exit requirements will be followed in accordance with State Rule 6A-6.0903. Upon receipt of the statewide English Language Proficiency Assessment and FSA in ELA scores, schools shall exit students no later than the last school day of the school year. If the statewide English Language Proficiency Assessment or FSA in ELA scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

Notwithstanding a student's statewide English Language Proficiency Assessment scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

Any student being considered for exit by an ELL Committee shall be assessed on at least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit.

The assessment must cover all four (4) domains, including listening, speaking, reading, and writing. An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to Rule 6A-6.03028, F.A.C.

The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under paragraph (2) of this rule and the following criteria to determine whether the student is English language proficient:

- Extent and nature of prior educational or academic experience, social experience, and a student interview;
- Written recommendation and observation by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
- Grades from the current or previous years; and,
- Test results from tests other than the assessment according to paragraph (2) of this rule.

If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. For a student with a disability, the Committee shall consider the impact of the student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision.

Once the student is exited, the ELL Student Plan must be updated to include requirements for LF or follow-up status. An exit letter in the home language when feasible will be sent home to the parent by the school ESOL Coordinator. Also, the LF monitoring section of the student ELL Plan must be maintained and completed within two years. Progress monitoring shall occur for students in LF status after the first report card, the first semi-annual review, the second semi-annual review and at the end of the second year.

6. Extension of Services in English for Speakers of Other Languages (ESOL)
Program Rule 6A-6.09022

- a. If a student is classified as an ELL after being in the ESOL program for 3 years, an ELL Committee shall be convened annually to re-evaluate the student's progress toward English language proficiency. The ELL Committee shall be convened no earlier than 30 days prior to the third anniversary of the student's Date Entered United States School (DEUSS), and no later than the anniversary date. This process shall be completed annually thereafter.
- b. The ELL Committee shall review student assessment data from at least one Department-approved assessment instrument. If the student's anniversary date falls between the administration of the ACCESS FOR ELLS 2.0 of a given year and October 1 of the following year, the student's ACCESS FOR ELLS 2.0 and FSA/FCAT data may be used. If the anniversary date does not fall within this time, then a more recent assessment must be given that includes all four domains: listening/speaking, reading, and writing. This cannot be earlier than 30 school days prior to the student's anniversary date.
- c. The ELL Committee shall review the student's academic records and consider assessment results to determine English language proficiency.
- d. If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services shall be extended. If the majority of the ELL committee determines that the student is English proficient, the student shall be exited from the ESOL program. Documentation should be maintained to support this decision in the ELL file.
- e. Any ELL student whose extension of services puts them into 5 or more years in the ESOL Program, will have an Individual Student Learning Plan developed by the school-based ESOL Coordinator and the ELL Committee to identify and address individual areas of student need.

7. Procedures for exit will be followed based on criteria in State Rule 6A-6.09021. a. Program Exit Procedures
8. Teachers, Guidance Counselors, and Administrators of ELL students must meet State of Florida compliance requirements for ESOL training. See the chart in Appendix

I. TRANSFER STUDENTS

1. S. 1000.36, F.S. Interstate Compact on Educational Opportunity for Military Children

The SBLC will comply with the Interstate Educational Opportunity for Military Children which removes barriers to educational success imposed on children of military families because of frequent moves of and deployment of their families. The School Board will:

- Facilitate the timely enrollment of children of military families ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements.
- Facilitates the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- Facilitate the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- Facilitate the on-time graduation of children of military families.
- Provide for the adoption and enforcement of administrative rules implementing this compact.
- Provide for the uniform collection and sharing of information between and among member states, schools, and military families under this compact.
- Promote coordination between this compact and other compacts affecting military children.
- Promotes flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

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

In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:

- Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
- An official letter of transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
- Evidence of immunization against communicable diseases as required in Section 232.032, F.S.;
- Evidence of date of birth in accordance with Section 232.032 F.S. and
- Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 232.0315, F.S.

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

3. Grades K-1 Out of State Transfer Students

Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in I A or below.

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

4. Grades 9-12 Transfer Students

To receive a standard high school diploma students must achieve a 2.0 grade point average and pass the 10th grade FSA or provide satisfactory proof of attaining ACT or SAT scores concordant with FSA passing scores as specified in S.1008.22(10).

- Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score.

- If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

State or Regionally Accredited Schools

Levy County shall accept student transfer credits based on official transcripts without further validation from any Florida public school and from out of state public schools or from any private school that is accredited or is a candidate for accreditation by a regional or state accrediting agency. If the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (3) of this rule.

- Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. If the Student successfully completes this requirement, High School subjects taken in that area shall be validated. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 1. Portfolio evaluation by the superintendent or designee;
 2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 5. Demonstrated proficiencies on the FCAT/FSA; or
 6. Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3) and (3) of this rule if required.

- Under certain conditions schools may accept credits from a non-accredited institution that the District has an articulated agreement. Acceptance of credits under these conditions must have the approval of the Superintendent.
- Private Tutors - Credits from private tutors shall be accepted only as provided in SBER 6A-1.951.
- Correspondence or Individualized Study Programs - Credits obtained through correspondence or individualized study programs shall not be accepted except as indicated in Section H.
- Schools will accept credits for ELL students on the following basis: the LEA/school will review ELL student transcripts and other evidence of educational experiences, assessment data, and academic achievement to award equal credit for courses taken in another country or in a language other than English, as they would the same courses taken in a U.S. school or in English. This will include language arts classes taken in the student's native language and foreign language credit for students taking English in their native country.

J. GRADUATION REQUIREMENTS

- 1. Course Requirements by Ninth Grade Enrollment Year (2013-14, 2014-15, 2015-16, and 2016-17**

SEE ATTACHMENTS

Students Entering Grade Nine in the 2013-2014 School Year

What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) 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 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

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

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

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



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, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (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
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

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Digital Vision/
Thinkstock

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> Earn 1 credit in Algebra II; 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 S. 1003.492, F.S.)

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 1003.428(10)(d)1-5, Florida Statutes [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, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>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:</p> <ul style="list-style-type: none"> High school graduation with a standard diploma Admission test scores 16 credits of college preparatory academic courses 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>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.flcoe.org/fcs</p>
Career and Technical Centers
<p>Florida also offers students 46 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.</p> <p>http://www.flcoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

<http://www.floridastudentfinancialaid.org/>

Students Entering Grade Nine in the 2014-2015 School Year What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) 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 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

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

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

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



Photo courtesy Chad Baker/Ryan
McVay/Thinkstock

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, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (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
.5 credit in World History .5 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> Pass the ELA Grade 11 statewide assessment; Earn 1 credit in Algebra II (must pass EOC); 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 s. 1003.492, F.S.)

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.]).

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, go to

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

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State University System
<p>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:</p> <ul style="list-style-type: none"> High school graduation with a standard diploma Admission test scores 16 credits of college preparatory academic courses 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>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>Includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/fics</p>
Career and Technical Centers
<p>Florida also offers students 46 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.</p> <p>http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships.

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Students Entering Grade Nine in the 2015-2016 School Year 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 standard diploma
- 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 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

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

- Algebra I* ▪ U.S. History
- Biology I ▪ Algebra II (if enrolled)*
- Geometry*

*Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

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

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 (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 .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, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (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)
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<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
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts[†]
1 Credit Physical Education[†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> Earn 1 credit in Algebra II (must pass EOC); 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).

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 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 <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
<p>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:</p> <ul style="list-style-type: none"> High school graduation with a standard diploma Admission test scores 16 Credits of approved college preparatory academic courses 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>http://www.flbog.edu/forstudents/planning</p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/highered/fl-college-system/index.html</p>
Career and Technical Centers
<p>Florida also offers students 46 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.</p> <p>Career and Technical Directors</p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Students Entering Grade Nine in the 2016-2017 School Year

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 standard diploma
- 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 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

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

- Biology I ▪ U.S. History
- Geometry ▪ Algebra II (if enrolled)

*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:

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

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 (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 .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).
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1 Credit Physical Education[†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.



Revised April 2016

What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II (must pass EOC); ▪ 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, Statutes [F.S.]).

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
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- 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 <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

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The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html</p>
Career and Technical Centers
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Where is information on financial aid located?

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Revised April 2016

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.
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<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).
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<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.



Revised July 2017

What are the requirements for standard diploma designations?

Diploma Designations
<p>Scholar Diploma Designation</p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <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. <p>Merit Diploma Designation</p> <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)
<p>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):</p> <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
<p>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.</p> <p>Division of Florida Colleges</p>
Career and Technical Centers
<p>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.</p> <p>Secondary Career and Technical Education Directors</p>

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

High school course and assessment requirements for student entering ninth grade in

2013-2014 and 2014-15 are:

Earning four credits in English Language Arts (ELA) which must include ELA I, II, III and IV or equivalent, applied, integrated, or accelerated courses, and passing grade 10 ELA Florida Standards Assessment ; courses that meet the four-credit requirement include accelerated courses and:

- 1001310 English 1
 - 1001340 English 2
 - 1001370 English 3
 - 1001400 English 4
 - 1001405 English 4: Florida College Prep
 - 1001460 Applied Communications 1 (generally 11th grade)
 - 1001470 Applied Communications 2 (generally 12th grade)
 - 1002300 English 1 Through ESOL
 - 1002300 English 4 Through ESOL
 - 1001320 English 1 Honors
 - 1001350 English 2 Honors
 - 1001380 English 3 Honors
 - 1001410 English 4 Honors
 - 1005300 World Literature
 - 1005310 American Literature
 - 1005330 Contemporary Literature (Semester)
 - 1005340 Classical Literature (Semester)
 - 1020810 American Literature Honors
 - 1020820 British Literature Honors
 - 1020830 Classical Literature Honors (Semester)
 - 1020840 Contemporary Literature Honors* (Semester)
 - 1020850 World Literature Honors
 - 1020860 Great Books Honors
- Earning four credits in mathematics which must include one credit in Algebra I and one credit in geometry. The statewide, standardized Algebra I and geometry EOC assessments constitute 30 percent of the student's final course grade. If a student enrolls in Algebra II, the student must take the statewide, standardized Algebra II assessment which constitutes 30 percent of the student's final course grade. Industry certification courses that lead to college credit may substitute for up to two mathematics credits, not including Algebra I and geometry. In addition, the student must pass the Algebra I EOC assessment in order to earn a standard high school diploma. Earning course credit is no longer contingent upon passing the EOC assessment, but, like 10th grade FSA Language Arts State Standards, a student must pass the Algebra I EOC assessment in order to earn a Florida standard high school diploma.
 - Earning three credits in science. Two of the three credits must have a laboratory component and credits must include Biology I and two credits in equally rigorous courses; the statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade. Industry certification courses that lead to college credit may substitute for up to one science credit, not including Biology.
 - Earning three credits in social studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in economics which must include financial literacy; the statewide standardized United States History EOC assessment constitutes 30 percent of the student's final course grade.

- Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
- Earning one credit in physical education to include integration of health.
- Earning eight credits in electives. School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus, and must include opportunities to earn college credit or certifications.
- A minimum of one of these credits must be earned through online learning, excluding a driver education course.

High school course and assessment requirements for **2012-2013** 9th grade students are:

- Earning four credits in English and passing grade 10 FCAT Reading.
- Earning four credits in mathematics which must include Algebra 1 and geometry and passing the Algebra I EOC assessment. If a 9th grade student took geometry in 2012-2013, and passed the course, irrespective of the student's performance on the geometry EOC assessment, the student will earn a credit in geometry (eliminating old law that required this cohort of students to pass the geometry EOC assessment to earn course credit.)
- Earning three credits in science. Two of the three credits must have a laboratory component; credits must include Biology I. If a 9th grade student took Biology I in 2012-2013, and passed the course, irrespective of the student's performance on the Biology I EOC assessment, the student will earn a credit in Biology I (eliminating old law that required this cohort of students to pass the Biology I EOC assessment to earn course credit.)
- Earning three credits in social studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government and one-half credit in economics which must include financial literacy; the statewide, standardized United States History EOC assessment constitutes 30 percent of the student's final course grade.
- Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
- Earning one credit in physical education to include integration of health.
- Earning eight credits in electives.
- A minimum of one of these credits must be earned through online learning.

This course can be completed in grades 6 through 8 if resulting in high school credit.

1. This course can be completed through an online dual enrollment course.
2. This course requirement is met through an online course offered through Florida Virtual School or an approved virtual education provider.
3. A student enrolled in a full-time or part-time virtual instruction program meets this requirement.
4. This requirement does not apply to a student who has an individual education plan (IEP) which indicates that an online course would be inappropriate.
5. This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one academic year or less remaining in high school.

High school course and assessment requirements for **2011-2012** 9th grade students are:

- Earning four credits in English and passing grade 10 FCAT Reading.
 - Earning four credits in mathematics which must include Algebra 1 and geometry and passing the Algebra I EOC assessment.
 - Earning three credits in science. Two of the three credits must have a laboratory component; credits must include Biology I.
 - Earning three credits in social studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in economics which must include financial literacy standards
 - Earning one credit in fine or performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
 - Earning one credit in physical education to include integration of health.
 - Earning eight credits in electives.
 - A minimum of one of these credits must be earned through online learning.
1. This course can be completed in grades 6 through 8 if resulting in high school credit.
 2. This course can be completed through an online dual enrollment course.
 3. This course requirement is met through an online course offered through Florida Virtual School or an approved virtual education provider.
 4. A student enrolled in a full-time or part-time virtual instruction program meets this requirement.
 5. This requirement does not apply to a student who has an IEP which indicates that an online course would be inappropriate.
 6. This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has one academic year or less remaining in high school.

High school course and assessment requirements for **2010-2011** 9th grade students are:

- Earning four credits in English and pass grade 10 FCAT Reading.
- Earning four credits in Mathematics which must include Algebra 1 and Geometry; the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.
- Earning three credits in Science; two of the three credits must have a laboratory component.
- Earning three credits in Social Studies which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in Economics which must include financial literacy standards
- Earning one credit in fine or Performing arts, speech and debate, or practical arts (practical arts courses that are identified in the course code directory).
- Earning one credit in Physical Education to include integration of health.
- Earning eight credits in electives.

NOTES:

English courses must include major concentrations in composition and literature.

For students entering 9th grade in 1997-98 to 2009-2010, successful completion of Algebra I or a series of courses equivalent to Algebra I (or a higher level mathematics course for those who have already completed an Algebra I course that is not reflected in the high school transcript or have clearly mastered Algebra I content).

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

1. Algebra I
 2. Algebra I Honors
 3. Algebra Ia and Algebra Ib
 4. Applied Mathematics I and Applied Mathematics II
 5. Integrated Mathematics I and Integrated Mathematics II
 6. Pacesetter Mathematics I
- Credit may not be granted for more than one of the above options. Appropriate adjustments may be made for transfer students.
 - Higher level courses meeting this requirement when Algebra I content is mastered but not reflected in the transcript: any Level III course, Algebra II, or Integrated Mathematics III.
 - Two of the Science credits must include a laboratory component. Effective July 1, 2001, Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, counts as one of the science credits. (A waiver of the laboratory component by the State Board of Education may be requested by a School District in accordance with Section 1003.43, F.S.). Also Reference Basic Education course substitutions and CTE Education course substitutions.
 - For students entering 9th grade in the 1997-98 school year, and thereafter, American Government shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government.
 - This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
 - This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems.
 - One (1) credit from the following:

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

Or
Performing Fine Arts.

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

Or

- A combination of 0.5 credit from each of the above (0.5 from Practical Arts and 0.5 from Performing Arts).
- Also, Reference Basic Education course substitutions in the CCD.
- Such credit for Practical Arts Career Education or Exploratory Career Education or for Performing Fine Arts shall be made available in the 9th grade and students shall be scheduled into a 9th grade course as a priority.
- Also, Reference Basic Education course substitutions in the CCD. Upon completion of the Army JROTC Leadership Education and Training Courses I and II (1801300 and 1801310), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I – Life Management Skills (0800300) to satisfy the Life Management Skills requirement needed for graduation.
- Electives – 8.5 credits. Any course listed in this directory which is appropriate for 9th grade or above may fulfill an elective credit for graduation except study hall and other courses identified as non-credit (NC), Adult Basic Education, and GED Preparation.

Assessment Requirements for Graduation

1. The statewide assessment program will be changing over the next several years to phase in new assessments aligned to Florida's new expectations for student learning. These new assessments will be named FCAT 2.0 and Florida End-of-Course (EOC) Assessments. The Florida EOC Assessments are different from the FCAT. Students will participate in these assessments on the computer at the conclusion of specific high school courses. The following information shows how these assessments will affect graduation requirements. Every student must participate in statewide assessment tests unless exempt under certain criteria established by the Commissioner of Education.
2. *Students with disabilities* who have an individual educational plan (IEP) may have the EOC assessment results waived for the purpose of determining the student's course grade and credit. To be considered for an EOC assessment results waiver, the student must meet all of the following criteria:
 - a. Be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes,
 - b. Have an active individual educational plan,
 - c. Have taken the EOC assessment with appropriate allowable accommodations at least once, and
 - d. Have demonstrated, as determined by the IEP team, achievement of the course standards.

High School Assessment Requirements by 9th Grade Year Of Entry for Standard Diploma (<i>9th grader in ...</i>)				
2009-10	2010-11	2011-12	2012-13	2013-14; -2014-15;-2015-16 2016-17
Gr. 10 FCAT Reading: 300 or (FCAT concordant score)	Gr. 10 FCAT 2.0 Reading: Level 3	Gr. 10 FCAT 2.0 Reading: Level 3	Gr. 10 FCAT 2.0 Reading: Level 3	Gr. 10 ELA Florida Standards Assessment Level 3 Standard Diploma Requirement
	<i>Algebra 1 EOC 30% of Course Grade</i>	Algebra 1 EOC Level 3 (Must pass to earn course credit)	Algebra 1 EOC Level 3 (Must pass to earn course credit)	Algebra 1 EOC Florida Standards Assessment Level 3 Standard Diploma Requirement
Gr. 10 FCAT Math: 300		<i>Geometry EOC 30% of Course Grade*</i>	Geometry EOC Requirement Waived	Geometry EOC Florida Standards Assessment 30% of Course Grade Must pass for Scholar Diploma Designation
		<i>Biology EOC 30% of Course Grade*</i>	Biology EOC Requirement Waived	Biology EOC 30% of Course Grade Must Pass for Scholar Diploma Designation
			U.S. History EOC 30% of Course Grade	U.S. History EOC 30% of Course Grade Must pass for Scholar Diploma Designation
				Algebra 2 30% of Course Grade Must pass for Scholar Diploma Designation

- Currently, a student may earn high school credit in Algebra I, Algebra II, Geometry, U.S. History or Biology I if the student passes the statewide, standardized end-of course (EOC) assessment without the requirement of enrolling in or completing the course.

Effective July 1, 2016, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school district is required to award course credit to the student who is not enrolled or who has not completed the course.

District and State Rules for EOCs- Standard Diploma

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

District and State Rules for EOCs- Standard Diploma

Course	Policy/Statute	2011-2012
Algebra 1	STATE STATUTE and DISTRICT POLICY	<p>2011-2012 and 2012-13 9th grade cohort students will have the Algebra 1 EOC pass/fail requirement for course credit. Their grade will only be based on coursework. The EOC will not be factored in to their final grade.</p> <p>Beginning in the 2013-14 school year, all students except those entering 9th grade in 2011-12 and 2012-13, will have the Algebra 1 EOC constitute 30 percent of their final grade; students must pass the Algebra 1 EOC to graduate with a standard diploma.</p> <p>Middle school students enrolled in high school Algebra 1 must take and pass the statewide standardized EOC assessment to earn high school credit.</p>
Algebra 2	STATE STATUTE and DISTRICT POLICY	Beginning in 2014-15, all students (regardless of cohort year of entry into 9 th grade) enrolled in Algebra 2 will have the EOC count 30% of their final grade.
Biology and Geometry	STATE STATUTE DISTRICT POLICY	<p>2011-2012 9th grade cohort students will have the Biology EOC and Geometry EOC count 30% of their 2nd semester grade.</p> <p>Beginning in the 2013-14 school year, all students except those who took the Geometry EOC in 2012-13, will have the Geometry and Biology EOC exams constitute 30 percent of their final grade.</p> <p>Students must pass the Biology EOC to qualify for a standard diploma <i>scholar designation</i>. Students are not required to pass the Geometry EOC to qualify for the standard diploma <i>scholar designation</i>.</p> <p>Beginning in 2012-13, middle grades students enrolled in high school geometry or Biology must take the statewide, standardized EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.</p>
United States History	<u>STATE</u> <u>STATUTE</u> <u>DISTRICT</u> <u>POLICY</u>	<p><u>2010-2011 9th grade cohort students will have the United States EOC count 30% of their 2nd semester grade.</u></p> <p>Beginning in the 2013-14 school year, all students except those who took the U.S. History EOC in 2012-13, will have the United States History EOC exams constitute 30 percent of their final grade.</p> <p>Students must pass the United States History EOC to qualify for a standard diploma <i>scholar designation</i>.</p>
Absent students	DISTRICT POLICY	<p>Students absent for State EOCs, who are not required by the state to take an EOC, will take the LIA as a make-up final exam. It will count as 30% of their final exam.</p> <p>Students absent for the state EOC, who are required by the state to take an EOC will take the EOC when retakes are made available by the state. These students will be given an "Incomplete" until the EOC requirement has been satisfied.</p>

5. Pursuant to S. 1008.22(9)(b) F. S. (Concordant Scores for the FCAT), in order to use a concordant subject area score to satisfy the assessment requirement for a standard high school diploma, a student must take each subject area of the Grade 10 FCAT without earning a passing score. The requirements shall not apply to a new student who enters the Florida public school system in Grade 12, who may either achieve a passing score on the FCAT or use an approved subject area concordant score to fulfill the graduation requirement.
6. Students who are eligible to use a concordant score, as described above, and have attained the current ACT or SAT scores concordant with the FCAT or FCAT 2.0 passing scores, shall satisfy the assessment requirement for a standard high school diploma as provided by S.1003.43(5)(a) F. S.(General requirements for high school graduation.--) and S. 1003.429(6)(a) F. S. (Accelerated high school graduation options.--).Beginning July 1, 2010, students who have not passed the FCAT may substitute concordant passing scores at any time (prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores). Additional guidance regarding how to use FCAT concordant scores is posted at <http://fcats.fldoe.org/pdf/fcatpass.pdf>.

Table 3: Concordant and Comparative Scores by Year Students Entered Grade 9

Assessment	Reading	Algebra 1
	2010-11 to Present	2011-12 to Present
FCAT 2.0	245	N/A
SAT	430	N/A
ACT	19	N/A
Algebra 1 EOC Assessment	N/A	399
PERT	N/A	97

Table 4: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above (Last administered in 2011-12)	1889 (scale score of 300) or above
FCAT 2.0	241 or above*	N/A
SAT Concordant Score	410 (for those students who entered grade 9 in 2006-07 or earlier) 420 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	340**
ACT Concordant Score	15 (for those students who entered grade 9 in 2006-07 or earlier) 18 (for those students who entered grade 9 in 2007-08, 2008-09 or 2009-10)	15

*Students who participated in the Spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

K. GRADE POINT AVERAGE

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

Along with the unweighted grade point average calculated for each student, a weighted average will also be calculated. The courses designated for weighting are all AP, Dual Enrollment, IB, Pre-IB, AICE, Pre-AICE and all Level 3 courses in which students earn at least a “C”, an additional quality point will be added during the grade point average calculation.

2. Weighted grades are for Levy County use only. Bright Futures, colleges and universities, and other district each have their own system of weighting grades. The number of courses, the courses, and the way they are weighted all differ. The weighted G.P.A. calculated in own system is not comparable to another system’s weighted G.P.A. Guidance counselors will help students locate their Bright Futures G.P.A. that is based on a portion of courses taken by students in high school.

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

L. HIGH SCHOOL CREDIT

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

1. Qualifications, Restrictions, and Eligibility

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

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

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

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

NOTE: Beginning 2006-07, honors courses will no longer satisfy the 6 advanced credits necessary for completion of the 18 credit college preparatory program. Beginning 2010-11, 4 credits in mathematics, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics from the list of courses that qualify for state university admission (SUS).

2. The 18 credits required for this program shall be distributed as shown in pages (See charts pages 12-16). Please note that the requirements vary by school year.
3. A student must also pass all required State assessments.
4. A student must also achieve a cumulative grade point average of 3.5 on a 4.0 scale in the courses required by the chosen accelerated college preparatory diploma.

5. Prior to a student selecting the accelerated College Preparatory Program, the following requirements must be met:

School personnel shall meet with the student and parents to give an explanation of the relative requirements, advantages and disadvantages of the program.

The student shall submit to the Principal and Guidance Counselor signed parental consent to participate in the program.

The student shall have achieved at least an FCAT Reading achievement level of 3, an FCAT Math level of 3, and an FCAT Writing score of 3 on the most recent assessments taken by the student.

Selection by the student and parent of this option must be completed by the end of grade 9.

Students who transfer from a private school, from another state, or because of illness were prevented from choosing this option during grade 9 must do so before the last day of the first semester of their 10th grade year.

Students pursuing this option must:

1. Earn passing scores as set by the state on the FCAT or obtain concordant scores on a standardized test as allowable.
2. Achieve a cumulative grade point average of 3.0 or a 4.0 scale in the courses required for this program.
3. Receive a grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required to complete this program.

At the end of the second year, if the student is not on track to meet the credit, assessment, or grade point average required for this option the school shall notify the parent and student of the following:

1. The specific requirements not currently being met.
2. The specific performance the student must meet in the third year to fulfill the requirements.
3. The right of the student to switch to the 4 – year option.

The student will automatically move to the 4 – year program if they:

1. Exercise their right to change.
2. Fail to earn 5 credits by the end of the first year in the program or fail to earn 11 credits by the end of the second year in the program.
3. Do not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment.

4. By the end of the third year in the program the student has not:
 - met the requirements outlined in this section related to completion of the required courses.
 - achieved passing scores on the FCAT or alternate standardized test.
 - attained the required overall grade point average.
 - earned a grade that receives 3.0 points on a 4.0 grading scale in all of the courses required for completion of this program.

A student who meets all requirements of S.1003.429(1) and (6) shall be awarded a standard high school diploma in a form presented by the State Board of Education.

- Students who enter grade 9 in the 2004-05 through 2012-13 school year may select a Career Preparatory Program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12.
 1. The 18 credits required for this program shall be distributed as shown in pages 12-16. Please note that the requirements vary by school year.
 2. Prior to a student selecting the accelerated Career Preparatory Program, the following requirements must be met:
 - a. School personnel shall meet with the student and parents to give an explanation of the relative requirements, advantages and disadvantages of the program.
 - b. The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the program.
 - c. The student shall have achieved at least an FCAT Reading achievement level of 3, an FCAT Math achievement level of 3, and an FCAT Writing score of 3 on the most recent assessments taken by the student.
 - d. Selection of this option by the student and parent must be completed by the end of grade 9.
 - e. Students who transfer from a private school or from another state, or who because of illness was prevented from choosing this option during grade 9, must do so before the last day of the first semester of their 10th grade year.
 - f. Students pursuing this option must:
 1. Earn passing scores as set by the state on the FCAT, or concordant scores on a standardized test as allowable.
 2. Achieve a cumulative grade point average of 3.0 on a 4.0 scale in the courses required for this program.

3. Receive a grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required to complete this program.
- g. At the end of the second year, if the student is not on track to meet the credits, assessment, or grade point average required for this option the school shall notify the parent and student of the following:
1. The requirements not currently being met.
 2. The specific performance the student must meet in the third year to fulfill the requirements.
 3. The right of the student to switch to the 4- year option.
- h. The student will automatically move to the 4-year option program if they:
1. Exercise their right to change.
 2. Fail to earn 5 credits by the end of the first year or fail to earn 11 credits by the end of the second year.
 3. Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment.
 4. By the end of the third year the student has not:
 - met the requirements outlined in this section related to completion of the required courses.
 - achieved passing scores on the FCAT or alternate standardized test.
 - attained the required overall grade point average.
 - earned a grade that receives 3.0 points on a 4.0 grading scale in all of the courses required for completion of this program.
- i. A student who meets all requirements of S.1003.429 (1) and (6) shall be awarded a standard high school diploma in a form presented by the State Board of Education.

M. GRADUATION OPTIONS

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

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

1. Standard High School Diploma (24 credit)

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

1. Meet the specific courses and credits as shown in pages 12-16.
2. Master the Florida NGSSS / SSS of Reading, Writing, Mathematics, Science, History, Government, Geography, and Economics; as well as those standards found in course descriptions concerning computer literacy.
3. Beginning with the 2001-02 school year, students in the 10th grade must earn a passing score of 300 in both Reading and Mathematics on the Florida Comprehensive Assessment Test (FCAT) in order to earn a high school diploma. Beginning with the 2004-2005 school year, attainment of ACT or SAT scores concordant with FCAT passing scores shall satisfy the assessment requirement. Those students unable to meet the established score must be remediated with documentation noted in the student's cum folder. Additional opportunities will be available for the student to retake those sections they have not passed prior to the student's normal graduation.
4. Effective with the 1996-97 freshman and subsequent classes, a cumulative grade point average of 2.0 on a 4.0 scale is required for graduation.

2. Accelerated High School Diploma:

1. In 2013-14 a new 18-credit accelerated high school graduation option was added to the ACCEL option which allows a student who meets the following requirements to be awarded a standard high school diploma:
 - The new 18-credit ACCELL accelerated high school graduation option replaces the college preparatory and the career preparatory 18-credit accelerated high school graduation options established in S. 1003.429, F.S., which was repealed.
 - Florida's new high school standard diploma course requirements without the required physical education course and only three credits in electives, and
 - A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.
 - Students who enrolled in high school prior to 2013-2014 and opted for one of the former 18-credit accelerated high school graduation options will continue earning credits as part of the program and upon completion of the former option can graduate with a standard diploma.
2. College Preparatory Diploma (18 credit): Prior to 2013-14

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

- Meet the specific courses and credits as shown in Section X.

- Earn passing scores on both the reading and math sections of the FCAT and passing scores on required State EOCs.
 - Achieve a cumulative grade point average of 3.5 on a 4.0 scale in the courses required by the chosen accelerated college preparatory diploma.
3. Career Preparatory High School Diploma (18 credit): Prior to 2013-14

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

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

3. **Certificate of Completion**

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

Such students will be afforded the following options:

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

Such students will be afforded the following options:

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

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

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

N. CAREER AND TECHNICAL EDUCATION COURSE
SUBSTITUTIONS TO FULFILL GRADUATION REQUIREMENTS

Please reference Appendix A - Industry Certification Mathematics & Science Substitutions

O. ADULT EDUCATION

1. Adult High School Credit Program- College of Central Florida (CF)

Students can participate in the Adult High School at the College of Central Florida. CF will issue a regular high school diploma when all requirements are met. The Adult High School operates on a year round basis.

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

Student Eligibility

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

- Is no longer enrolled in school and
- Does not have a regular high school or GED diploma.

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

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

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

- Dropouts between the ages of 16 and 18 may enroll in the Adult High School only after an interview process with the Adult Education Coordinator, or designee, prior to enrollment.
- Married/pregnant/single parent students below the age of 16 may enter the Adult High School program as assigned by the superintendent of schools.
- Any student in the eleventh or twelfth grade or who has attained the age of 17 and is enrolled in one of the centralized vocational classes for credit that, as a result of this enrollment, will lack credit for proper grade placement and is recommended by the student's regular high school Principal or his designee.

Courses and Credits

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

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

Curriculum

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

Grading Scale

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

Florida Statewide Assessment Program

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

Grade Point Average

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

Credit Accepted From Other Schools

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

2. Accelerated Graduation Option

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

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

3. High School Equivalency Diploma (GED)- College of Central Florida

Eligibility Requirements

- Residency Limitations: Only Florida residents are allowed to test and receive a State of Florida High School Diploma. Residency is defined in Florida Statute 1009.21.
- A candidate for a High School Equivalency Diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, a candidate may take the examination after reaching the age of 16. Sixteen or seventeen years old would qualify for a waiver under any of the following definitions of extraordinary circumstances:
 1. The person is an unwed parent with custody of their child/children.
 2. The person is married.
 3. The person has a verifiable long-term physical or mental health condition which precludes normal progression towards graduation.
 4. The person has official documentation verifying that the GED Diploma is needed to satisfy eligibility requirements for entering the Armed Forces.

5. The person is pregnant.
6. The person is not enrolled in any K-12 program and can score a 500 on all five (5) of the Official Pre-Tests with a total score of 2500 on the Official Practice Test.
 - Students who have graduated from an accredited high school, awarded a high school equivalency diploma, or earned scores sufficient to qualify for a high school equivalency diploma are not eligible to take the GED test.
 - Waiver Procedures for Sixteen and Seventeen Years Old

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

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

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

P. PUBLIC RECORDING

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

- The provisions relating to student progression
- The school board's policies and procedures on student retention and promotion.
- The number and percentage by grade of all students in grades 3 through 10 performing at Levels I and II on the Language Arts portion of the FSA.
- By grade, the number and percentage of all students retained in grades 3 through 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in F.S.1008.25(6)(b).
-

- Any revisions to the district school board's policy on student retention and promotion from the prior year.

Q. EXCEPTIONAL STUDENT EDUCATION

1. Promotion and Retention

Any student classified as disabled, according to State Board Rule, age Birth to 22, is expected to make adequate progress toward appropriately written IEP goals should be considered when making recommendations for promotion/retention. The IEP team will monitor the goals every nine (9) weeks to determine if the student is making progress towards his/her goal as reported to the parent.

2. Graduation Requirements for Exceptional Students

Standard High School Diploma

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

- a. Accommodations shall not include modifications to the Florida State Standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual education plan.
- b. Classroom and district test administration procedures and other evaluation procedures may be given, using the allowable accommodations as specified in Rule 6A-1.0943, FAC, to meet the needs of that student with disability.
- c. When accommodating general education courses, the School Board shall use one of the following strategies:
 1. Assignment of the exceptional student to an exceptional education class for instruction in a general education course with the same student performance standards as those required of non-exceptional students in the district Student Progression Plan, or
 2. Assignment of the exceptional student to a general education class for instruction which provides class accommodations that meet the needs of students with disabilities.
- d. The IEP team shall determine which of these strategies to employ based on an assessment of the student's individual educational plan.
- e. Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312 (3) (a), FAC, shall be counted at exceptional student

special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

f. Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act.

For students with disabilities whose abilities cannot accurately be measured by the statewide assessment test, the IEP team has the authority to waive the assessment results as a requirement for graduation with a standard diploma with parent or adult student approval.

- Students eligible for consideration are those students with disabilities who are currently seniors in high school who have an individual education plan (IEP) and for whom the Statewide Assessment Test is the graduation test; AND
 1. have met the state's graduation requirement of 24 credits/courses and 2.0 cumulative grade point average (GPA), and any other district requirements for graduation with a standard diploma; AND
 2. have taken the Statewide Assessment Test at least once with appropriate allowable accommodations in the 10th grade; AND
 3. have participated in intensive remediation for FCAT/FSA Reading and/or Mathematics, if a passing score has not been earned; AND
 4. for whom the IEP team determines that the Statewide Assessment Test cannot accurately measure the student's abilities, taking into consideration allowable accommodations.

Certificate of Completion

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

Special Certificate of Completion

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

- The awarding of a Diploma or Certificate of Completion does not prevent a student with disabilities from continuing to pursue a standard diploma or from receiving a free and appropriate public education until the student reaches the age of 22.
 - a. A student enrolled in an Exceptional Student Education competency-based program that allows for shortened instructional time may earn credits based on mastery of 60% of the course standards. Earning of credit is not restricted by time but is dependent upon the rate at which a student masters the required performance standards of the course.

Teacher observations, class assignments, and examinations are considered appropriate methods of assessing student mastery.

High School Graduation Requirements for SWD who meets criteria for instruction in Access Points and Administered the Florida Alternate Assessment (FAA) and Written Parent Consent via the IEP Process.

- Beginning in the 2014-2015 School Year as defines in Section 1003.4282(11), Florida Statutes (F.S.)

Four (4) credits in English Language Arts:

1. Access English I
2. Access English II
3. Access English III
4. Access English IV

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

Four (4) credits in Mathematics to include:

1. Access Algebra 1A and 1B
2. Access Geometry

Note: 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.

Three (3) credits in Science to include:

1. Access Biology

Note: 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.

Three (3) credits in Social Studies to include:

1. One (1) credit in Access World History
2. One (1) credit in Access United States History
3. One-half (.5) credit in United States Government
4. One-half (.5) credit in Access Economics with Financial Literacy

Note: 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.

One (1) credit in Physical education to include:

1. Integration of Health

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

Eight (8) electives:

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

Participate in one (1) online course, unless waived by the IEP in accordance with Section 1003.4282(4) Florida Statute.

18 Credit Option for Students with Disabilities receiving Instruction in the Access points:

1. 3 elective credits instead of 8
2. Physical Education is not required
3. Online Course is not required

ASSESSMENTS

- Participate in End of Course (EOC) Assessments for Access Algebra I, Access Biology, Access Geometry and Access US History and Access Algebra II Alternate Assessment; with the results constituting 30% of the final course grade, unless a waiver of the results is graded in accordance with Section 1008.22(3)(c)(2) Florida Statute. EOCs will be developed by DOE.)
- Attain a passing score on the 10th grade English Language Arts Alternate Assessment, unless a waiver of the results is granted; scoring a level 4 or higher.
- Attain a passing score on the Access Algebra I EOC, unless a waiver of the results is granted.
- Develop a portfolio of quantifiable evidence 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

- Next Generation Sunshine State Standards Access Points/Florida Standards Content Connectors Access Points/Florida Standards Content Connectors curriculum is embedded in and aligned with the Next Generation Sunshine State Standards and grade level expectations, and reflect the core intent of the standards at reduced levels of complexity (Participatory, Support and Independent). Florida Standard Alternate Assessment is the tool used to measure the student's skills and knowledge. All exceptional education students who demonstrate proficiency at the independent, supported, or participatory level of each Florida Standard Access Points/FS Content Connectors as determined by the IEP process, and complete twenty-four (24) credits shall be awarded a Standard Diploma.

- Summary of Performance (SOP)

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

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

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

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

1. Compulsory Attendance

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

A student, upon reaching the age of 16 years during the school year, may withdraw from school providing they file a formal Declaration of Intent to withdraw from school enrollment. The form must be signed by the student and their parent or guardian (F.S. 1003.21) **A copy of the form can be found in Appendix C — Attendance Truancy (Enforcement of Attendance Procedures).** The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

2. Pupil Absences

Absences because of sickness, or injury, or doctor's appointments, or insurmountable conditions approved by the principal, and religious instruction when approved in advance by the School Board, shall be considered excused absences. All other absences shall be unexcused. At any grade level, students shall be given the opportunity to make up all work missed during the period of excused absences up to the limits prescribed below. It shall be the responsibility of the student to make arrangements to make up the work. (Please reference Levy County Administrative Policy 5.03). **Any combination of three (3) unexcused tardies or unexcused dismissals within a nine week grading period are equivalent to (1) unexcused absences.**

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

Grades K-5

During each nine-week period, a student is allowed a maximum of **EIGHT** days absence. All absences (excused and unexcused or as a result of unexcused tardies/ dismissals) are counted. Any combination of three (3) unexcused tardies or unexcused dismissals within a nine-week grading period is equivalent to (1) unexcused absence.

When a student accumulates **FIVE** absences within a nine-week period, the parent/guardian is notified by letter that their child is in danger of failing for the grading period. When a student reaches **NINE** absences, the parent/guardian is notified that, due to excessive absences, the child will receive failing grades for the nine-week period (if the grade has to be reduced, it shall be a 59).

Grades 6- 8

During each nine-week period, a student is allowed a maximum of **EIGHT** days absence. **All absences (excused and unexcused or as a result of unexcused tardies/ dismissals) are counted. Any combination of three (3) unexcused tardies or unexcused dismissals within a nine week grading period is equivalent to (1) unexcused absences.**

When a student accumulates any combination of FIVE absences in ONE OR MORE courses in a nine week grading period, the principal notifies the parent/guardian that their child may be in danger of failing that course for that grading period. **All absences (excused and unexcused) are counted.** When a student reaches the ninth (9th) absence, parents shall be notified that their child will receive failing grades for the nine week period. (If the grade has to be reduced, it shall be a 59).

Grades 9 – 12

A credit for high school graduation is defined as a minimum of 150 hours of instruction in a designated course which contains student performance standards as provided in Florida Statutes. The hourly requirement for one-half credit is defined to be one-half the requirement for full credit.

When a student accumulates any combination of five (5) absences in one (1) or more courses within a semester, the principal shall notify the parents that their child may be in danger of losing credit(s). A copy of the attendance policy shall be included in the notification. All absences (excused and unexcused) will be counted.

When a student accumulates ten (10) absences in a course within a semester, credit shall be awarded only if the student has demonstrated mastery of the student performance standards for the course on a comprehensive standards based final exam. If the examination is passed with a sixty (60) or above, the examination

grade will be averaged with the two (2) nine-week grades to determine the semester average. However, if the student makes a failing grade on the examination [fifty-nine (59) or below], or exceeds fifteen (15) absences per semester the student shall receive an “F” for the semester, and no credit for the semester. This will be a numerical grade of fifty-nine (59) or below, as the average dictates. Extenuating circumstances with appropriate documentation may be considered by the Principal, which would allow students who have exceeded 15 days absences in a semester an opportunity to demonstrate mastery on a comprehensive standards based final exam, and receive credit if they pass with a sixty (60) or above.

3. Teen Parent Attendance

Students participating in the Teen Parent Program shall be exempted from minimum attendance requirements for absences related to pregnancy or parenting. Students in grades 9-12 who have 10 or more absences related to parenting or pregnancy must demonstrate mastery at performance standards by successfully passing a district approved examination (60 or above) The average of the passing exam grade and two (2) nine week grade will determine if credit is received.

(Reference **Appendix C-Attendance Truancy (Enforcement of Attendance Procedures)** for Teen Parent attendance procedures.)

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

5. Truancy

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

6. Attendance Requirements for Students to Obtain/Retain a Driver’s License

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

The student must maintain regular attendance in school.

- b. The student must not have more than fifteen (15) unexcused absences within a 90-day period.
- c. If accepted into the GED Program under “Extraordinary Circumstances,” (Student Progression Plan, Section M, B.), the student must complete forty-five (45) hours of GED Preparation classes, or completion must be certified by the instructor pending completion of the GED test.

7. Enforcement of School Attendance and Home School

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

8. Students Charged With a Felony

After a student is charged with a felony, the Principal, and/or designee, will hold a felony hearing. The hearing will determine if the student needs a different school placement. For an Exceptional Student an IEP meeting will convene to determine placement.

(Reference Felony Administrative Hearing Procedures in Appendix H—Students Charged With a Felony)

Appendix A

Industry Certification Mathematics & Science Substitutions

Industry Certification Mathematics & Science Substitutions

Section 1003.2482(3)(b)-(c), F.S

- A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
- A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for up to one science credit, except for Biology I.

It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum three substitutions credits (two in Mathematics and one in science).

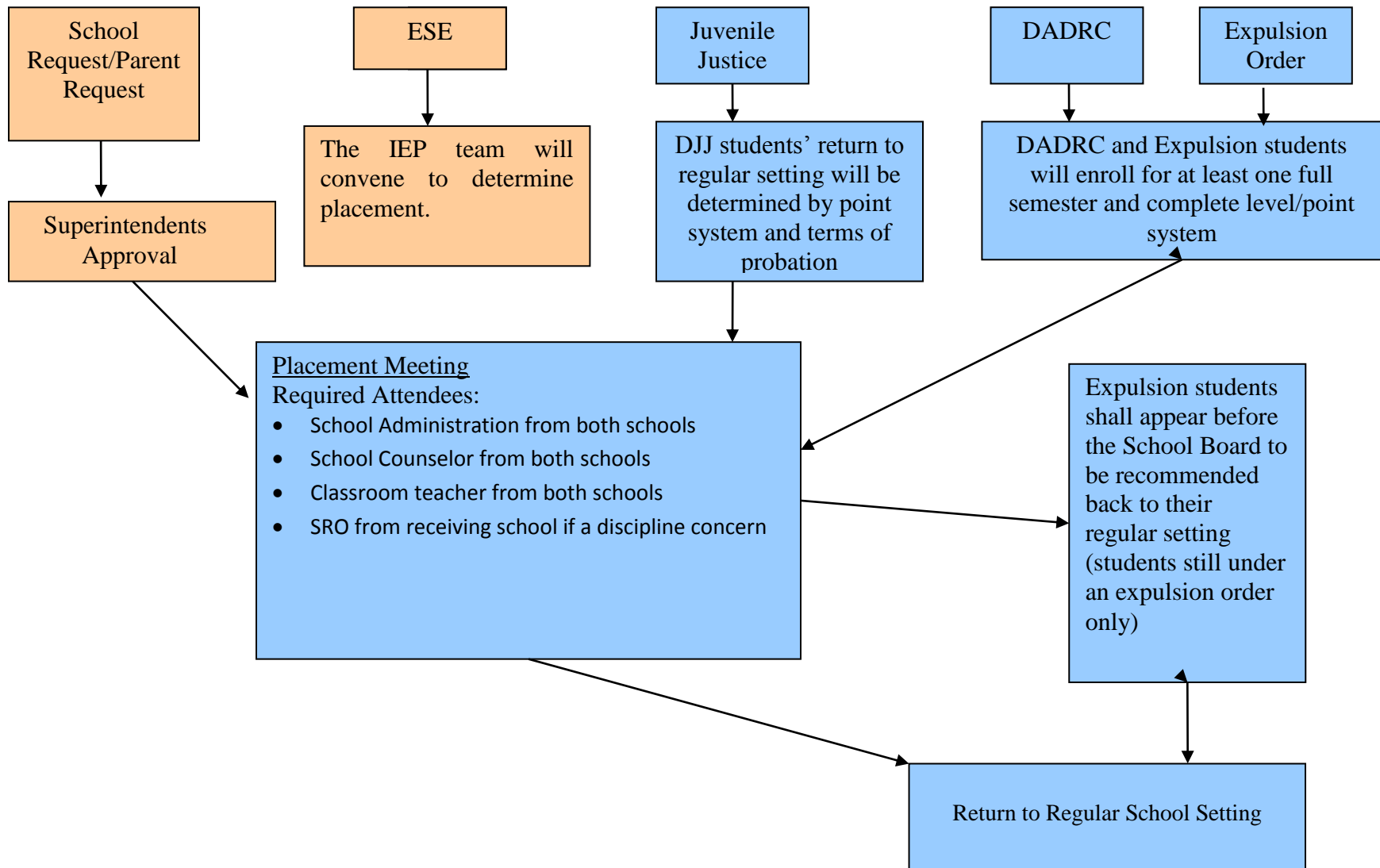
- Industry certifications for which there is a statewide college-credit articulation agreement approved by the State Board of Education that may substitute for mathematics and science credit can be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industrycertification.shtml>.

Career Course Substitutions			
Level	Subject Area	Program Course	Program Number
2	Business English (1001440) Science	Business Systems & Technology (BST) 1+2 & Accounting Applications 1	8417100
3		Agriscience, Foundations	
3		Agriscience Biotechnology 3	8106810
3		Health Science Anatomy & Physiology	8106860
3	(1001450) Practical Arts	BST 1+2 Administrative Office Technology 1	8212000
		Carpentry 2	8104520
		Introductory Horticulture	8121510
		Horticultural Science 3	8121520
		Digital Information Technology	8207110
		Digital Design 1	8209510
		Digital Design 2	8209520
		Digital Design 3	8209530
		Digital Design 4	8209540
	(1205540) Online Requirement	Completion of a course in which a student earns a national recognized industry certification in information technology that is identified on the Career & Professional Education Act (CAPE) Industry Certification Funding List(s.1008.44.F.S)	

Appendix B

Alternative Success Center

Alternative Success Center



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

Student Eligibility Requirements for AA programs in grades 9-12

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

☐ ☐ **Seniors at risk of failure:**

- (A) Those who have not passed the Florida Standards Assessments (FSA/).
- (B) Those who are failing one (1) or more subjects at the end of the first nine weeks.
- (C) Those who do not have the necessary 2.0 grade point average for graduation.

☐ ☐ ☐ **Juniors at risk of failure:**

- (A) Those who are one (1) or more credits below the required number for promotion to the 12th grade.
- (B) Those who have not passed or may not pass the FSA/FCAT.
- (C) Those who do not have the necessary 2.0 grade point average for graduation.

☐ ☐ ☐ **Sophomores at risk of failure:**

- (A) Those who are one (1) or more credits below required number for promotion to the 11th grade.
- (B) Those who do not have the necessary 2.0 grade point average for graduation.
- (C) Those who are at risk of dropping out because they are overage (17) for grade level or have minimal credits.

☐ ☐ ☐ **Freshmen at risk of failure:**

- (A) Those who are one (1) or more credits below required number for promotion to the 10th grade.
- (B) Those who do not have the necessary 2.0 grade point average for graduation.
- (C) Those who are at risk of dropping out because they are overage (16) for grade level or have minimal credits.

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

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

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

(Type/Copy on School Letterhead)

Date: _____

RE: _____ Date of Birth: _____
(Student Name)

Dear Parent/Guardian:

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

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

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

Sincerely,

Signature: _____

Title: _____

Telephone: _____

Appendix C

Attendance / Truancy

(Enforcement of Attendance Procedures)

Truancy/Attendance Guidelines

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

Procedures for Problem Solving Team (PST) meeting:

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

PROBLEM SOLVING TEAM REPORTING FORM For NON-ATTENDANCE/TRUANCY

STUDENT NAME: _____ **STUDENT I.D.:** _____

School Contact Made **Type** _____ **Date** _____
 Type _____ **Date** _____

NOTES:

* * * * * * * * * * * *

Dear Parent/Guardian,

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

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

NOTES:

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

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

Persons in Attendance

* * * * * * * * * * * *

District Contact Made **Type** _____ **Date** _____
 Type _____ **Date** _____

NOTES:

ATTENDANCE PROCEDURES FOR TEEN PARENT PROGRAM

Attendance Defined:

For average daily attendance documentation, students who are present at any time during the day when official attendance is taken, are considered present. (Reference School Board Policy 5.03(1)(D)). Students in grades 9-12 who have 10 or more absences related to parenting or pregnancy must demonstrate mastery at performance standards by successfully passing a district approved examination (60 or above) The average of the passing exam grade and two (2) nine week grade will determine if credit is received.

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

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

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

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

Absences because of sickness, injury, doctor's appointments, insurmountable conditions approved by the principal, and religious instruction, when approved in advance by the School Board, shall be considered excused absences. At any grade level, students should be given the opportunity to make up all work missed, during the period of the excused absence, up to the limits prescribed below. It shall be the responsibility of the student to make arrangements to make up the work.

1. Grades K-8:

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

2. Grades 9 -12:

When a student accumulates any combination of ten (10) excused or unexcused absences in a semester, the student shall take a county approved examination to demonstrate mastery of the student performance standards for that course. If the examination is passed sixty (60) or above, the examination grade and any approved projects will be averaged with the two (2) nine week grades to determine the semester average. However if the student makes a failing grade on the examination [fifty-nine (59) or below], the student shall receive a 59 or the numeric grade earned if that grade is lower than 59 for the semester.

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

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

Student Declaration of Intent to Terminate School Enrollment

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

Signed: _____ Date: _____
(Student's Signature)

Signed: _____ Date: _____
(Parent/Guardian Signature)

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

Person Notifying Parent: _____ Date of Notification: _____

Method of Notification: Q Conference Q Telephone Q Letter Q Other _____

Certified Mail
Return Receipt Requested

REPORT OF NON-ATTENDANCE

Date_____

Dear Parent/Guardian, _____

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

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

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

Sincerely,

School Truancy Representative

School Principal

Appendix D

Home Education Program

HOME EDUCATION DUAL ENROLLMENT POLICY

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

1. Students who desire to take courses offered on the college campus must register at the community college and provide proof of their Home Education status.
2. Home Education students who desire to take Dual Enrollment college courses offered at the school site must:
 - a. Meet all district registration requirements which include, but are not limited to, immunizations, physicals, emergency cards, etc.
 - b. Meet individual school requirements for course enrollment.
 - c. Contact the school guidance counselor to determine when the course is offered.
 - d. Report to the class at the approved time to register.
 - e. Student's accessibility to school campus is limited to the Dual Enrollment class only.
 - f. Leave campus immediately following the Dual Enrollment class period.
 - g. Be responsible for their own instructional materials and transportation.
3. Home Education Dual Enrollment students must also meet the following eligibility criteria (which is required for all Dual Enrollment students):
 - a. Student must have minimum scores on the ACT in the pertinent subject areas:

Math - 19; Reading - 18; English - 17; or a minimum SAT score in Verbal and Math of 440
 - b. The required scores on the PERT.
 - c. Students must have an overall GPA of 3.0 in academic areas or 2.0 in vocational areas.

HOME EDUCATION IN FLORIDA QUESTIONS AND ANSWERS

Florida Statutes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Practices, Policies, and Procedures

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

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

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

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

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

Home education became law on June 17, 1985.

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

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

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

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

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

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

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

No.

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

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

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

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

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

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

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

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

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

None.

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

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

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

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

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

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

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

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

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

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

School districts may offer standardized tests to home education students.

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

No.

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

No.

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

No.

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

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

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

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

Districts should determine which way is appropriate.

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

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

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

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

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

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

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

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

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

No.

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

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

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

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

Home education students are eligible for Exceptional Student Education (ESE) services.

If a district is requested by a home education parent for an evaluation of a child, the district must provide the assessment service. If an exceptionality is verified, the district must provide the ESE services at a school determined by the school district.

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

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

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

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

Appendix E

Community Service Guidelines

COMMUNITY SERVICE GUIDELINES

Community service is defined as follows:

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

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

- ☐ Non-Examples

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

Timelines for community service

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

Appendix F

Honor Roll Guidelines

HONOR ROLL

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

A. Elementary/Middle

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

B. Middle/High

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

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

OR

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

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

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

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

Appendix G

Administrative Grade Re-Classification

(School Letterhead)

Date: _____

ADMINISTRATIVE GRADE RE-CLASSIFICATION

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

Student: _____ Date: _____

Date of Birth: _____ Present Grade: _____

Assigned Grade: _____

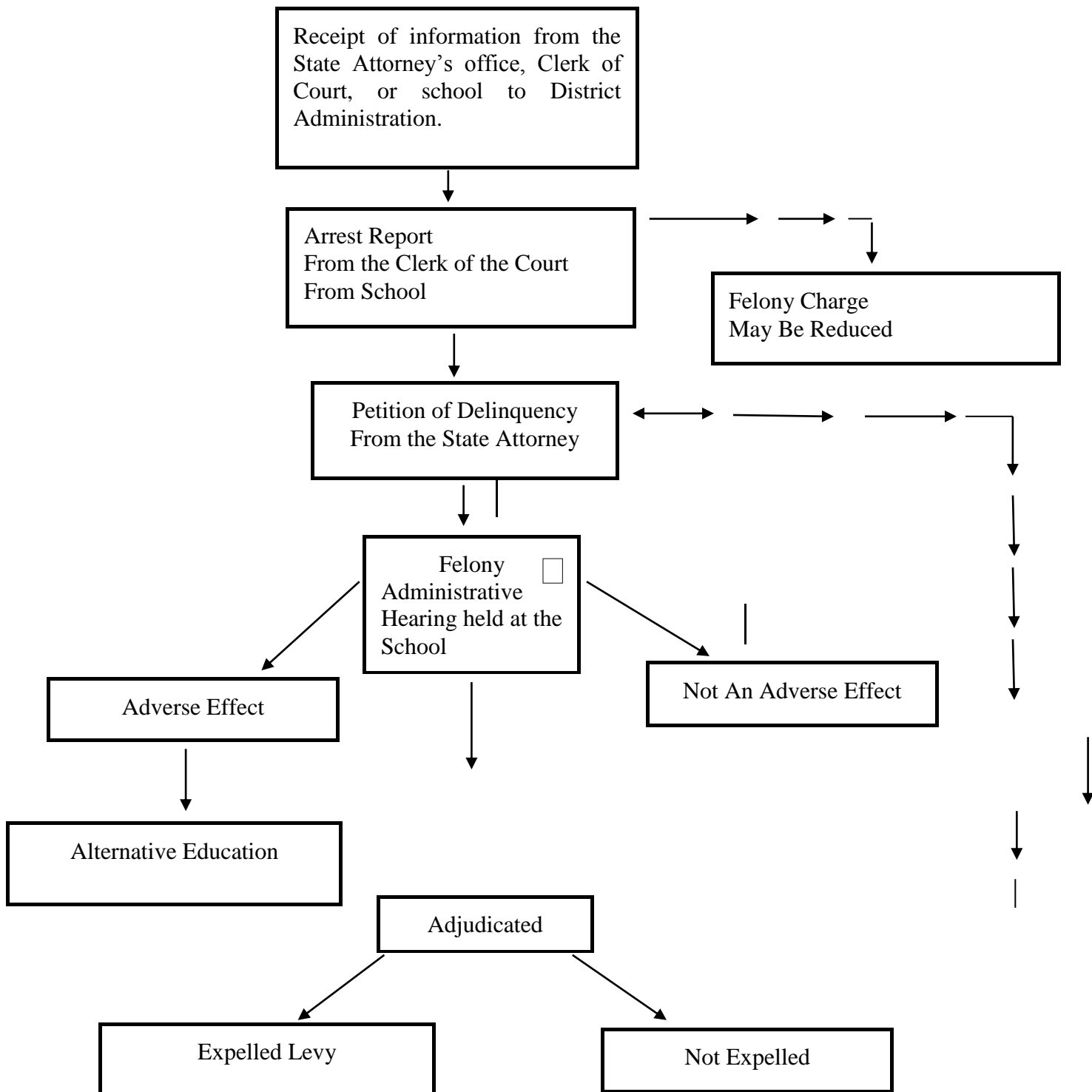
Parent/Guardian Signature: _____ Date: _____

Appendix H

Students Charged with a Felony

Student Charged With A Felony

(NOTE: If the student has an active IEP, refer immediately to the ESE Director). An IEP Meeting will be held to determine appropriate placement.



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

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

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

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

- ☐ In the case of an ESE student, an IEP meeting will be held to determine appropriate placement.
- ☐ If it is felt the student's continued presence on the campus will present an adverse impact on the school, an administrative hearing will be held with notification provided to the parents. For a student with a disability the IEP team will determine placement.

Step 3: If the results of the administrative hearing are conclusive in that the continued presence of the student on campus would create an adverse impact, the student will be suspended.

- The student will remain at their Home School Alternate Setting until either adjudicated delinquent or found guilty at which time the Superintendent will determine if a recommendation will be made to the School Board for expulsion.

- ☐ If at any time during the process information is received that has resulted in the charges being dropped, or lowered to a misdemeanor, the student will be immediately returned to their regular school of attendance.

For an Exceptional Education Student in the setting as determined by the IEP team.

FELONY ADMINISTRATIVE HEARING NOTICE

Date

To the Parents or Guardians of

Full Name

Dear _____,

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

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

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

Until such time as the hearing takes place, _____ will be temporarily suspended from school. For an Exceptional Education Student, the IEP team will convene.

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

Respectfully,

Principal
(352) _____ - _____

xc: John Lott Jr., Assistant Superintendent
Dr. Rosalind Hall, Director of ESE and Student Services

FELONY ADMINISTRATIVE HEARING FORM

School: _____

Name of Student: _____

Parent or Guardian: _____

Address: _____ Phone: _____

Felony(ies) Charge:

Date of Hearing: _____

Persons in Attendance:

Reason for Attendance:

Results:

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

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

Principal's Signature

Does student participate in any Exceptional Student Education program?_____. If yes, give exceptionality_____. If the student is a student with a disability, the IEP team will convene a meeting to determine placement. Please contact Dr. Rosalind Hall, ESE and Student Services director to schedule such meeting.

Send this completed form to John Lott Jr., Assistant Superintendent, for signature of Superintendent.

Superintendent or Designee

Date

FELONY ADMINISTRATIVE HEARING RESULTS

Date

To the Parents of _____

Dear _____,

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

Please contact _____ at 352-486-5261 immediately for enrollment procedures in order for your child to begin attending classes. Any delay in your child's enrollment may adversely affect his or her educational progress.

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

Respectfully,

Principal

Appendix I

An Academic Support Plan for All Readers

SCHOOL LETTER HEAD
(August / September)

Dear Parent(s) or Guardian:

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

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

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

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

We look forward to working together with you this year. Our main goal will be to get your child on grade level in reading. Working together I believe we can accomplish this goal.

Thank you in advance for your support and help with your child this year.

Sincerely,

Signature of Principal

SCHOOL LETTER HEAD
(August / September)
3rd Grade Retentions

Dear Parent(s) or Guardian:

Since your child will be repeating the third grade year, it is important that we work to increase his/her chances for success. I also want to inform you of the opportunities your child will have to succeed this year.

Our assessments indicate that _____ still has a substantial deficiency in reading. However, if he/she is able to achieve the expected level of fluency and successful work on grade level prior to November 1, he/she can be promoted to fourth grade. This is called "Mid Year Promotion."

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

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

We look forward to working together with you this year. Our main goal will be to get your child on grade level in reading. Working together I believe we can accomplish this goal.

Thank you in advance for your support and help with your child this year.

Sincerely,

Signature of Principal

SCHOOL LETTER HEAD

PARENT OR GUARDIAN OF RETAINED THIRD GRADE STUDENTS

Dear Parent(s) or Guardian:

School Board of Levy County Comprehensive Student Progression Plan allows for mid-year promotion for students retained in third grade due to a reading deficiency. Mid-year promotion must occur during the first semester of the academic year.

We want your child to have every opportunity to achieve grade level or above in reading performance. If you have any questions please contact your child's teacher, principal or guidance counselor. The following outlines the requirements for mid-year promotions for previously retained third grade students:

- (1) To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - (a) is a successful and independent reader as demonstrated by reading at or above grade level;
 - (b) has progressed sufficiently to master appropriate fourth grade reading skills;
 - (c) has demonstrated satisfactory achievement in all other curriculum areas according to progress reports or report card grades.
- (2) To be eligible for mid-year promotion using a student portfolio there must be evidence of the student's mastery of third grade Language Arts State Standards and beginning mastery of the benchmarks for fourth grade. The student portfolio must meet the following requirements:
 - (a) be selected by the student's teacher;
 - (b) be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
 - (c) include evidence of mastery of the benchmarks assessed by the grade 3 Reading FSA, as required by Rule 6A-1.094221, FC;
 - (d) include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Language Arts FSA. This includes multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-900 words with an average of 500 words. For each benchmark there must be two (2) examples of mastery as demonstrated by a grade of seventy (70) percent or better; and

- (e) be signed by the teacher and the principal as an accurate assessment of the reading skills.

The Academic Improvement Plan (AIP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

Again, if you have questions please call your child's teacher, principal or guidance department.

Sincerely,

Principal

K-5 Screening and Placement for Reading Instruction

Introduction

In order to ensure placement of students in reading instruction that will most effectively accelerate their growth, it is critical that districts and schools create and implement a process with the students' best interests in mind. Districts should include principals, reading coaches, and guidance counselors in the development of district-wide reading instruction placement policies. At the school level, the principal should communicate this process with all guidance counselors, teachers, administrators, and the reading coach. The basis for the decisions made include the understanding of students and teachers and their personalities, styles and depth of knowledge, understanding the nuances of the programs and materials, and making the best match. Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical.

Because the effects of having an ineffective teacher linger for years, it is important that students identified with any reading difficulties are assigned high-quality and well-trained teachers. The purpose of support programs offering intensive, expert instruction should be to meet the needs of those students who will need more than effective classroom teaching in order to learn to read well. Students identified with reading difficulties need good instruction all day long.

For K-5 students identified with reading difficulties, the challenge is providing instruction that is powerful enough to narrow or close the gap with grade-level standards in reading. This means that students who previously have struggled to even keep pace with expectations for average yearly growth in reading must now make considerably more than expected yearly growth each year if they are to catch up. Intervention must be commensurate with the amount and breadth of improvement students must make to eventually participate in grade-level reading tasks. The most powerful feature of schools, in terms of developing children as readers and writers, is the quality of classroom instruction. Effective schools are simply schools in which there are more classrooms where high-quality reading and writing instruction is regularly available. The school schedule may need adjustment to capture as much of the academic time as possible. Blocks of uninterrupted teaching allow for deep and sustained cognitive engagement in reading and writing.

By providing writing instruction in addition to reading instruction, students gain stronger word-reading skills. The development of fluent word reading depends heavily on learning to identify large numbers of words by sight. Writing assists students in the formation of accurate memory for writing in spelling patterns, the basis for sight word recognition. Writing supports good phonemic decoding skills which are necessary in the formation of accurate memory for spelling patterns that are basis for sight word recognition. For example, asking young children to say a word slowly and write the sounds they hear helps them build their phonemic skills. Analyzing students' spelling approximations reveals areas for decoding and spelling instruction that is correlated with phonics instruction. Writing can support accurate and fluent word reading skills.

Screening to Identify Children in Need of Additional Reading Support
In recent years, FAIR, an early screening and diagnostic assessment has been developed. It

allows teachers to identify which children in their classes are failing to develop their early reading skills on time. In the beginning, the assessment covers such early reading skills as letter-name knowledge, phonemic awareness, letter-sound knowledge, and vocabulary. After reading instruction begins in first grade, the best way to identify children who are falling behind in the ability to read words accurately and fluently is to measure that skill directly. Therefore, by the end of first grade, teachers are assessing students on early reading skills, oral reading fluency, and text reading and understanding.

In second and third grade, the development of word-level reading ability should continue to be monitored using direct assessments to identify children who are falling behind their peers. At this point, group- or individually-administered measures of reading comprehension may prove useful in identifying children who can continue to profit from more intensive work to build vocabulary and reading comprehension strategies.

Screening assessments are often administered individually and should not be confused with group-administered standardized tests, to which they bear no likeness. Screening assessments are typically very brief, often just 5-10 minutes per child and, with proper training, can be administered by the teacher, aides, or specialists in reading or special education, with one or more adults screening the children while the teacher or others conduct the class. Screening and progress-monitoring measures are usually administered several times a year, beginning in kindergarten and going through third grade. Because they identify who needs special help, these screens enable teachers and schools to target extra resources to the small group of children that needs the most help. They can also aid teachers in forming small instructional groups of children with similar skill development needs.

How Instruction Is Different For Students in Need of Additional Reading Support

There are three broad ways in which instruction for children needing additional reading support should be different from the instruction that is typically provided to all children in the classroom. Ensuring that all three of these elements are part of the instruction for students with the most severe difficulties in reading represents an enormous challenge for our schools. The requirement for more explicit and supportive instruction demands a higher level of training and skill for teachers than is usually provided at present (Moats, 1994). The requirement for more intensive instruction for these children must involve a reallocation of resources to make more teacher time available for preventive instruction and, in many cases, will probably require entirely new resources to adequately meet the instructional needs of all children.

Instruction for children identified with reading difficulties must be more *explicit* than for other children. Children who enter first grade with weaknesses in their knowledge about letters, letter-sound correspondences, and phonological awareness require explicit and systematic instruction to help them acquire the knowledge and strategies necessary for decoding print. As Gaskins, Ehri, Cress, O'Hara, and Donnelly (1997) pointed out, "first-graders who are at risk for failure in learning to read do not discover what teachers leave unsaid about the complexities of word learning. As a result, it is important to teach them procedures for learning words" (p. 325). Explicit instruction is instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own. For example, explicit instruction requires teachers to directly make connections between the letters in print and

the sounds in words, and it requires that these relationships be taught in a comprehensive fashion. Evidence for this is found in a recent study of preventive instruction given to a group of highly at-risk children during kindergarten, first grade, and second grade (Torgesen, Wagner, Rashotte, Rose, et al., 1999). Of three interventions that were tested on children with phonological weaknesses, the most phonemically explicit one produced the strongest growth in word-reading ability. In fact, of the three interventions tested, only the most explicit intervention produced a reliable increase in the growth of word-reading ability over children who were not provided any special interventions. Other studies (Brown and Felton, 1990; Hatcher, Hulme, and Ellis, 1994; Iversen and Tunmer, 1993) combine with this one to suggest that schools must be prepared to provide very explicit and systematic instruction in beginning word-reading skills to some of their students if they expect virtually all children to acquire word-reading skills at grade level by third grade.

Further, explicit instruction also requires that the meanings of words be directly taught and be explicitly practiced so that they are accessible when children are reading text (Beck, McKeown, and Kucan, 2002). Finally, it requires not only direct practice to build fluency (Mercer, Campbell, Miller, Mercer, and Lane, 2000), but also careful, sequential instruction and practice in the use of comprehension strategies to help construct meaning (Mastropieri and Scruggs, 1997).

Intervention researchers currently have a good understanding of the kinds of knowledge and skills that must be taught and they know that such instruction must be explicit and systematic. However, the exact mix of instructional activities that is most effective almost certainly varies depending on the individual needs of each reader. Furthermore, the range of instructional methods that can be used to effectively teach specific skills to students identified with a reading difficulty may also be quite broad. For example, in one remedial study (Torgesen, Alexander et al., 2001), it was found that two methods that both taught phonics explicitly, but that used quite different methods and distributed instructional activities quite differently, produced essentially the same long-term outcomes on reading growth for a sample of children with severe reading disabilities. Richard Olson and his colleagues at the University of Colorado (Olson, Wise, Johnson, and Ring, 1997; Wise, Ring, and Olson, 1999) also demonstrated that a variety of explicit instructional methods are equally effective in accelerating reading growth for children with reading disabilities in second through fifth grades.

Instruction for children with reading difficulties must be more *intensive* than for other children. If these children do not receive more teaching/learning opportunities per day than other children, it is highly likely that their reading skills will develop too slowly and thus they will be pulled into a downward spiral. Some children are at risk because they learn more slowly than other children; they will thus require more repetition in order to solidly establish critical word-reading and comprehension skills. Other children are at risk because of a lack of instructional opportunities before they started school. Such children may learn at average rates, but they have much more to learn than children who come to school with typical levels of preparation (Hart and Risley, 1995) and, thus, must be given more learning opportunities in order to catch up to their peers.

There are essentially two ways to increase intensity of reading instruction in elementary school: either instructional time can be increased or instruction can be provided individually or in small groups. While increasing whole-class instructional time in reading helps many children at mild risk, the most practical method for increasing instructional intensity for smaller numbers of students with intense needs is to provide small-group instruction. There can be no question that children with reading difficulties will learn more rapidly under conditions of greater instructional intensity than they learn in typical classroom settings. Meta-analyses consistently show positive effects of reducing instructional group size (Elbaum, Vaughn, Hughes, and Moody, 1999). Further, the intensive small group work must be frequent; in studies, success has been produced when groups met 20 to 45 minutes per day, 4 to 5 days per week.

There are a number of practical and feasible ways to provide small group instruction to students during the school day. The most common way is for the classroom teacher to devote part of the daily reading period to work with small groups of children with similar instructional needs. While the teacher is providing intensive and focused instruction to one group of four or five children, the other children are working independently on academically engaging literacy activities. The biggest challenge for teachers in this arrangement is the development of productive activities for independent practice and management of student behavior during independent center activities. Another option is to use reading resource teachers to provide intervention instruction during the small group time of the reading period. The regular classroom teacher might work with one group, the resource teacher another, while two more groups were engaged in independent literacy activities. Well-trained and supervised paraprofessionals may also be used effectively to help guide small group instructional and practice sessions (Grek, Mathes, and Torgesen, 2003).

Peer tutoring is another effective strategy for increasing instructional intensity. For example, Doug and Lynn Fuchs and others (1997) reported success in using peer assisted learning strategies to improve reading skills in mid-elementary school, and Mathes and colleagues (Mathes, Torgesen, and Allor, 2001) have reported similar success with students in early elementary school.

Instruction for children with reading difficulties must be more *supportive* than for other children. The needs of these children include more positive emotional support in the form of encouragement, feedback, and positive reinforcement are widely understood. However, their potential need for more cognitive support, in the form of carefully “scaffolded” instruction, is less widely appreciated. Their instruction should involve two types of scaffolding. One type of scaffolding involves careful sequencing so that skills build very gradually: The child is always systematically taught and given opportunities to practice the skills required for any task he/she is asked to do (Swanson, 1999). This type of scaffolding is typically provided in well-designed, systematic instructional programs for students with learning disabilities. Another type of scaffolding involves teacher-student dialogue that directly shows the child what kind of processing or thinking needs to be done in order to complete the task successfully. This type of scaffolding in instruction usually involves four elements: (1) the student is presented with a task such as reading or spelling a word (i.e., tries to spell the word “flat”); (2) the student makes a response that is incorrect in some way, or indicates that he/she doesn’t know how to proceed (i.e., spells it “fat”); (3) the teacher asks a question that focuses the child’s attention on a first

step in the solution process, or that draws attention to a required piece of information (“If you read that word, what does it say?” Child responds, “fat.” “So, what do you need to add to make it say flat?” No answer. “When you say *flat*, what do you hear coming right after the beginning sound /f/?”); and (4) another response from the child (“I hear the /l/ sound.”). This kind of interaction between teacher and child continues until the child had been led to successfully accomplish the task. The point of this type of instructional interaction is that the child is led to discover the information or strategies that are critical to accomplishing the task, rather than simply being told what to do. As Juel (1996) showed, the ability to offer scaffolded support while children are acquiring reading skills may have increasing importance as the severity of the child’s disability increases.

For Instruction	For Use of Academic Learning (ALT) Time
<p>The teacher:</p> <ul style="list-style-type: none"> • varies teaching strategies are used to motivate the learners • create excitement about what is being taught • have high expectations for student achievement • adjust instruction to meet the individual needs of students • provide extensive feedback to carefully scaffold students in their accelerated development • provide opportunities for students to practice skills learned • create classrooms with rich literacy environments and accessible materials • utilize varied structures for instruction, including whole group, small group, student pairs, and one-on-one settings with the teachers • provides opportunities for students to work independently of the teacher, either alone or in social cooperative groups • emphasizes careful organization and management of strategies and structures for optimal literacy development to occur • understands that instruction for readers does not differ qualitatively from instruction for other students. Certainly, skills instruction is more extensive and intensive than with typically-achieving students, but students identified with a reading difficulty are also immersed in literature and writing experiences. (Pressley, Allington, Orington-McDonald, Collins Block, Morrow, 2001) • carefully relates and connects the skill or concept to its corresponding meaning/vocabulary for use in reading, writing, and/or spelling. 	<ul style="list-style-type: none"> • increase allocated time and time spent teaching in critical areas • ensure an appropriate match between what is taught and the instructional needs of students • start lessons on time and stick to the schedule. • teach in groups as much as possible • be prepared • stay focused • decrease transition time • use routines • explicit, and scaffolded instruction with corrective feedback • small group instruction

Matching Academic Learning Time (ALT) to Instructional Need		
Instructional Component	Kindergarten- 2 nd Grade	
	90-Minute Block	Extended ALT
General Instructional Characteristics <i>Applicable to any literacy component</i>	<ul style="list-style-type: none"> • provide high-quality initial instruction so that instruction has density • whole group instruction • small group instruction • partner work • cooperative grouping so students can work together on authentic reading & writing tasks • one-on-one conferencing • ongoing instructional monitoring takes place • carefully adjust teaching based on instructional monitoring results • provide affirmative & corrective feedback <p>Planning instructional routines to explicitly teach new concepts:</p> <ol style="list-style-type: none"> 1. develop examples & non-examples 2. determine the critical attributes 3. design examples in which all critical attributes are present 	<p>Increase intensity:</p> <ul style="list-style-type: none"> •extended use of time •connecting reading with writing •writing with reading •increase explicit instructional delivery •of instructional monitoring (frequency, more literacy behaviors & skill development • precisely adjust teaching based on instructional monitoring results •increase the amount & frequency of affirmative & corrective feedback in order to close the gap between performance & desired performance •scaffolded instruction with corrective feedback •small group instruction <p>Explicitly teaching new concepts:</p> <ol style="list-style-type: none"> 1. introduce the concept 2. illustrate the concept with examples & non-examples <p>Note: Depending on student responses:</p> <ul style="list-style-type: none"> • present fewer or more concepts at a time • use more examples & non-examples
Immersion in oral language	Immersion in oral language (i.e., class discussions, read alouds, teacher think-aloud, listening station, teacher modeling language usage, peer interaction, etc.)	Increase teacher-student interaction & peer interaction while decreasing independent work
Vocabulary	<ul style="list-style-type: none"> • rich & explicit vocabulary instruction • new vocabulary used by teacher & students 	Teach new vocabulary explicitly while increasing the explicit interaction in teaching the words that are taught

K-2 Matching Academic Learning Time (ALT) to Instructional Need

Instructional Component	Kindergarten	
	90-Minute Block	Extended ALT
Comprehension	<ul style="list-style-type: none"> • Make thinking visible to students by modeling a think-aloud during the reading process: <ul style="list-style-type: none"> - make comments about text information - ask self-generated questions about the text - answer self-generated questions - point out words, phrases, or punctuation that signal word meanings and provide clues for predicting character actions or story events - make comments about observations across texts • Model a variety of comprehension processes for students: <ul style="list-style-type: none"> - summarizing text segments or whole passages - question generation using a wide variety of texts - organizing text information using graphic organizers • Engage students in practice of various comprehension processes: <ul style="list-style-type: none"> - summarizing text segments & whole passages - the question generation process • Use a wide variety of texts (informational, narrative, etc.) of various complexity • Read aloud text of high complexity to challenge students' development in vocabulary, oral language, & listening comprehension • Facilitate text-based discussion that sustains a focus on the text topic • Provide opportunities for independent reading for student practice in monitoring their own comprehension 	<ul style="list-style-type: none"> • Increase frequency of teacher modeling to make thinking more visible for student understanding of various comprehension processes: <ul style="list-style-type: none"> - summarizing - predicting - clarifying - question generation • Use additional scaffolds to make thinking more visible more frequently: <ul style="list-style-type: none"> - graphic organizers that show relationships between ideas & concepts in text - graphic organizers that identify story grammar & specific expository text structures (compare/contrast, sequence, etc.) - highlighting text clues & signal words - hand gestures that signify specific thinking processes such as predicting, clarifying, identifying main idea & supporting details, etc. • Elicit active student engagement more frequently during reading instruction to monitor student comprehension & provide corrective/affirmative feedback more frequently • During whole group discussion or collaborative learning, have students in need of additional support work with a higher-performing student. • Provide small group instruction on targeted comprehension skills & strategies • Provide more frequent independent reading of text at the student's instructional level for additional practice in monitoring their own comprehension.

Matching Academic Learning Time (ALT) to Instructional Need		
Instructional Component	Kindergarten – 2 nd Grade	
Phonemic Awareness	<p>The highest proportion of phonemic awareness instruction & learning is at the Kindergarten level</p> <p>Provide explicit phonemic awareness instruction to help students understand how to:</p> <ul style="list-style-type: none"> • identify rhyming words • identify syllables in words • identify isolated phonemes in words • identify sounds in the initial, final, and medial position in words • blend, segment, & manipulate phonemes 	<p>Use additional scaffolds to make the concepts of sound used in language more concrete & less abstract for students:</p> <ul style="list-style-type: none"> • use manipulatives (i.e., chips, blocks, fingers) to signify syllables, phonemes, blending, segmenting, & phoneme manipulation • use manipulatives (i.e., Elkonin boxes) to support student understanding of phoneme blending, segmenting, & manipulation • use mirrors to point out articulation of specific sounds to increase student awareness of specific sounds in the English language & their own language processing • provide additional time for phonemic awareness instruction in small groups
Phonics	<p>The highest proportion of phonics instruction & learning occurs at the first grade level.</p> <p>Teach how letters are linked to sounds (phonemes) to form letter-sound correspondences & spelling patterns & to help them learn how to apply this knowledge in their reading:</p> <ul style="list-style-type: none"> • explicit introduction of new letter-sound correspondence • integrate phonemic awareness & fluency with phonics instruction • provide opportunities for students to apply knowledge of new phonics elements using connected text • connecting new phonics learning to text reading comprehension skills 	<ul style="list-style-type: none"> • provide additional time for explicit phonics instruction in small group • provide more systematic phonics instruction that is a sequential set of phonics elements delineated & taught directly • provide explicit phonics instruction with corrective feedback & careful scaffolding

Matching Academic Learning Time (ALT) to Instructional Need		
Instructional Component	Kindergarten – 2 nd Grade	
Fluency	<p>Second semester of first grade, fluency assessment begins.</p> <p>The highest proportion of fluency instruction for student fluency development occurs at the second grade level.</p> <p>The end-of-the-year goals for Words Correct Per Minute (WCPM) are as follows: 1st grade = 60 WCPM 2nd grade = 90 WCPM</p> <p>In addition, students need to be able to read $\geq 95\%$ of the words accurately:</p> <ul style="list-style-type: none"> • repeated rereading of text at their instructional reading level • paired reading • reader's theatre • choral reading 	<p>Students reading $<95\%$ accuracy by the end of the year need increased opportunities using instructional-level texts:</p> <ul style="list-style-type: none"> • repeated rereading of text • paired reading • reader's theatre • choral reading • provide additional time for fluency instruction in small groups
Writing	<ul style="list-style-type: none"> • provide a mix of direct skills instruction & more authentic reading & writing • provide process writing instruction • explicitly teach spelling • peer conferencing • teach story grammar & multiple genres • students have frequent opportunities to write • students write for a variety of purposes (i.e., narratives, informational text, reading responses, letters, how-to descriptions, word problems, menus, memos, descriptions of classroom photos) 	<ul style="list-style-type: none"> • assess student writing to inform instruction • provide direct skills instruction • provide small group support for more authentic reading & writing tasks • provide writing experiences which strengthen students' decoding skills • students engage in daily writing for a variety of purposes • language experiences to strengthen all other literacy components

K-2 Matching Academic Learning Time (ALT) to Instructional Need		
Instructional Component	Kindergarten	
Literacy Opportunities Must Occur Daily	Frequent & varied opportunities to read & write	More frequent & more varied opportunities to read & write
	Reads & listens to diverse texts: <ul style="list-style-type: none"> • informational texts • literary texts • interesting texts • decodable and/or leveled texts 	Reads & listens to diverse texts: <ul style="list-style-type: none"> • decodable texts • informational texts • literary texts • interesting texts
	Uses a variety of instructional approaches: <ul style="list-style-type: none"> • reading/writing to students (teacher modeling) • reading/writing with students (shared & guided) • independent reading & writing 	Uses a variety of instructional approaches: <ul style="list-style-type: none"> • reading/writing to students (teacher modeling) • reading/writing with students (shared & guided) • independent reading & writing
	Student response cycle: <ol style="list-style-type: none"> 1. teach some information 2. teacher stops to ask for student response 3. student provides responses 4. teacher provide corrective feedback, if needed 5. repeat steps 1-4 	More frequent response cycle (increase the student responses by): <ol style="list-style-type: none"> 1. teach a smaller amount of information 2. teacher stops to ask for student response 3. Student provides responses 4. teacher provide corrective feedback, if needed 5. repeat steps 1-4

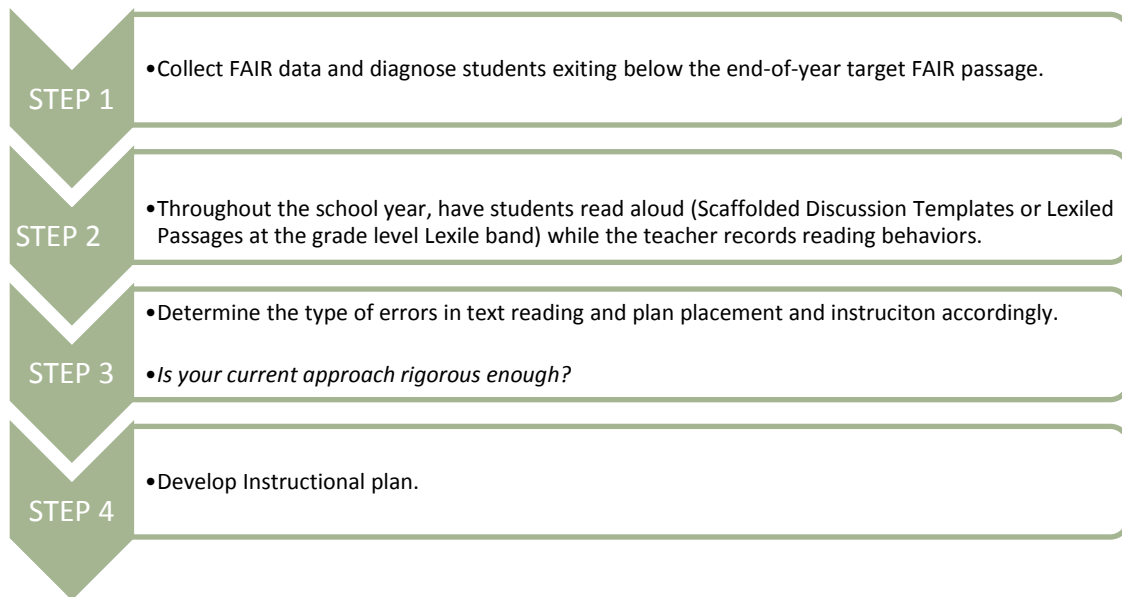
Definitions

- **Paired reading:**

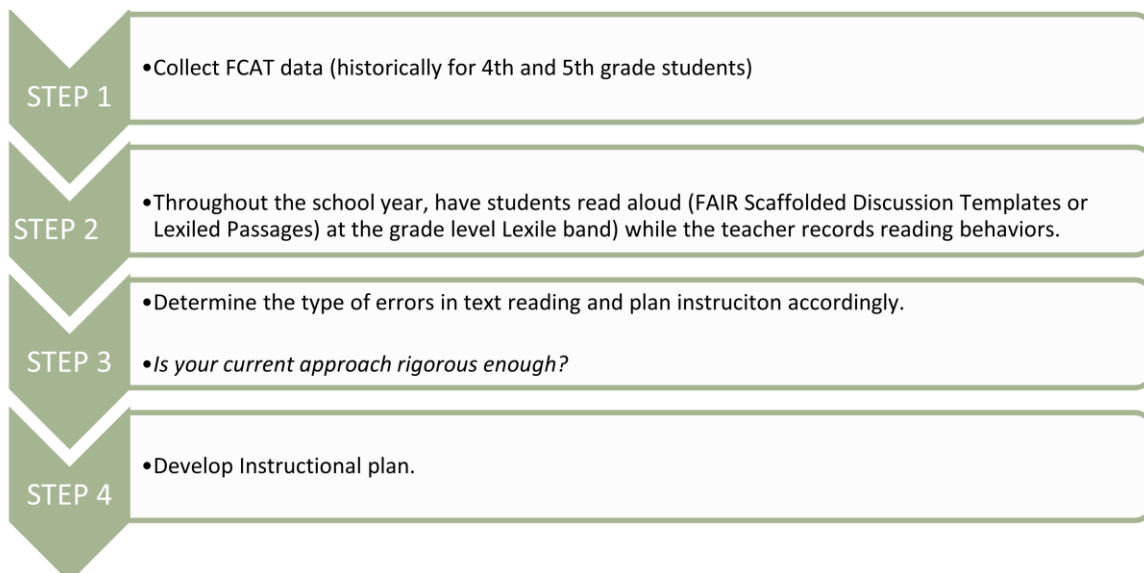
1. Determine the oral reading fluency of each student
2. Rank the students from lowest to highest in fluency
3. Cut the list in half.
4. Line up the two halves, the result is pairing the lowest performing students with middle performing students
5. Use your knowledge of students to adjust the partnerships so that students with work well together.
6. Designate first and second readers
7. The first reader reads first while the second reader listens and follows along

8. The second reader picks up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read.
 9. Encourage pairs to ask each other about what was read. "What was your page about? What was your favorite part?"
- **Fluency:**
 1. is the initial component of accurate & independent reading to successfully comprehend
 2. Fluency is reading at the appropriate rate to access deep meaning of text
 - **Instructional density:**
 1. Instruction aimed at achieving multiple goals simultaneously.
 2. Typical transitions and mundane events are transformed into learning opportunities with a learning goal in mind.
 3. Every minute counts: Instruction is an every-minute event throughout the day

2nd Grade Students Exiting 2nd Grade Below the end-of-year target FAIR Passage



Entering 3rd-4th-5th Grade Students Scoring Level 1 or 2 on FSA/FCAT



Grades 6-12 Assessment / Curriculum Decision Tree for Reading Instruction and Improvement

In order to ensure placement of students in reading intervention that will most effectively accelerate their growth, it is critical that districts and schools create and implement a process with the students' best interests in mind. Districts should include principals, reading coaches, and guidance counselors in the development of district wide reading placement policies. At the school level, the principal should communicate this process with all guidance counselors, teachers, administrators, and the reading coach. The defined differentiated placement procedure will be used for student placement in reading interventions. Although technology assists in scheduling, the most impactful way of placing students combines both the ease of technology and the skillful professional decision making of a dedicated educator. The basis for the decisions made include the understanding of students and teachers and their personalities, styles and depth of knowledge, understanding the nuances of the programs and materials, and making the best match.

A sample process:

In early spring, prior to the release of FCAT/FSA scores, all students are initially scheduled into all courses except reading intervention by guidance counselors. Reading assessment data is then collected on a spreadsheet by student, including teacher recommendation and progress in the reading program for that year to assist in reading intervention placement.

Here is an example of spreadsheet headers that could be used in such a process:

Student Name/ID	Grade	FCAT /FSA DSS, Level, History	Grade Passages Aloud Comprehension Question Scores (Scaffolded Discussion Templates/ Passages / Level Passages) / Lexile Grade Content	FAIR/i-Ready Reading Comprehension Percentile	FAIR Word and Vocab %tile score Or Grade level on i-Ready	Curriculum Progress/ Intervention Data (Lexile, Grades, Curriculum Based Measures, etc)	Teacher Recommendation for next year's intervention program (includes IEP Team Recommendations)
-----------------	-------	-------------------------------	--	---	---	---	---

Reading Placement Process: Grades 6-12

STEP 1

- The reading coach meets with the guidance counselors and receives all student schedule request forms.

STEP 2

- The reading coach carefully reviews:
 - the data
 - student schedule request forms for placement into highest requested electives as possible
 - the intervention course schedule (program, teacher, section openings)
 - graduation/course requirements

STEP 3

- Students are scheduled into reading intervention courses appropriately.

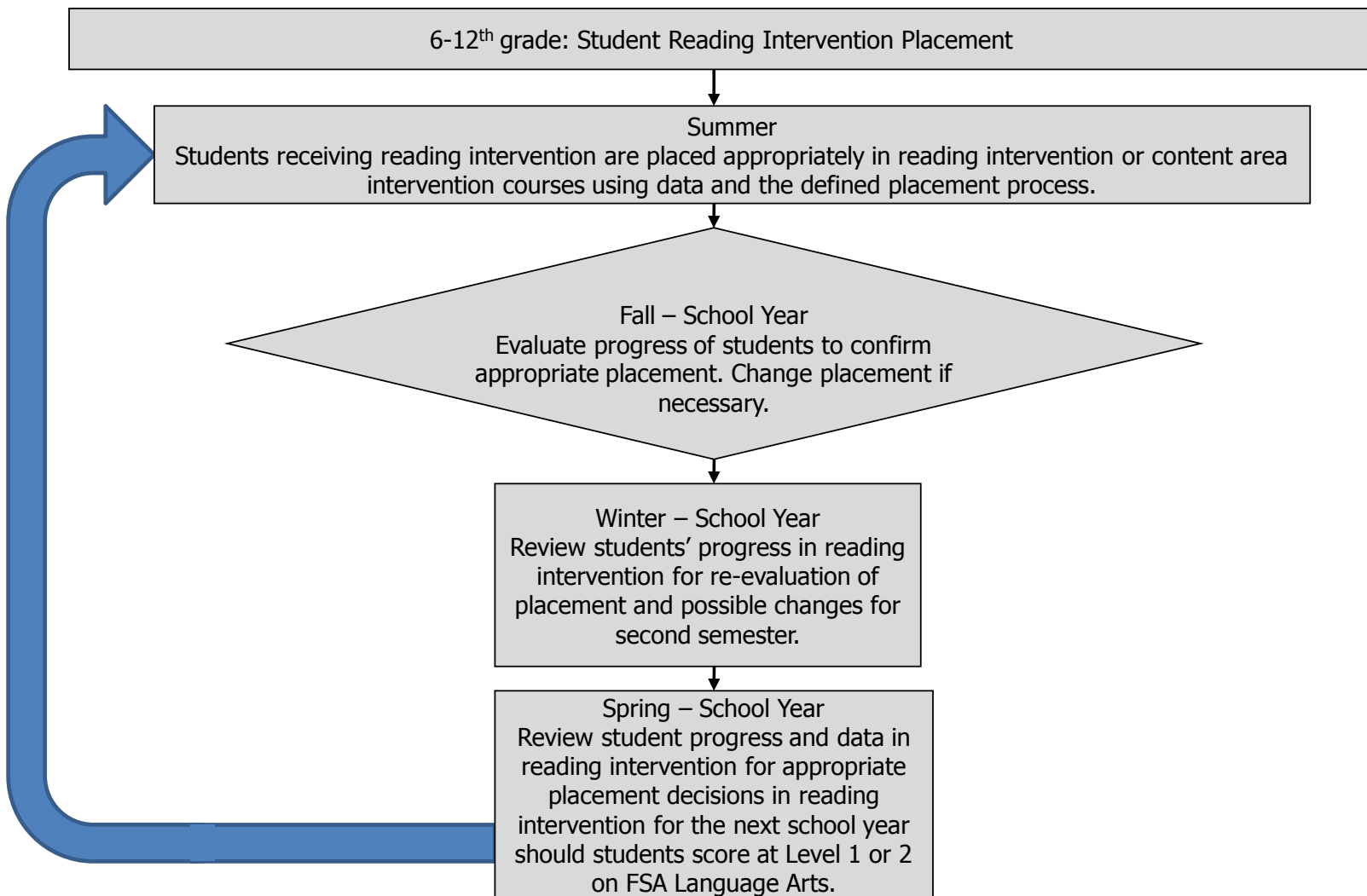
It is important to ensure that students are placed in reading interventions with a double block (Core: ELA and intervention) as needed to accelerate reading achievement.

GUIDELINES	
For Instruction (Core)	For Use of Academic Learning Time (ALT)
<p>The teacher:</p> <ul style="list-style-type: none"> • Varies teaching strategies are used to motivate the learners • Create excitement about what is being taught • Have high expectations for student achievement • Adjust instruction to meet the individual needs of students • Provide extensive feedback to carefully scaffold students in their accelerated development • Provide opportunities for students to practice skills learned • Create classrooms with rich literacy environments and accessible materials • Utilize varied structures for instruction, including whole group, small group, student pairs, and one-on-one settings with the teachers • Provides opportunities for students to work independently of the teacher, either alone or in social cooperative groups • Emphasizes careful organization and management of strategies and structures for optimal literacy development to occur • Understands that instruction for readers does not differ qualitatively from instruction for other students. Certainly, skills instruction is more extensive and intensive than with typically-achieving students, but students identified with a reading difficulty are also immersed in literature and writing experiences. (Pressley, Allington, Orington-McDonald, Collins Block, Morrow, 2001) • Carefully relates and connects the skill or concept to its corresponding meaning/vocabulary for use in reading, writing, and/or spelling. 	<ul style="list-style-type: none"> • Increase allocated time and time spent teaching in critical areas • Ensure an appropriate match between what is taught and the instructional needs of students • Start lessons on time and stick to the schedule. • Teach in groups as much as possible • Be prepared • Stay focused • Decrease transition time • Use routines

Intervention Placement	Guidelines for Placement in Instruction Grades 6-12			
	Reading Intervention with Extended Instructional Time (Disfluent)	Reading Intervention	Advanced Reading Intervention (Bubble Kids)	Core Instruction (Language Arts, Science, Social Studies – not Reading Intervention) Students scoring 3, 4, or 5 on FSA
	Core + increased learning time			
Screening/ Diagnostic Assessments	Use FAIR reading comprehension, vocabulary knowledge, and word recognition results or i-Ready grade level results from spring administration along with the FAIR Toolkit Academic Word and Phonics Screening Inventories to assess student need in the areas of decoding. Use Lexiled Passages and/or Scaffolded Discussion Templates to assess student need in text reading efficiency. Place into the appropriate reading intervention using placement guidelines below (including grade level passage read aloud/ comprehension scores, curriculum progress/ intervention data, and teacher recommendation.)			All students scoring at FSA Language Arts Level 1 or 2 will be administered diagnostic assessments in reading for purposes of informing instruction and appropriate reading intervention placement. Content area teachers should have access to this information so they can support students in building literacy skills throughout the school day.

Reading Intervention Placement Process	Students scoring at <i>Level 1 or 2</i> on FCAT Reading, FAIR scores at or below district cut scores for decoding and text reading efficiency (used to be called disfluent) (Middle School: Less than or equal to 15%)(High School: less than or equal to 19%) (including Toolkit Inventories), grade level passage read aloud/comprehension scores, curriculum progress/intervention data, IEP team and/or teacher recommendation for placement	Students scoring at Level 1 or 2 on FCAT Reading, FAIR scores above district cut scores for decoding and text reading efficiency(Middle School Maze above 15%) (High School Maze above 19%) (including Toolkit Inventories), grade level passage read aloud/ comprehension scores, curriculum progress/ intervention data, and teacher recommendation for placement.	Students scoring high Level 2 and Low Level 3 (Middle School : 290-315) (High School: 300-325) on FCAT Reading and without issues in decoding or text reading efficiency are eligible for advanced reading intervention.	All students should receive support in building literacy skills in core instruction- every class, every day.
Instructional Component	Guidelines for Instruction			
	Reading Intervention with Extended Instructional Time	Reading Intervention	Content Area Reading Intervention	Core Instruction (Language Arts, Science, Social Studies)
General Instructional Characteristics	Increase intensity: <ul style="list-style-type: none"> •extended use of time •connecting reading with writing •writing with reading •increase explicit instructional delivery 	Increase intensity: <ul style="list-style-type: none"> •integrate reading intervention instruction with scaffolded supports offered in content area classes •connecting reading with writing 	Increase intensity: <ul style="list-style-type: none"> •connecting reading with writing •writing with reading •increase explicit instructional delivery 	Planning instructional routines to explicitly teach new concepts: <ol style="list-style-type: none"> 1. Develop examples & non-examples 2. Determine the critical attributes 3. Design examples in which all critical attributes are present

	<p>Explicitly teaching new concepts:</p> <ol style="list-style-type: none"> 1. Introduce the concept 2. Illustrate the concept with examples & non-examples 3. Guide students in analyzing examples & non-examples using the critical attributes 4. Check students' understanding using examples & non-examples <p>Note: Depending on student responses:</p> <ul style="list-style-type: none"> • present fewer or more concepts at a time use more examples & non-examples 	<ul style="list-style-type: none"> •writing with reading •increase explicit instructional delivery <p>Explicitly teaching new concepts:</p> <ol style="list-style-type: none"> 1. Introduce the concept 2. Illustrate the concept with examples & non-examples 3. Guide students in analyzing examples & non-examples using the critical attributes 4. Check students' understanding using examples & non-examples <p>Note: Depending on student responses:</p> <ul style="list-style-type: none"> • present fewer or more concepts at a time • use more examples & non-examples 	<p>Explicitly teaching new concepts:</p> <ol style="list-style-type: none"> 1. Introduce the concept 2. Illustrate the concept with examples & non-examples 3. Guide students in analyzing examples & non-examples using the critical attributes 4. Check students' understanding using examples & non-examples <p>Note: Depending on student responses:</p> <ul style="list-style-type: none"> • present fewer or more concepts at a time • use more examples & non-examples 	<ol style="list-style-type: none"> 4. Design non-examples in which one of the critical attributes is missing 5. Create non-examples to illustrate the concept
--	---	--	---	---



**Jeffery R. Edison
Superintendent**



480 Marshburn Drive
Bronson, FL 32621

Phone (352) 486-5231
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Estimado Padres / Guardian:

La Junta Escolar del Condado Levy Plano Comprehensiva para el Progresión de los Alumnos, permite promoción a mitad del ana para los estudiantes retenido en tercer grade por deficiencia en literatura. Promocion tendra que ocurrir en el primer semestre del ana escolar.

El Distrito quiere dar todo las oportunidades a sus hijos en mejorar su nivel escolar en la clase de idioma y lectura. Si tienes alguna pregunta sobre esto, por favor ponte en contacto con la maestra, el director del colegio, o la consejera de su hijo. Lo siguiente informa los requisitos para promoción a mitad del ana de los niños retenido en tercer grade:

- 1) Para ser elegible para promoción el alumno tiene que demostrar que *ell* ella: (a) Exitoso e independiente lector a su nivel escolar.
 - (b) Que a progresado suficiente las habilidades de cuarto grado.
 - (c) A demostrado un resultado satisfactorio en las arrea relacionado con el curriculo en las notas escolares.

- 2) Para ser elegible para promoción a mitad del ano, con el portafolio del alumno hay que tener evidencia de los exitos del estudiante en 3rd grade del Sunshine State Standards Benchmarks para la clase idioma, y el empieza del Benchmarks para el cuarto grado. Los próximos requisitos son:
 - (a) Selección por el maestro del alum no
 - (b) El trabajo de los estudiantes ha side producido independientemente en el aula. (c) Evidencia de exito al 4th grade benchmarks evaluado por la lectura del FCA T, del 4th grade y para los siguiente benchmarks tendra que hacer un a nota "C" o mejor y,
 - (d) Firmado por su maestro o director del colegio como una evaluación precise de la lectura.

El Academia Plan de Mejora (AIP) para cual quiere alumno del 3rd grade retenido que fue prometido a mitad del ana al 4th grade tendra que estar abajo implementado el resto del ana academica.

Si tienes alguna pregunta, par favor a llamar la maestro, director del colegio, o consejera de su hijo.

Sample Parental Notification for Retained Third Grade Students [Pursuant to section 1008.25(7)(b)3, Florida Statutes]

Dear Parent:

Florida's goal is that every student read at or above grade level. If a student is not learning at the rate that he or she should, the school district must give additional tests to find out how to assist the student. The school and the parents will work together to form an academic improvement plan to help the student catch up and work at grade level.

Teachers must pay special attention to how well each child is learning to read in kindergarten through third grade. If a teacher is concerned that a child has a reading problem, the student will be tested to see the seriousness of the problem. The school must provide additional help to all students who are behind in learning to read.

The student must continue to receive additional support and assistance until he or she is able to read on grade level. If the student's reading problem is not corrected by the end of third grade, as demonstrated by scoring at Level 2 or higher in reading on the grade 3 FCA T, the student must be retained in the third grade.

This is to notify you that your child, <child's name>, has not met the reading level required for promotion and has not met the requirements for one of the good cause exemptions, as provided by Florida law. Each decision about a child's promotion or retention is based on several things, including the student's performance on the FCA T, additional evaluations, portfolio reviews, and certain alternative assessments. Your child is being retained to give him or her more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond.

Your child's school plans to provide the following additional services to help your child catch up in reading:

-
-
-

We encourage you to contact your child's teacher to schedule an appointment to discuss your child's progress and academic improvement plan.

Sincerely,

Sample Parental Notification for Students in K-3 with Reading Deficiencies [Pursuant to section 1008.25(7)(b), Florida Statutes]

La meta del Departamento de Educacion de la Florida es que todos los estudiantes puedan leer al nivel del grado que estan cursando O a un nivel mas alto. Si un estudiante no esta aprendiendo al nivel que debe, el distrito escolar debera administrarle exámenes adicionales para saber de que forma pueden ser ayudados. La escuela y los padres deberan trabajar conjuntamente en la preparacion de un plan de mejoramiento academico que permita que el estudiante logre ponerse y trabajar al nivel de grado.

Los maestros deberan prestar una atencion especial sobre el progreso de aprendizaje en lectura de cada nino, desde kindergarten hasta el tercer grado. Si el maestro esta preocupado y piensa que el nino tiene problemas en lectura, debera darle un nuevo examen para determinar la magnitud del problema. La escuela debera proveer asistencia adicional a todos los estudiantes que se han quedado atras en lectura.

El estudiante debera continuar recibiendo apoyo y asistencia adicional hasta que el O ella pueda alcanzar el nivel de lectura del grade que esta cursando. Si el problema no es corregido para cuando llegue el final del tercer grado, demostrado por una calificacion al nivel 2 O mas alto en lectura en la prueba FCA T del tercer grado, el estudiante debera repetir el tercer grado.

La presente es para notificarle que su hijo(a), *<child's name>*, no obtuvo el nivel de lectura requerido para pasar de grado ya que no alcanzo los requisitos necesarios para obtener una excepcion por una razon valedera (*good cause exemptions*), segun las leyes del estado de la Florida. Cada decision sobre la promocion O retencion de un estudiante esta basada en varias razones, incluyendo los resultados de la prueba FCAT, evaluaciones adicionales, revision de su portafolio de lectura y otrs exámenes alternativos. Su hijo(a) ha sido retenido(a) para darle la oportunidad y el tiempo que necesita para aprender y perfeccionar su lectura y as! poder enfrentar mejor la diffcil demand a de lectura exigida en el cuarto grade y grados siguientes.

La escuela de su hijo(a) planea proveerle los siguientes servicios adicionales para ayudarle a avanzar en lectura:

-
-
-

Le sugerimos que se ponga en contacto con la maestra de su hijo(a) para fijar una cita, en la cual podran hablar ampliamente sobre el progreso academico de su hijo(a), y preparar un plan de mejoramiento academico.

Sinceramente,

Appendix J

NOTIFICATION OF PROMOTION FOR GOOD CAUSE

(SCHOOL LETTERHEAD)

Date: _____

NOTIFICATION OF PROMOTION FOR GOOD CAUSE

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

Student's Name: _____ Date: _____

Date of Birth: _____ Present Grade: _____

Assigned Grade: _____

- 1() Limited English Proficient student who has had less than two (2) years of _____ instruction in an English for Speakers of Other Languages (ESOL) program.
- 2() Student with disabilities whose Individual Education Plan (IEP) indicates that it is not appropriate for the student to take the FSA/FCAT.
- 3() Student who demonstrates an acceptable level of performance on a state-approved alternative reading test. Documentation of passing score on SAT 10 must be included.
- 4() Student who demonstrates mastery (equal to at least a Level 2 performance on the FCAT) of the Next Generation Sunshine State Standards through a teacher-developed portfolio. Portfolio must be submitted to the district with the good cause request.
- 5() Student with disabilities who takes the FSA/FCAT and whose IEP or Section 504 plan states that the student has received intensive remediation in reading for two (2) years or more but still shows a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3. Documentation of two years of intensive intervention is required.
- 6() Student who has received intensive remediation in reading for two (2) or more _____ years but still has a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two (2) years.
- 7() Attached documentation (must be included for every checked item):

IEP		Report Card		SAT 10 score (summer)	
AIP		Student Portfolio		Section 504	

NOTIFICATION OF PROMOTION BY IEP TEAM DECISION

(SCHOOL LETTERHEAD)

Date: _____

NOTIFICATION OF PROMOTION BY IEP TEAM DECISION

Student's Name: _____

Date of Birth: _____

Present Grade: _____

Assigned Grade: _____

Previous Retentions: _____

The IEP team met on (date) _____, to review the above student's progress toward IEP goals and objectives. Pursuant to the provisions of the Student Progression Plan of Levy County Schools, the above grade assignment has been made.

The IEP team agrees that (student name) _____ has demonstrated progress toward appropriately written IEP goals and objectives. Further, (student name) _____ has received intensive interventions, services, and accommodations as outlined in the IEP. Documentation of services and interventions is required.

Attached documentation:

IEP (reflecting parent conferences and revisions)		IEP Progress Reports	
Report Card		Intervention Documentation	

ESE Teacher _____

Principal _____

General Education Teacher _____

ESE/SS Director or designee _____

Appendix K

Exceptional Student Education and Participation in State Testing

ASSESSMENT PARTICIPATION CHECKLIST

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will be assessed with the general statewide assessment or with the Florida Standards Alternate Assessment (F.A.C.). The IEP team should consider the student's present level of educational performance knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate assessment. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.		
3. Is the student participating in a curriculum based on <i>Sunshine State Standards Access Points</i> for all academic areas?		
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?		

If the IEP team determines that **all four of the questions** accurately characterize a student's current educational situation, then the **Florida Standards Alternate Assessment** should be used to provide meaningful evaluation of the student's current academic achievement. If "yes" is not checked in all four areas, then the student should participate in the general statewide assessment with accommodations, as appropriate.

If the decision of the IEP team is to assess the student through the Florida Standards Alternate Assessment, the parents of the student must be informed that their child's achievement will be measured based on alternate academic achievement standards, and that the decision must be documented on the IEP. The IEP must include a statement of why the alternate assessment is appropriate and why the student cannot participate in the general assessment.

**Exceptional Student Education
Notice of Student's Non-Participation in Statewide Assessment**

STUDENT'S NAME: _____ <div style="text-align: center; font-size: small; margin-top: -10px;"><i>Last First Middle .</i></div>	SCHOOL: _____
BIRTHDATE: _____	STUDENT ID# _____
GRADE: _____	

Date: _____

Dear Parent/Guardian:

As required by State law, our school district must notify you when your child will not participate in statewide assessment tests. The IEP committee has determined that your child will not participate in the statewide assessment program, because he/she met the exemption criteria specified in State Rules and the district's pupil progression plan. Your child is participating in the alternate assessment program, as specified on the IEP. As required by State law, we are informing you that non-participation in the State assessment program has implications such as the following which only applies to students with disabilities with an IEP in effect prior to July 1, 2014.

The IEP committee reviewed the following evaluation procedure(s), test(s), record(s), or report(s) as a basis for the decision:

If other factors were relevant to this decision, they included:

As a parent/guardian, you have certain protections under the enclosed *Summary of Procedural Safeguards*. For further information and copies, please contact the Director of Exceptional Student Education and Student Services or Coordinator of ESE and Section 504 at (352) 486-5240, or the school counselor.

Revised 7/1/17

**Parent Notice and Consent for Student to Receive Instructional
Accommodations, Not Permitted on Statewide Assessment**

Date: _____

District: _____ School: _____

Student Name: _____ Student #: _____

Accommodations are defined as adjustments to the presentation of the assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of the assessment, settings for the administration of the assessment or use of assistive devices to facilitate the student's participation in the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Allowable statewide assessment accommodations are based on current instructional accommodations.

District personnel are required to implement the approved accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

The IEP committee has determined that the following accommodations, which are listed on your child's IEP, will not be permitted as an accommodation in statewide assessment.

Do you consent for the accommodation(s) listed above to be provided in instruction but which are not allowable in statewide assessment?

☐ Yes, I give my written consent, and in doing so, my signature means that I fully understand the implication of the accommodation.

☐ No, I do not give my consent.

☐ I request a conference before granting consent.

Parent Signature _____ Date of Signature: _____

*For further information please contact the ESE Supervisor or school counselor.

**Notice and Consent for Student with Section 504 Plan to Receive
Instructional Accommodations Not Permitted on Statewide and District-wide Assessments**

STUDENT'S NAME: _____ <div style="text-align: center; font-size: small; margin-top: -10px;">Last First Middle Jr., II, etc.</div>	SCHOOL: _____
BIRTHDATE: _____	STUDENT ID# _____ GRADE: _____

Date: _____

Dear Parent/Guardian/Adult Student

As required by State law, our school district must notify you and obtain your written consent when it is decided that your child will receive instructional modifications to provide accommodations that are not permitted on the statewide and district-wide assessment tests. The implications of this decision are that your child may receive an accommodation in classroom instruction, such as having a reading test read orally, but that this accommodation would not be allowable on the statewide and district-wide assessment tests.

The Section 504 committee has determined that the following accommodation(s) listed on your child's 504 Plan will not be permitted as an accommodation in statewide and district-wide assessments:

The Section 504 committee reviewed the following evaluation procedure(s), test(s), record(s), or report(s) as a basis for the decision: _____

If other factors were relevant to this decision, they included: _____

As a parent/guardian/adult student, you have certain protections under the enclosed *Notice to Parent - Rights Afforded by Section 504 of the Rehabilitation Act of 1973*. For further information and copies, please contact the Director of Exceptional Student Education (ESE) and Student Services or the Coordinator of ESE & Section 504 at (352) 486-5240, or the school guidance counselor.

☐ A copy of this *Notice and Consent for Student with Section 504 Plan to Receive Instructional Accommodations Not Permitted on Statewide and District-wide Assessments* has been provided to the parent/guardian/adult student.

Parent/Guardian/Adult Student's decision regarding the proposed accommodations:

Do you give your consent for the above-listed accommodations to be provided in instruction even though they will not be allowable in statewide assessment? (Place a checkmark in the box next to the correct statement below, then sign and date)

- ☐ Yes, I give my consent. In doing so, my signature means I fully understand the implications of the accommodations.
- ☐ No, I do not give my consent.
- ☐ I request a conference before granting consent.

Date Signed: _____

Signature of Parent/Guardian: _____ Printed Name: _____

Signature of Student (if applicable): _____

**Jeffery R. Edison
Superintendent**

480 Marshburn Drive
Bronson, FL 32621



Phone (352) 486-5231
Fax (352) 486-5237

**SCHOOL BOARD OF LEVY COUNTY
PROGRAMS FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS
ACADEMIC PROGRAMMATIC ASSESSMENT FORM**

Directions: The school must initiate this document within the 20 days of enrollment for eligible ELL students NEW to the District.

Student Name: _____ **ID Number:** _____

Date of Birth: _____ **Place of Birth:** _____

LEP Entry Date: _____ **School:** _____

The ESOL consent Decree requires that a program assessment be conducted for any student who answered "Yes" on the Home Language Survey to ensure appropriate academic placement. Please document all steps taken to determine the academic level of the student registering, regardless of the student's English proficiency. The evaluation may be conducted by school office personnel, LEP committee chairperson, counselor, ESOL resource teacher, and bilingual education paraprofessional and/or classroom teacher.

Place a check mark by the item(s) used to determine the student's appropriate academic placement.

- _____ **1. Age appropriateness.**
- _____ **2. Interviewed parents/student to determine the subject area competencies and/or grade level. Last grade level completed:** _____
- _____ **3. Reviewed student's cumulative folder/records. This review included the following:**
- | | |
|----------------------------------|---|
| _____ Previous school records | _____ Education Career Plan |
| _____ Transcripts | _____ Other _____ |
| _____ Standardized Test Results | _____ No previous school records provided |
| _____ Criterion Referenced Tests | _____ Retained: Grade Level _____ |
| _____ Psychological Reports | _____ Special Programs: _____ |
| _____ Other reports: _____ | |
- _____ **4. Academic Assessment:**
- | | |
|----------------------------------|---------------------------------|
| _____ Teacher Observation | _____ Writing Sample |
| _____ District/State Assessments | _____ Informal Math Inventory |
| _____ Informal Reading Inventory | _____ Native Language Screening |
| _____ Other _____ | |

Programmatic assessment was conducted by:

Name: _____ **Title:** _____ **Date:** _____

Summary of Information and Determination of Placement:

Grade Level: _____

Based on:

Interview Information from Parent and Student:

Review of Transcripts or Previous School Documents: ____YES ____NO ____NOT AVAILABLE

Plan for Assessment to Determine Skills Levels:

Proposed Student Schedule and Programs:

Programmatic assessment was conducted by:

Name: _____ **Title:** _____ **Date:** _____

Revised: 5/17/2017

Appendix L

English for Speakers of other Languages

School Board of Levy County English for Speakers of Other Languages (ESOL) Program

ENGLISH LANGUAGE LEARNER (ELL) Student Education PLAN

DEMOGRAPHIC AND ELIGIBILITY TEST DATA

Additional Student Information		School	Grade	Year
Date of Birth				
Place of Birth (City & Country)				
Student Language				
Parent/Guardian Language				
Entry Date into ESOL				
Date of HLS at time of ENROLLMENT				

Initial Assessment/Placement in ESOL Information

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Information INDICATING ESOL Program EXIT is into LF STATUS Two Year Follow-Up

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

ESOL Program Date when status changed from LY to LF - _____

Student Name: _____ Page _____ of _____

ELL Plan Form Updated 5-2013 PLEASE PROVIDE A COPY TO PARENT AFTER EACH ELL COMMITTEE MEETING

School Board of Levy County English for Speakers of Other Languages (ESOL) Program
ENGLISH LANGUAGE LEARNER (ELL) Student Education PLAN



ESOL Program Participation – Print and attach student schedule with this ELL plan annually as soon as the schedule is available. **ALSO ATTACH DOCUMENT USED TO RECORD THE REVIEW PROCESSED USED TO DETERMINE PROGRAM/COURSE PLACEMENT**

Course	Year? _____	Year? _____	Year? _____	Year? _____	Year? _____	Year? _____	Year? _____	Year? _____
Science								
Social Science								
Mathematics								
Computer Literacy								
English								
Reading								
Other								

Write either a C or an I in cell that corresponds with the year and course enrollment.
C for Core Classes and Computer Literacy courses except any Language Arts courses.
I for all Language Arts courses except foreign languages.

ESOL Strategies and Accommodations*****
(PARENT/GUARDIAN MUST SIGN NOTICE OF ACCOMODATIONS)

SAMPLE OF POSSIBLE ESOL STRATEGIES AND/OR RECOMMENDATIONS -ACTUAL ESOL STRATEGIES used with the student are documented in the teacher's Lesson Plan	ESOL ACCOMMODATIONS
► Controlled Language	● Word to Word Heritage Language Dictionary
► Alternative Assessments e.g. Portfolios, Open Book, Provide graphic organizer for essays, Semantic Mapping v. Reading Comprehension assessment in content areas	● Flexible Testing Schedule
► Content includes heritage culture components e.g. Math – demonstrate style/design of written calculations	● Flexible Settings
► Provide supplemental materials e.g. study guides, text in student's heritage language, class notes, graphic organizers	● Translations when feasible and academically necessary
► Set grading benchmarks in accordance to students current level of functioning due to Language Acquisition process.	● Extended Time Allotments
► Model class routines e.g. role play your expectations before asking students to comply	● Other Specify _____
► Model appropriate use of technology	

*******Must update annually or each semester if there is a change in services, programs, or strategies.**

Student Name: _____ Page _____ of _____

ELL Plan Form Updated 5-2013 PLEASE PROVIDE A COPY TO PARENT AFTER EACH ELL COMMITTEE MEETING

School Board of Levy County English for Speakers of Other Languages (ESOL) Program
ENGLISH LANGUAGE LEARNER (ELL) Student Education PLAN

ESOL LANGUAGE ACQUISITION PROGRESS MONITORING UPDATES while student is in LY or LP AND during the first year of LF status

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

of Years in ESOL: _____ Circle Classification Code (after completing review): LY LF LZ
 Refer to ELL Committee? YES or NO

Comments: _____

Reviewer's Signature _____ Date Completed: _____ School: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
 Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

of Years in ESOL: _____ Circle Classification Code (after completing review): LY LF LZ
 Refer to ELL Committee? YES or NO

Comments: _____

Reviewer's Signature _____ Date Completed: _____ School: _____

Student Name: _____ Page _____ of _____

ELL Plan Form Updated 5-2013 PLEASE PROVIDE A COPY TO PARENT AFTER EACH ELL COMMITTEE MEETING

School Board of Levy County English for Speakers of Other Languages (ESOL) Program
ENGLISH LANGUAGE LEARNER (ELL) Student Education PLAN

MANDATORY ESOL ACADEMIC PROGRESS MONITORING UPDATES while student is in LF status
PLEASE OBTAIN A COPY OF STUDENT GRADES FOR EACH REVIEW - KEEP COPY OF THOSE GRADES IN THE STUDENT'S ESOL FILE

End of First Grading Period after entering LF status	<input type="checkbox"/> Making appropriate Progress, continue in General Education Programs GPA: _____	<input type="checkbox"/> Refer to ELL Committee	<input type="checkbox"/> Other (Specify Below) _____ _____ _____
Grade: _____	Signature: _____ Date: _____		
End of First Semester after Entering LF Status	<input type="checkbox"/> Making appropriate Progress, continue in General Education Programs GPA: _____	<input type="checkbox"/> Refer to ELL Committee	<input type="checkbox"/> Other (Specify Below) _____ _____ _____
Grade: _____	Signature: _____ Date: _____		
End of First Year after Entering LF Status	<input type="checkbox"/> Making appropriate Progress, continue in General Education Programs GPA: _____	<input type="checkbox"/> Refer to ELL Committee	<input type="checkbox"/> Other (Specify Below) _____ _____ _____
Grade: _____	Signature: _____ Date: _____		
End of 1 st Semester of Second year After LF Status	<input type="checkbox"/> Making appropriate Progress, continue in General Education Programs GPA: _____	<input type="checkbox"/> Refer to ELL Committee	<input type="checkbox"/> Other (Specify Below) _____ _____ _____
Grade: _____	Signature: _____ Date: _____		
End of Second Year after Entering the LF status	<input type="checkbox"/> Making appropriate Progress, continue in General Education Programs GPA: _____	<input type="checkbox"/> Refer to ELL Committee	<input type="checkbox"/> Other (Specify Below) _____ _____ _____
Grade: _____	Signature: _____ Date: _____		

Student Name: _____ Page _____ of _____

ELL Plan Form Updated 5-2013 PLEASE PROVIDE A COPY TO PARENT AFTER EACH ELL COMMITTEE MEETING

School Board of Levy County English for Speakers of Other Languages (ESOL) Program
ENGLISH LANGUAGE LEARNER (ELL) Student Education PLAN

MANDATORY ESOL ACADEMIC PROGRESS MONITORING UPDATES while student is in LF status
PLEASE OBTAIN A COPY OF STUDENT'S GRADES FOR EACH REVIEW - KEEP A COPY OF THOSE
GRADES AND DATA DOCUMENTS IN THE STUDENT'S ESOL FILE.

LF DOCUMENTATION NOTES:

I

Student Name: _____ Page _____ of _____

ELL Plan Form Updated 5-2013 PLEASE PROVIDE A COPY TO PARENT AFTER EACH ELL COMMITTEE MEETING

Board of Levy County English for Speakers of Other Languages (ESOL) Program
ENGLISH LANGUAGE LEARNER (ELL) Student Education PLAN

ELL COMMITTEE MEETING DOCUMENTATION*****

Complete information below to support committee's decision:

Purpose of Meeting:

Records Reviewed:

Rationale for Recommendations (Please be sure to follow Florida Department of Education Rules [6A-6.0903 Requirement for Classification, Reclassification, and Post Reclassification of English Language Learners](#).)

And 6A-6.0902 Requirements for Identification, Eligibility Programmatic and Annual Assessments of English Language Learners.

Actions:

☐ Recommend to Retain in Grade

☐ Recommend to Promote with "Good Cause" Explain:

☐ Refer to Child Study Team:☐ Refer to Gifted Program for Screening.

☐ Refer for tutoring details:

☐ Change Course(s): ☐ No Change in Program

☐ Change ESOL status to (circle one) LY LF LZ

☐ Other

-----Copy this form to use for every ELL Committee Meeting.

Date: _____ Grade: _____

Names and Signatures of Members:

Administrator:

ESOL Teacher:

2nd Teacher:

Counselor:

Parent:

Parent:

Student:

Other:

Other:

Other:

Other:

Other:

*****Can continue meeting
narrative on NEXT PAGE.

Student Name: _____ Page _____ of _____

ELL Plan Form Updated 5-2013 PLEASE PROVIDE A COPY TO PARENT AFTER EACH ELL COMMITTEE MEETING

School Board of Levy County English for Speakers of Other Languages (ESOL) Program
ENGLISH LANGUAGE LEARNER (ELL) Student Education PLAN

ELL COMMITTEE MEETING DOCUMENTATION*****

ELL COMMITTEE NARRATIVE:

Student Name: _____ Page _____ of _____

ELL Plan Form Updated: 5-2013 PLEASE PROVIDE A COPY TO PARENT AFTER EACH ELL COMMITTEE MEETING



Jeffery R. Edison
Superintendent

480 Marshburn Drive
Bronson, FL 32621

Home Language
(Encuesta del idioma hablado en la casa)
and (y)
National Origin Survey
(El país de origen del estudiante)

Phone (352) 486-5231
Fax (352) 486-5237

The State of Florida requires identification of language minority students by dominant language group. All students and/or parents/guardians must complete this survey.

El estado de la Florida requiere la identificación de estudiantes de minoría de acuerdo al idioma que el estudiante utilice la mayor parte del tiempo. Todos los estudiantes y/o padres/guardianes legales deben completar esta encuesta.

Student's Name: _____ **Today's Date:** ____/____/____
Nombre del Estudiante **Last** **First** **Middle** *Fecha de hoy* **Mo** **Day** **Yr**
Apellido *Primer Nombre* *Segundo Nombre* *Mes* *Día* *Año*

Student's Birth Place: _____ **Birth Date:** ____/____/____
Lugar de nacimiento **City** **State** **Country** *Fecha de nacimiento* **Mo** **Day** **Yr**
Ciudad *Estado* *País* *Mes* *Día* *Año*

DEUSS / DATE ENTERED A U.S. SCHOOL / FECHA ENTRÓ EN UNA ESCUELA EN LOS ESTADOS UNIDOS

Mes **Día** **Año**
____/____/____
Mo **Day** **Yr**

Student's Social Security Number: _____ **Sex:** ☐ **Male** ☐ **Female**
Número del Seguro Social del Estudiante: Requested, but not required for enrollment *Sexo:* *Masculino* *Femenino*
Este número no es requisito para ser matriculado

School: _____ **School Year:** _____
Escuela *Año Escolar*

- Yes** **No** **1. Is a language other than English used in the home?**
Si *No* *1. ¿Se usa en la casa un idioma distinto del ingles?*
☐ ☐ *If yes, what language? (¿Si?, ¿cual?)* _____
- Yes** **No** **2. Did the student have a first language other than English?**
Si *No* *2. ¿Tuvo el estudiante un primer idioma distinto del ingles?*
☐ ☐ *If yes, what language? (¿Si, ¿cual?)* _____
- Yes** **No** **3. Does the student most frequently speak a language other than English?**
Si *No* *3. ¿Habla el estudiante con mayor frecuencia un idioma distinto del ingles?*
☐ ☐ *If yes, what language? (¿Si, ¿cual?)* _____

OFFICE USE ONLY (USO OFICIAL SOLAMENTE)

For all students with a "yes" response, complete the testing information:

Date Tested: _____ **Tested by:** _____ **Title:** _____

Test Name: _____ **Date:** _____

_____ **Eligible for ESOL** _____ **Not Eligible for ESOL** _____ **ELL Committee Referral**

Has the student been in the U.S. less than 3 years? _____
Yes **No**

FORMS/ Home Language Survey Spanish & English JANUARY 2016

SCHOOL BOARD OF LEVY COUNTY
DOCUMENTED USE OF ESOL STRATEGIES IN THE CLASSROOM

Directions: Teachers must code their lesson plans to demonstrate the use of ESOL strategies.
Audits will review a random sampling of lesson plans for at least a one week span.
Write the strategy code used from the matrix below in your DAILY lesson plans.

CATEGORY	COD E	STRATEGY/RESOURCES
LISTENING	A1	LEA (Language Experience Approach)
	A2	Modeling
	A3	Teacher Lead Groups
	A4	TPR (Total Physical Response)
	A5	Use Illustrations/Diagrams/Visuals*
	A6	Use Simple, Direct Language/Limit Idioms
	A7	Use Substitution, Expansion, Repetition,
	A8	Paraphrase
SPEAKING	B1	Brainstorming
	B2	Cooperative Learning (Group
	B3	Reports/Projects)*
	B3	Peer Buddy
	B4	Small Group Activity
	B5	Collaborative Pairs and Threes*
	B6	Jigsaw
	B7	Think/Pair/Share*
	B8	Debate/Panel Discussion
	B9	Choral Reading / Echo Reading
	B10	Role-Play*
	B11	Repetition
	B12	Think Aloud
	B13	Teacher-Led Groups
	B14	Numbered Heads* Provide Meaningful Language Practice
READING	C1	Activate Prior Knowledge*
	C2	Picture Walk
	C3	Previewing /Prediction*
	C4	K-W-L Charts/Know-Want to Know-Learned*
	C5	QAR (Question-Answer-Relationship)*
	C6	Task Cards
	C7	Differentiated Assignments / Instruction (DI)*
	C8	Read Aloud (RA) / Choral Reading
	C9	Reader's Theater*
	C10	Chunking
	C11	Focus on Key Vocabulary
	C12	Vocabulary with Context Clues*
	C13	Use of Cognates
	C14	Semantic Feature Analysis*
	C15	Vocabulary Improvement Strategy (VIS)

CATEGORY	COD E	STRATEGY/RESOURCES
READING	C16	Word Banks/Word Walls/Word Journals
	C17	Graphic Organizers*
	C18	Inferencing*
	C19	Cause and Effect*
	C20	Summarizing*
	C21	Graphic Representations/Visualization*
	C22	Note-Taking/Outlines*
	C23	Reciprocal Teaching*
WRITING	C24	SQ3R (Survey, Question, Read, Recite, Review)*
	C25	Retelling
	C26	Directed Reading/Thinking Activity (DRTA)*
	D1	Dialogue Journals/Reading Response Logs
	D2	Writing in Content*
	D3	Advance Organizers*
	D4	Writing Prompts
	D5	Concept Maps*
AUDIO VISUALS AND GRAPHIC ORGANIZERS	D6	Writing Rubrics*
	D7	Writing Sample
	E1	Charts/Flow Charts*
	E2	Maps*
	E3	Story Maps*
	E4	Semantic Webbing/Mapping*
	E5	T-Charts*
	E6	Timelines*
	E7	Venn Diagrams*
	E8	Frayer Diagram*
MULTICULTURAL RESOURCES	E9	Computer / Software
	E10	Audio Books / Listening Centers
	F1	Cultural Sharing
AND ASSESSMENT METHODS	F2	Guest Speakers
	F3	Cultural Studies / Varied Holiday Activities
AND ASSESSMENT ACCOMMODATIONS	G1	Interviewing
	G2	Content Retelling
	G3	Content Dictation / Dialogue
	G4	Cloze Procedures
	G5	Graphic Representations
	G6	Teacher Checklist
	G7	Observation / Anecdotal
	G8	Portfolio
	G9	Formative Assessment*
	G10	Heritage Word-to-Word Dictionary
	G11	Extended Time
	G12	Flexible Setting
	G13	Flexible Scheduling