



**Elementary/Middle Secondary
2022-2023
Comprehensive Student Progression Plan**
Board Approved July 21, 2022

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Superintendent of Schools

Our mission is to educate all students in a safe environment and to graduate them ready for college and career success.

SCHOOL BOARD OF LEVY COUNTY
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The School Board of Levy County is an Equal Opportunity Employer

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION.....	7
PUBLIC RECORD.....	8
RESPONSIBILITIES.....	9

ADMISSION, ENROLLMENT, AND TRANSFERS

1.	ADMISSION	
	A. ENTERING PRE-KINDERGARTEN.....	10
	B. ENTERING KINDERGARTEN.....	10
	C. ENTERING FIRST GRADE.....	11
	D. ENTRY FROM HOME EDUCATION.....	11
	E. ENTERING HIGH SCHOOL.....	13
2.	GENERAL INFORMATION	
	A. STUDENTS WITH DISABILITIES.....	14
	B. HOMELESS STUDENTS.....	14
	C. STUDENTS IN FOSTER CARE.....	14
	D. ENGLISH LANGUAGE LEARNER (ELL) STUDENTS.....	15
	E. COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN.....	15
	F. INCARCERATED JUVENILES.....	16
	G. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS).....	16
3.	TRANSFERS/WITHDRAWALS	
	A. TRANSFERRING TO ANOTHER LEVY COUNTY PUBLIC SCHOOL.....	17
	B. IN-STATE TRANSFER FROM NON-PUBLIC SCHOOL TO KINDERGARTEN.....	17
	C. IN STATE TRANSFER FROM NON-PUBLIC SCHOOL TO 1 ST GRADE.....	17
	D. UNDERAGE OUT OF STATE TRANSFER TO KINDERGARTEN AND 1 ST GRADE FROM PUBLIC AND NON-PUBLIC SCHOOL.....	17
	E. GRADE PLACEMENT/CREDITS.....	18
	F. MANDATORY ATTENDANCE REQUIREMENTS.....	20
	G. ATTENDANCE REQUIREMENTS TO EARN HIGH SCHOOL CREDIT.....	22
	H. TEEN PARENT ATTENDANCE AND PROCEDURES.....	22
	I. TRUANCY.....	23
	J. ATTENDANCE REQUIREMENTS FOR STUDENTS TO OBTAIN/RETAIN DRIVERS LICENSE.....	24
	K. STUDENTS CHARGED WITH FELONIES AND PROCEDURES.....	24
	L. NON- DISCRIMINATION STATEMENT	25
	M. CHILDREN OF MILITARY FAMILIES.....	25

PROGRAM OF STUDIES

1. PK-12 PROGRESSION AND EDUCATIONAL PROGRAMMING.....	26
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ELEMENTARY EDUCATION (PK-5)

1. ELEMENTARY SCHOOL INSTRUCTION	
A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS.....	29
B. ACCELERATION.....	30
C. SUMMER REMEDIATION.....	31
D. EXTENDED SCHOOL YEAR.....	31
2. REPORTING STUDENT PROGRESS	
A. REPORT CARDS.....	32
B. GRADING SCALES.....	32
C. CONVERTING GRADES FROM OTHER DISTRICTS.....	32
D. HONOR ROLL.....	33
3. ELEMENTARY GRADE PLACEMENT (GRADES K-5)	
A. PROMOTION.....	33
B. PROMOTION WITH A PLAN GRADES 1-5, EXCEPT THIRD GRADE.....	34
C. MANDATORY 3 RD GRADE PROMOTION/RETENTION.....	35
D. 3 RD GRADE MID YEAR PROMOTION.....	36
E. RETENTION GRADES K-5.....	37
F. REMEDIATION.....	40
G. ASSESSMENT.....	41

SECONDARY EDUCATION: MIDDLE SCHOOL (GRADES 6-8)

1. MIDDLE SCHOOL INSTRUCTION	
A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS.....	42
B. HIGH SCHOOL COURSES TAKEN IN GRADE 8 OR BELOW.....	43
C. SUMMER REMEDIATION.....	44
2. REPORTING STUDENT PROGRESS	
A. REPORT CARDS.....	44
B. GRADING GUIDELINES.....	45
C. MIDDLE SCHOOL.....	45
D. PROMOTION.....	45
E. PROMOTION WITH A REMEDIATION PLAN.....	46
F. REMEDIATION.....	47
G. RETENTION.....	48

SECONDARY EDUCATION: HIGH SCHOOL (GRADES 9-12)

1.	COURSE OF STUDY	
	A. REGULAR PROGRAM – GENERAL REQUIREMENTS.....	49
	B. COMMUNITY SERVICE.....	50
	C. COURSE LOADS AND CREDIT.....	50
	D. ACCELERATION.....	50
2.	ASSESSMENT/PROFICIENCY	
	A. ASSESSMENT.....	52
	B. PROGRESS MONITORING.....	53
	C. COLLEGE PLACEMENT/READINESS.....	54
	D. NATIONAL EDUCATION COMPARISONS.....	54
	E. LOCAL ASSESSMENTS.....	54
3.	EARNING COLLEGE CREDIT IN HIGH SCHOOL	
	A. ADVANCED PLACEMENT.....	55
	B. DUAL ENROLLMENT.....	55
4.	CAREER AND TECHNICAL (CTE) PROGRAMS IN HIGH SCHOOLS	
	A. OFFERINGS.....	57
	B. SEQUENCE.....	58
	C. COURSE DESCRIPTIONS.....	58
	D. PARENTAL NOTIFICATION.....	58
	E. COURSE SUBSTITUTIONS.....	58
	F. CAREER PATHWAYS.....	58
5.	GRADING PROCEDURES	
	A. REPORTING STUDENT PROGRESS/SECONDARY GRADING.....	59
	B. GRADE FORGIVENESS.....	61
	C. AWARDING CREDIT.....	61
	D. CALCULATING GRADUATION GPA.....	62
	E. VALEDICTORIAN, SALUTATORIAN AND CUM LAUDE AWARDS.....	63
	F. TALENTED TWENTY.....	64
	G. SEAL OF BILITERACY.....	64
	H. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM.....	65
6.	PROMOTION, REMEDIATION, RETENTION.....	65
7.	VIRTUAL SCHOOL OPTIONS.....	67
8.	ADULT EDUCATION.....	67
	A. GED	
9.	INCARCERATED JUVENILES.....	67

EXCEPTIONAL STUDENT EDUCATION – ESE (GRADES PK-12)

1. ADMISSION AND PLACEMENT OF STUDENTS

A. CURRICULUM AND INSTRUCTION.....	68
B. REPORTING STUDENT PROGRESS.....	69
C. ASSESSMENTS FOR STUDENTS WITH DISABILITIES.....	69
D. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS.....	72
E. GRADUATION OPTIONS FOR EXCEPTIONAL EDUCATION STUDENTS.....	72
F. EDUCATIONAL EQUITY.....	75

SECTION 504

1. DEFINITION.....	75
2. ELIGIBILITY.....	75
3. ASSESSMENTS.....	75
4. TRANSFER STUDENTS.....	75

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

1. ESOL PROGRAM.....	76
2. ELGIBILITY FOR ESOL SERVICES.....	76
3. ALTERNATIVE ASSESSMENT AND ACCOMMODATIONS OF THE STATE, DISTRICTWIDE, OR CLASSROOM TESTS, K-12 FOR ELL STUDENTS.....	78
4. PROMOTION/RETENTION.....	80
5. EXIT OF ELL STUDENTS FROM ESOL PROGRAM.....	82

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) State Academic Standards (formerly Next Generation Sunshine State Standards N.G.S.S.S.), or the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards are the basis for curriculum, instruction, and evaluation of student performance. The School Board of Levy County will administer required state assessments in accordance 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.

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 Kindergarten 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.

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 a student's 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.

ENTERING SCHOOL (Admissions, Enrollment & Transfers)

1. ADMISSION

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by 1003.21, F.S. (2017). An Enrollment Registration Packet may be obtained from the zoned school.

A. ENTERING PRE-KINDERGARTEN

Voluntary Pre-Kindergarten Placement in the Voluntary Pre-Kindergarten (VPK) Program is determined by age and proof of residence defined by the State of Florida. 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 for Levy County Schools will be based upon availability and prioritized by county residency and by the date that the VPK certificate and enrollment is received by designee of the Local Educational Agency (LEA).

Student's ages 3-5 requiring special adaptations to the regular Pre-Kindergarten Program and qualifying for Part B Exceptional Student Education (ESE) Programs shall be admitted through an eligibility staffing and shall maintain a current Individual Education Plan (IEP). An appropriate program of study will be included in each ESE student's IEP.

B. ENTERING KINDERGARTEN

Students entering kindergarten must be five years of age on or before September 1st.
Verification of Age –must be provided by a:

1. Transcript of child's birth record (Birth Certificate) if not available refer to S 1003.21, F.S.
2. Evidence of Immunization against communicable diseases
 - a. Proof of immunizations must be documented on the Florida Certification of Immunization Form DH 680, which may be obtained from your healthcare provider, or the Department of Health. [Form DH 680 for DTaP (diphtheria-tetanus-pertussis), Hep B (hepatitis B), polio, MMR (measles-mumps-rubella), and varicella vaccines.] Prior to admission to 7th grade, in addition to compliance with kindergarten through 12th grade immunization requirements, students must provide an updated Form DH 680 indicating one does of the Tdap (tetanus-diphtheria-pertussis) vaccine.
 - b. Evidence that a health examination has been completed within one year prior to enrollment shall be provided. If a student has ever been enrolled in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.
3. Proof of Levy County residency – One of the following sets of documents must be provided:
 - a. Copy of mortgage or lease/rental contract AND a copy of a recent (two month or less) electrical bill in parent's/guardian's name

- b. Copy of a recent (two months or less) electric bill in parent's/guardian's name AND affidavit from landlord verifying residency
- c. Affidavit from head of household AND mortgage or lease/rental contract in the name of head of household AND a copy of a recent (two months or less) electric bill in name of head of household.

4. Legal Documentation

If you are not legal guardian or residential custodial parent of a student OR there is a court decision regarding release of information related to custody/restraining orders, etc., state law REQUIRES that one of the following documents be provided for enrollment:

- Court custody documentation stating specifications
- Department of Children and Families Placement Letter
- Educational Guardianship (notarized documents verifying that the parent/legal guardian of student is incarcerated).

C. **ENTERING FIRST GRADE**

Student shall be six (6) years old on or before September 1 of the school year and shall satisfy one (1) of the following requirements:

1. Previous enrollment and attendance in a Florida Public school;
2. Satisfactory completion of kindergarten requirements in a non-public school; or
3. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.

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. **ENTRY FROM HOME EDUCATION PROGRAM**

1. Students must meet minimum age requirements for admission to kindergarten or first grade.
2. Students may be admitted to Levy County School on a full-time or part-time basis. Participation is on a space available basis and students must meet the same registration requirements as full-time students. 1002.20, F.S. (2017).
3. Parents must provide a portfolio of records and materials. Must include timeline, material used, samples of writings, worksheets, workbooks, and will be reviewed as part of admission qualification. District policies will govern the grade placement:
 - **K-8th** – Students shall be evaluated by school site certified personnel through appropriate tests, evaluations, screenings, etc. to determine grade placement.

- **9th Grade** – Portfolio to be submitted, entry level tests will be administered in the core areas of math, reading, science and social studies. If acceptable scores are attained, the student will be admitted to 9th grade. If portfolio or assessments indicate the student is not ready, the student will be placed in 8th grade.
- **10th – 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.
7. Grade placement for home education students who are qualified as Exceptional Student Education students will be determined after review by school administrator / district personal of portfolio, ESE/SS Director or designee, records, and materials as described in #2 above.

E. ENTERING HIGH SCHOOL

Enrolling at the age of 18 or 19

An individual who is eighteen (18) years of age desiring to enroll or reenroll and who is not currently within one (1) year of meeting graduation requirements will be referred to the Central Florida College Adult Education Program.

Individuals who are 19 years of age or older will be referred to Adult Education. Students with Disabilities are afforded the opportunity to continue their education through the age of 22 or until they have received a diploma.

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.

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

2. GENERAL INFORMATION

A. STUDENTS WITH DISABILITIES

1. Children who are not school age and who are potentially eligible for Exceptional Student Education (ESE) services should be referred directly to Child Find at the Florida Diagnostic and Learning Resources System (FDLRS).
2. Free and Appropriate Public Education (FAPE) is available to all children with disabilities residing in Florida between the age of three and until their 22nd birthday or until they receive a diploma.
3. In order to comply with Section 504, Rehabilitation Act of 1973 and the American Disabilities Act (ADA), school personnel must identify students who are eligible for Section 504/ADA protections and services, and implement procedures to ensure that they receive a free appropriate public education.
4. Equity, access, and support are critical components of success for all students. Standard curricula should be adapted and/or accommodations provided to fit the needs of individual students. The majority of students with disabilities are expected to meet general education curriculum requirements as determined by the IEP team with appropriate instruction and accommodations provided in general education classrooms with support through explicit instruction, support facilitation, co-teaching, consultation, and/or content mastery lab.

B. HOMELESS STUDENTS

Homeless students as defined in 1003.01, F.S. (2017), including homeless unaccompanied youth, are permitted to enroll in Levy County schools, must have access to free and appropriate education, must be admitted to school in the school district in which they or their families live, and must not be placed in a separate school or program within a school based on their homeless status. Homeless children and youth are provided services comparable to those offered to other students enrolled in Levy County Schools to ensure they have an equal opportunity to meet student academic standards. All homeless students are eligible for free breakfast and lunch.

Levy County Schools shall assist homeless children in meeting the requirements of 1003.22, F. S. (2017), as well as local requirements for documentation.

C. STUDENTS IN FOSTER CARE

The district will collaborate with child welfare agencies to ensure educational stability for children in foster care. Expedited enrollment and transfer of records will be done if students do not remain at the school of origin.

D. ENGLISH LANGUAGE LEARNER (ELL) STUDENTS

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).

1. 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. The education of the English Language Learner (ELL) is tailored to the student's needs through design, scheduling, instructional strategies, philosophy, and learning activities by the identification, assessment, and classification process. English language instructional for ELL students shall utilize ESOL instructional strategies in approach; provide courses leading to English language proficiency; ensure the student's identification and assessment, classification and reclassification; ensure access to appropriate ESOL instruction and to categorical programs and services; ensure qualified instructional personnel and monitoring for program compliance, equal access, and program effectiveness. [1003.56 F. S. (2017)]

E. 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.

- Facilitate 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.

F. 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 and Student services will appoint a certified teacher to provide these services. This educational program will be modified to meet the needs of the individual juvenile inmate.

A student with a disability is eligible to receive educational services through their 22nd birthday and have not received a diploma.

G. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

The District uses a Multi-Tiered System of Supports (MTSS) to organize the resources and interventions available to all students. Supports for academics, behavior, and social/emotional health are organized within a three-tiered model to provide increased assistance for those in need. Tier 1 refers to the curriculum and resources that are available to all students on a regular basis. Tier 2 refers to an additional layer of instruction or support that is provided to those students who need more. Tier 3 is the highest level of support available and is delivered to those students who demonstrate the greatest need. Students who exhibit deficiencies based on classroom, district, and state assessments may be provided Tier 2 and Tier 3 interventions, which are in addition to, or an extension of, the core instruction.

Within our MTSS, school-based Problem Solving Teams (PSTs) utilize a data-based four-step problem solving process to determine the nature and severity of students’ needs and design appropriate interventions. PSTs include school administrators, teachers, instructional coaches, school counselors, and other specialists when needed. Parents are invited to participate in PST meetings to share information that may assist in creating an effective intervention plan for the student. The frequency of the meetings is determined by the level of support that the student needs.

School-based PSTs will create intervention plans for all students receiving Tier 2 and Tier 3 intervention. Parents/guardians will be provided reports of student progress. Plans will clearly identify:

- The area(s) of concern, e.g.: reading, math, behavior
- The desired levels of performance in each area,
- The instructional and support services to be provided to the student and staff
- A plan for monitoring the student’s progress in meeting the established goal of the intervention. Progress monitoring assessments at Tier 2 and 3 will be more frequent and aligned to the interventions provided.
- Any support or training to be provided to the intervention provider

Teachers will keep accurate intervention records including:

- Student attendance for intervention

- Skills, strategies, and instruction provided
- Student progress and response to intervention
- Parent conferences and PST meeting notes

The student must continue to be provided with intervention until the deficiency is remediated. Students who are identified for intervention through scores on state tests are not required to retake and pass the state test in order to exit remediation.

3. TRANSFERS/WITHDRAWALS

A. TRANSFERRING TO ANOTHER LEVY COUNTY SCHOOL

Parent Shall Provide:

1. The Parent's ID
2. Proof of Residence
3. Enrollment packet available at the entering school

B. IN-STATE TRANSFER FROM NON-PUBLIC SCHOOL TO KINDERGARTEN

Students transferring from a non-public Florida Kindergarten must be five years of age on or before September 1st, provide proof of immunization, and meet first entry to the State of Florida criteria.

C. IN-STATE TRANSFER FROM NON-PUBLIC TO 1ST GRADE

1. A child must have successfully completed kindergarten in a non-public Florida school, must be six years of age on or before September 1st of the school year in which admission to the 1st grade is being sought, and meet first entry to the State of Florida criteria.
2. Students transferring to 1st grade from a non-public kindergarten program will need written verification of successful completion of kindergarten from the non-public school attended.

Students not meeting the above requirements for 1st grade will be enrolled in kindergarten.

D. UNDERAGE OUT-OF-STATE TRANSFER TO KINDERGARTEN AND 1ST GRADE FROM PUBLIC AND NON-PUBLIC SCHOOL

Entry into kindergarten and 1st grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools, shall be based on their previous state's age requirements. Documentation of attendance in the grade level in which the student is enrolling may be requested.

Student Assignment, Enrollment and Choice Plan

Students originally are assigned to the school in the attendance zone of their permanent residence, but the District also provides a number of opportunities for parents to select other options for their children in accordance with the terms and conditions of this Student Assignment, Enrollment and choice Plan. Options include:

- Controlled Open Enrollment Choice Options
- Programs of Emphasis/Career Academies

- Hardship Transfers
- Family Empowerment Scholarship Program
- The Opportunity Scholarship Program
- Virtual School Programs for all students (1002.37, F.S. and 1002.455, F.S.)
- Hope Scholarship Program
- Reading Scholarship Program
- Home School
- Charter Schools

The Levy County School District Board approved Student Assignment, Enrollment and Choice Plan can be found on the District website.

E. GRADE PLACEMENT/CREDITS

It shall be the responsibility of the principal to classify a new student entering school. Temporary classification may be made on the basis of the report card pending receipt of the student's official transcript. The student will be academically screened to determine best placement within the school.

Credits:

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.

- 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 6A-1.951, F.A.C..
- Correspondence or Individualized Study Programs - Credits obtained through correspondence or individualized study programs shall not be accepted except as approved by the district.

- 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.

Grades 9-12 Transfer Students

To receive a standard high school diploma students must achieve a 2.0 grade point average and meet required state testing or progress monitoring requirements per state statute.

- 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, passes an approved statewide assessment in Algebra I administered by the transferring entity, or passed the approved statewide mathematics assessment the transferring entity used 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 grade 10 ELA Assessment or earn a concordant score, or obtain an assessment waiver.
- If a transfer student's transcript shows a final course grade and/or course credit in Algebra I, Geometry, Biology I, Civics or United States History, the transferring course final grade and/or 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 state testing/progress monitoring; 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) of this rule if required.
 7. 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 6A-1.951 F.A.C..
- Correspondence or Individualized Study Programs – Credits obtained through correspondence or individualized study programs shall not be accepted except as approved by the district.
- 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.

F. MANDATORY ATTENDANCE REQUIREMENTS

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

Compulsory Attendance

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

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 Board Policy 5.03). Students diagnosed with autism spectrum disorder may be excused from school to attend medical appointments with a licensed health care practitioner or behavior analyst. (393.17, F.S.).

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 check-ins and check-outs) are counted. Any combination of three (3) unexcused check-ins or unexcused check-outs 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) are counted.**

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

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).

G. ATTENDANCE REQUIREMENTS TO EARN HIGH SCHOOL CREDIT 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 of 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.

A student in grades 9-12 shall not be considered absent when participating in an instructional activity away from the school site.

Blended Learning, Virtual courses, or High School Courses with state EOC’s that qualify for Credit Acceleration Program (CAP) may not have these same attendance requirements.

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.

H. TEEN PARENT ATTENDANCE AND PROCEDURES

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:

1. Students shall be exempt from minimum attendance requirements for absences related to pregnancy.
 - a. Seven (7) days immediately preceding scheduled delivery date, and thirty (30) days immediately following delivery. (Reference School Board Policy 5.21(3).
 - b. Scheduled doctor appointments during pregnancy and after delivery.
 - c. Sickness due to pregnancy.
2. Students shall be exempt from minimum attendance requirements for absences related to parenting.
 - a. Scheduled doctor's appointments for the infant.
 - b. 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).
 - c. 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.

I. 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/Attendance Guidelines

1. Schools will contact parents/guardians 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 a contact letter to parent/guardian if a pattern of nonattendance exists.
4. The District Truancy Coordinator will make an attempt at contacting parents/guardians 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 Truancy Problem Solving Team (TPST) meeting:

- a. TPST form with information
 - b. Current year's attendance to be printed out the day of TPST meeting
 - c. Any documentation from attendance folder or parent/guardian
 - d. Attendance at the TPST meeting should be with one or more of the following: Principal, Asst. Principal, School 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 TPST 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.

J. 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.

- a. 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," 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.

K. STUDENTS CHARGED WITH FELONIES AND PROCEDURES IN LEVY COUNTY SCHOOLS

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

L. The School Board of Levy County *does not discriminate on the basis of race, color, national origin, gender, age, disability, religion, or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act.*

M. CHILDREN OF MILITARY FAMILIES

1. The District shall recognize the provisions of the Interstate Compact on Educational Opportunities for Military Children and shall address the educational transition issues faced by military families.
2. Assistance to children of military families, as defined in the *Compact*, shall include but not be limited to
 - a. Enrollment and eligibility;
 - b. Educational records;
 - c. Placement;
 - d. Attendance; and
 - e. Graduation.
3. A student must be considered a resident for enrollment purposes and provided preferential treatment in the controlled open enrollment process when presented with an official military order advising that the parent is transferred or pending transfer to a military installation within the State.
4. The Superintendent shall develop procedures to assist students who are children of military families and to remove barriers to educational success.

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 Early Learning and Developmental Standards (F.E.L.D.S)

Florida adopted the Florida Early Learning and Development Standards Birth to Kindergarten in December 2017. The standards and benchmarks reflect the knowledge and skills that a child on a developmental progression should know and be able to do at the end of an age-related timeframe. Florida's Voluntary Prekindergarten (VPK) Program utilizes these standards to plan instruction and in monitoring the progress of VPK students towards kindergarten readiness.

Benchmarks for Excellent Student Thinking (B.E.S.T. Standards)

On February 12, 2020, the State Board of Education amended Rule 6A-1.09401, Florida Administrative Code, Student Performance Standards, to adopt the B.E.S.T. Standards for English language arts (ELA) and Mathematics for grades K-12. These new standards are posted along with summary documents at www.fldoe.org/standardsreview.

A three-year implementation timeline was also presented at the State Board meeting. It has been updated for additional clarification and is shown below.

Most Aggressive
Transition Timeline in
Florida's History

	2020-2021	2021-2022	2022-2023
PROFESSIONAL DEVELOPMENT	<i>Begins for ELA and Math</i>	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	<i>New K-2 ELA</i> Current 3-12 ELA Current K-12 Math	<i>New ELA and Math</i>
INSTRUCTIONAL MATERIALS ADOPTION PROCESS	<i>K-12 ELA</i>	<i>K-12 Math</i>	<i>K-12 Social Studies</i>
CURRICULUM IMPLEMENTATION	Current ELA and Math*	<i>New K-2 ELA</i> Current 3-12 ELA* Current K-12 Math*	<i>New ELA and Math</i>
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	<i>New ELA and Math</i>

*Recommended since current statewide assessments still in place, but this is a district decision.

By 2022-2023, Florida classrooms will have fully transitioned to the B.E.S.T. Standards, including aligned materials and aligned statewide assessments.

Florida Standards and Next Generation Standards

Student's performance will be based on the Florida Standards (FS) and State Academic Standards (formerly Next Generation Sunshine State Standards (NGSSS), or B.E.S.T. Standards. This includes specific levels of performance required in reading, writing, science and mathematics, for each grade.

The Levy County School Board has implemented a scientifically research-based curriculum which includes applicable standards 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 applicable 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.

Other Required Instruction 1003.43

- Declaration of Independence
- Constitution
- Bill of Rights
- Federalist Papers
- Flag education
- Elements of Civil Government
- History of the United States
- History of the Holocaust
- History of African Americans
- Elementary principles of agriculture
- Effects of alcohol and drugs
- Kindness to animals
- The History of the State
- Conservation of natural resources
- Comprehensive Health Education
- Hispanic contributions to the United States
- Women's contributions to the United States
- Free Enterprise in the United States Economy
- Character Education
- Patriotism: Medal of Honor Day, Veterans' Day, Memorial Day

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 possible.

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.

Career & Technical Education

Career and Technical Education programs provide secondary students with the opportunity to learn academic, technical, and workplace 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 an 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.

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 including extended time, flexible grouping, accommodations, and more frequent progress monitoring.

Require that beginning July 1, 2021, core instructional materials meet requirements of s.1001.215(7), F.S., which is the list of instructional and intervention programs jointly identified by the Just Read, Florida! Office and the Florida Center for Reading Research that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies.

ELEMENTARY EDUCATION (PK-5)

1. ELEMENTARY SCHOOL INSTRUCTION

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

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.

Grades K-5: Course Requirements

Language Arts*	(2 Hours Daily)
Reading	minimum of 120 minutes daily with 90 minutes uninterrupted.
Mathematics	(1 Hour Daily)
Science	At minimum, integrated in ELA for 1 hour weekly (K-3), and as a stand-alone course for at minimum 1 1/2 hours weekly (4-5)
Social Studies*	At minimum, integrated in ELA for 1 hour weekly (K-3), and as a stand-alone course for at minimum 1 1/2 hours weekly (4-5)
Art	The District encourages teaching and integration of art into the elementary program.
Music	The District encourages teaching & integration of music into the elementary program.
Physical Education	(REQUIRED 150 Minutes per Week) with 30 consecutive minutes on any day the PE is provided.
Reading intervention as required by the District's K-12 Reading Plan Decision Tree	
Computer Education	(Minimum of 30 Minutes per Week)
Recess	At least 100 min of supervised free play each week At least 20 consecutive minutes.

**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).

- Funds for instructional materials, to:
- Require the superintendent to verify that core reading materials and reading intervention materials used in grades K-5 meet requirements per s. 1001.215(7), F.S., by July 1, 2022.

Provide school districts the flexibility to use instructional materials funds to purchase other materials to supplement reading instruction and provide additional practice.

B. ACCELERATION

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. Enrichment programs

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

Notification shall include but not be limited to

1. Accelerated learning options;
 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, school 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 school 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.

C. SUMMER REMEDIATION GRADES K- 12

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.
- Summer School programs may be competency based.

D. EXTENDED SCHOOL YEAR

The IEP or Individualized Family Support Plan (IFSP) team determines on an individual basis if ESY and related services are necessary for the provision of a free appropriate education (FAPE) for the student. The duration of time and service delivery model for extended school year for exceptional students will be decided by the IEP team. This will be documented on each student's IEP.

2. REPORTING STUDENT PROGRESS

A. REPORT CARDS

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:

B. GRADING SCALES

	<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.

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

C. CONVERTING FROM OTHER DISTRICTS

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	100 – A
Above satisfactory	converted to	89 – B
Satisfactory	converted to	79 – C
Needs Improvement	converted to	69 – D
Unsatisfactory	converted to	59 – F

Letter Grades to Numerical Grades

A	converted to	100
B	converted to	89
C	converted to	79
D	converted to	69
F	converted to	59

Pass or Fail

Pass	converted to	79 – C
Fail	converted to	59 – F

End of Course Exam Conversions

Level 5	converted to	100 – A
Level 4	converted to	89 – B
Level 3	converted to	79 – C
Level 2	converted to	69 – D
Level 1	converted to	59 – F

*Beginning with transfer entries and/or test administration dates on or after 08/10/2018.

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.

This conversion scale goes into effect for the 2018-19 school year, any conversions prior to the 2018-19 school year falls under the previous policy as it applies.

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

Checklist

If the checklist is relevant to the subject area, uses the percentage of successful checks as the grade.

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

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

The recording of student grades is a precise process. Teachers are to record the actual numeric grade earned by a student for assignments and assessments. If the student's final grading period average is below 50, the final grade will be adjusted by Skyward to 50. A comment will be included on the report card to indicate that the grade has been adjusted due to district policy. Teachers must adhere to school policy guidelines and timelines. In every case, a recorded grade must be considered part of a student's permanent record and must be treated with care and respect.

D. HONOR ROLL

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

Elementary

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.

3. ELEMENTARY GRADE PLACEMENT (K-5)

A. PROMOTION

Kindergarten Promotion to First Grade

Decisions about promotion of Kindergarten students to 1st Grade will be based on the following: academic performance (report card), state/district assessments, and attendance.

Mastery on the Levy County Kindergarten Standards Based Report Card: Students will score a 3 on 16/20 ELA Standards *and* 14/18 Math Standards. **ALL students must score a 3 on report card numbers 3, 5,6,10, and 11 in ELA, as well as report card numbers 1-3 in Math in order to be promoted as these are essential skills needing mastery.** Teachers will maintain checklists, skill mastery, 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. A school based, administrative review committee will make final determinations for student promotion.

First Grade Promotion to Second Grade

Decisions about promotion of First Grade Students to 2nd Grade will be based on the following: academic performance (report card); state/district assessments; and attendance.

Mastery on the Levy County First Grade Standards Based Report Card: Students will score a 3 on 12/15 ELA Standards **and** 16/20 Math Standards. **ALL students must score a 3 on report card numbers 1, 2, 3 and 5 in ELA.** Teachers will maintain skill mastery of all standards assessed on the report card. First Grade attendance is a high priority: Students who have 18 absences in the first and/or second semesters may be considered for retention. A school based, administrative review committee will make final determinations for student promotion.

Second Grade Promotion to Third Grade

Decisions about promotion of Second Grade Students to Third Grade will be based on the following: academic performance (report card); state/district assessments; and attendance.

Mastery on the Levy County Second Grade Standards Based Report Card: Students will score a 3 on 12/16 ELA Standards **and** 17/21 Math Standards. Teachers will maintain skill mastery of all standards assessed on the report card. Second Grade attendance is a high priority. Students who have 18 absences in the first and/or second semesters may be considered for retention. A school based, administrative review committee will make final determinations for student promotion.

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.

Students in grades 4 and 5 must have a 60% passing final average in English Language Arts and Math to be promoted to the next grade.

B. PROMOTION WITH A PLAN, GRADES K-5, EXCEPT THIRD GRADE

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 Language Arts and Math, but scored at a proficient level on state testing, may be promoted with a remediation or intervention plan as well.

The school principal shall make such a recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

C. **MANDATORY 3RD GRADE PROMOTION / RETENTION**

Students in third grade must score proficient on the state ELA assessment to qualify for promotion to fourth grade. Students scoring below proficiency on the state ELA assessment 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 least a level 2 on the statewide, standardized ELA assessment. The portfolio must include evidence that the benchmarks assessed by the Grade 3 ELA assessments 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 statewide 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. 1008.25(6)(B)(6), F.S.**

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 a 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.

- Students receiving good cause promotion must be provided explicit, systematic and multisensory reading instruction and intervention strategies.

D. 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 Benchmarks for Excellent Student Thinking 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 reading assessment;
 - Include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 ELA 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 Benchmarks for Excellent Student Thinking. 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.

E. 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),F.S..

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 retention at least four (4) 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. For students 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 support 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.

Retained students must be provided evidence based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies.

Requires that by July 1, 2020, retained students and students attending summer reading camp be provided with a teacher who is certified or endorsed in reading.

Retained Third Graders

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.

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

Mandatory 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, using appropriate teaching methodologies necessary to assist those students in becoming successful readers, who are 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 State Academic 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. This intervention must be in addition to, or as an extension of, the 120 minute English Language Arts block or 60 minute Math block. Intervention will be provided in a smaller group size setting commiserate with the intensity of instruction needed. Schools may not wait for a student to receive a failing grade to identify a student as having a substantial reading deficiency.

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 Statewide Assessment/Progress Monitoring.

Parental Notification of Reading Deficiency

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 statewide ELA assessment does not guarantee promotion; 1008.25(5) (c).
- Strategies for parents to use in helping their child succeed in reading proficiency
- A read-at-home plan that includes multisensory strategies must also be provided.
- That the statewide assessment 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.
- Information about eligibility for the New Worlds Reading Initiative under s.1003.485 and information on parent training modules and other reading engagement resources available through the initiative.

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.

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).

Diagnostic Assessments:

Diagnostic assessments are used to determine the specific nature of a student's difficulty. These assessments will be used as needed to assist PSTs in making decisions regarding student instruction in reading, math, writing, science, and behavior. Diagnostic assessments may include, but are not limited to: state and district assessments/progress monitoring results, Access for ELL's 2.0, specific subject area assessments, as well as formal and informal classroom assessments.

F. ASSESSMENT

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 additional intervention/Tier 2 or Tier 3 services; and
- Monitoring student response to intervention.

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.

SECONDARY EDUCATION: MIDDLE SCHOOL (GRADES 6-8)

1. MIDDLE SCHOOL INSTRUCTION

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.

A. REGULAR PROGRAM-GENERAL PROGRAM 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 (3) middle school or higher courses in English/Language Arts.

Three (3) middle school or higher courses in Science.

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.

Other required areas of study such as: Conservation of Natural Resources, Free Enterprise and Consumer Education, Safety and Substance Abuse, History of the Holocaust, the Constitution and Declaration of Independence 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 the curriculum and /or provided as a separate course of study, with appropriate documentation.

B. HIGH SCHOOL COURSES TAKEN IN GRADE 8 OR BELOW:

To provide courses which meet student needs, any course included in the 6-8 grades (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. Final grades of C may be grade forgiven for high school courses taken in middle school.

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 skills 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.

C. SUMMER REMEDIATION

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.

2. REPORTING STUDENT PROGRESS

A. REPORT CARDS

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.

B. GRADING GUIDELINES

Grading Scales

	<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 an F.

The recording of student grades is a precise process. Teachers are to record the actual numeric grade earned by a student for assignments and assessments. If the student's final grading period average is below 50, the final grade will be adjusted by Skyward to 50. A comment will be included on the report card to indicate that the grade has been adjusted due to district policy. Teachers must adhere to school policy guidelines and timelines. In every case, a recorded grade must be considered part of a student's permanent record and must be treated with care and respect.

C. MIDDLE SCHOOL PROMOTION

Accelerated Promotion

The assignment of a student to a high 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 may be assigned to a grade level based solely on age or other factors that constitute social promotion. No previously retained student should be considered for promotion using this method.

D. PROMOTION

Beginning with grade 6 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
- 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 semester of P.E. unless a specific waiver is approved by the principal.

The principal may promote with a successfully completed remediation plan 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 into 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.

Promotion Based in IEP Goals

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

Promotion Based on ELL Status

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.

E. PROMOTION WITH A 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 solely on age. The principal may promote, upon the completion of remediation, a student who has not met mastery level of all core curriculum objectives to the higher grade with a plan for remediation.

Promote with a Plan decisions shall be documented in a letter to parents that is kept in the cumulative file for the student, and which includes:

1. What promotion requirement the student did not pass,
 2. How the student shall remediate that subject, and
 3. A timeline for completion of the remediation plan.
- 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 school-based Problem Solving Team (PST).
 - Students who are retained where state assessments are administered must retake the test in that grade.

F. 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 ELA state assessment may be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

All students scoring Level 1 and 2 on state assessments will receive one period of reading instruction daily in a research-based comprehensive reading program.

Instruction should include explicit instruction, provided in a small group; independent reading practice, monitored by the teacher; a focus on informational text at a ratio matching the state assessment/progress monitoring; 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 state standards. Assessments should occur 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 and have the Reading Endorsement or Certification in Reading (Grades K-12). 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 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 individualized progress monitoring plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

G. RETENTION

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

- 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 within the limits of district policy.
- 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.

A student in the middle grades who takes a high school course for high school credit and earns a grade of C, D, or F or an equivalent of a C, D or F may replace the grade with a grade of C or higher or an equivalent of a grade of C or higher earned subsequently in the same or comparable course.

SECONDARY EDUCATION: HIGH SCHOOL (GRADES 9-12)

1. COURSE OF STUDY

A. REGULAR PROGRAM – GENERAL REQUIREMENTS

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.

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.

The Florida Standards, State Academic Standards, or B.E.S.T. 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, and state testing/progress monitoring. 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 school 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. All master schedules shall be submitted to and approved by the Superintendent based upon deadlines set by his office.

Course selections shall be derived from the approved listing of courses adopted by district 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.

Courses in Language Arts, Mathematics, Science, Social Studies, Financial Literacy, 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

Ensures students are instructed through the use of the state approved standards.

B. COMMUNITY SERVICE

Schools serving ninth through twelfth grade students shall offer an optional community service program for students to fulfill the Florida Academic Scholars' Award. For Bright Futures eligibility requirements see the following website: www.floridastudentfinancialaid.org.

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.

Statutory Authority:

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

C. 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.

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.

D. ACCELERATION OPTIONS

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 (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.
11. Career and Technical Education (CTE) Graduation Pathway, effective 2019-2020 school year.
 - Earn a 2.0 GPA
 - 18 credits in specified subjects
 - Fulfill statewide standardized assessment requirements
 - Complete two credits in a CTE Program that results in an industry certification
 - Complete two credits in a work-based learning program

All parents and students shall be notified of the opportunities for academic 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, school 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 school 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.

2. **ASSESSMENTS / PROFICIENCY**

A. **ASSESSMENTS**

Assessments Florida Standards Assessments and FL End of Course Exams

Different variations of assessments will be administered to all students in grades 3-10.

These components will be used to measure progress on approved state standards in Reading, Mathematics, Writing and Science adopted through F.S. 1001.03 and 1008.385. See FLDOE.org/accountability/assessments.

Assessment Requirements for Graduation

For assessment requirements for graduation see: www.FLDOE.org/academics/graduation:requirements/

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.

For information regarding assessment requirements by year entering 9th grade go to: www.fldoe.org/accountability/assessments/k-12-student-assessments

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.

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 and/or district assessment, the IEP team has the authority to waive such assessment as a requirement for graduation.

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 State Testing 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 for Reading and/or Algebra I.

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

B. 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

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 Reading Retake 11th and 12th grade students. Students receiving instruction on Access Points will have assessments aligned to their curriculum and standards.

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, will be used as outcome measures. Students receiving instruction on Access points will have assessments aligned to their curriculum and standards.

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. Students receiving instruction on Access Points will have assessments aligned to their curriculum and standards.

Writing

Writing will be progress monitored at least 3 times per year in grades K-12. Students receiving instruction on Access Points will have assessments aligned to their curriculum and standards.

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

D. 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), Trends in International Mathematics and Science Study (TIMSS), 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.

E. LOCAL ASSESSMENTS

Beginning with the 2014-2015 school year, all schools and courses shall have a district approved or state 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 Assessment Calendar.
- Students may be granted an exemption from mid-term and final examinations given individual, extenuating circumstances. State required assessments are not eligible for exemption, except for medically complex exemptions.

- For all courses not tied to a state assessment mid-term and final examinations will count for twenty percent of the total grade in calculating averages.
- 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.

3. EARNING COLLEGE CREDIT IN HIGH SCHOOL

Each school, in partnership with the school district, 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.

Each high school shall offer a variety of courses in dual enrollment or AP to meet this requirement. The school district 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.

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 Science and national industry certification, as well as the availability of course offerings through virtual instruction.

A. ADVANCED PLACEMENT (AP)

Administered by the College Board, the AP Program is a nationwide program of 38 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(5) F.S.).

B. DUAL ENROLLMENT

The Articulation Committee established by the Superintendent and President of the 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 as outlined in the current Articulation Agreement for the post-secondary institution of their choice may elect to participate in the Dual Enrollment Program. These requirements include:

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 the College of Central Florida, Santa Fe College, University of Florida, 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.
4. Students who have been identified as deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment identified in rule 6A-10.0315, F.A.C., shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency. Students may enroll in college credit courses that are not precluded by the deficiency; however, students may not earn more than twelve (12) college credit hours prior to the correction of all deficiencies.

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. A Senior who withdraws from a dual enrollment class will forfeit academic honors. Appeals for extenuating circumstances will be considered by the Superintendent, on a case by case basis.

NOTE: Drop/Add will be limited to a two week period, beginning with the first day of allowable enrollment. After a dual enrollment course has been dropped, a student must meet secondary seat time requirements in order to earn secondary credit.

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 the criteria noted below.

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 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 school 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. Students must have minimum scores on eligible college entrance exams as outlined in the postsecondary institution's articulation agreement with the School Board of Levy County.
 - b. Students must have an eligible GPA as set forth by the college or university of instructions articulation agreement with the School Board of Levy County.

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 course may count towards high school graduation;
- The course may be taken after the regular school day or during the summer;
- Articulation agreements may limit the number of additional courses a student may take with their institution.
- The awarding of college credit will be at the discretion of the post-secondary institution in accordance with their policies.
- High school students will be awarded one (1) full credit toward meeting graduation requirements for the successful completion of six (6) college credit hours.

4. CAREER AND TECHNICAL (CTE) PROGRAMS IN HIGH SCHOOL

A. OFFERINGS

Career & Technical Education (CTE) programs are open to all students and do not discriminate on the basis of race, color, national origin, religion, sex, age, disability, marital status, pregnancy, sexual orientation, or genetic information in its educational programs, services, or activities.

Students in grades 6-8 may enroll in middle school Career Exploration Programs, students in grades 9-12 may enroll in CTE programs according to grade levels specified in the Florida Department of Education Course Code Directory.

B. SEQUENCE

Students will be expected to enter CTE programs in the beginning level course and follow the proper sequence of coursework as identified by CTE program course description and school curriculum guidelines.

C. COURSE DESCRIPTIONS

CTE programs in high schools will adhere to course descriptions and student performance standards as established by the Florida Department of Education.

When a school offers a particular CTE program, courses identified with this program, (as per the Course Code Directory) shall be offered with no less than three courses, in the proper sequence, in the program of study.

D. PARENTAL NOTIFICATIONS

Before the student graduates from high school, the school and/or district shall provide information to parents of the value of completion of a Program of Study. Information shall include Bright Futures eligibility and industry certification opportunities.

E. COURSE SUBSTITUTIONS

- 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.
- A student who earns an eligible computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry. An eligible computer science credit may not be used to substitute for both a mathematics and a science credit.
- A student who earns an eligible computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I. An eligible computer science credit may not be used to substitute for both a mathematics and a science credit.
- A student who earns an eligible industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I.

F. CAREER PATHWAYS

A Secondary Career Pathways student is defined as a CTE student who has earned three or more high school credits in a single CTE program of student (concentrator) and has participated in a locally-developed Program of Study that has a written articulation agreement in place that establishes and validates the career pathway.

1. Career Pathways refers to a coherent sequence of rigorous academic and technical courses that prepare students for successful completion of state academic standards and support an accelerated transition to postsecondary coursework in a related career area of interest.
2. Course to be articulated under each agreement will be mutually agreed upon by each postsecondary institution and the School Board of Levy County. Career Pathways course and program offerings are accessible on the district website.
3. Parents will be notified of the requirements for participation in, and the educational benefits to be derived from Career Pathways, through print material distributed at the school site.
4. Eligibility Requirements
 - Eligibility for participation in a Career Pathways program of student at the high school level is determined by a student's enrollment in a Career & Technical (CTE) Program of Study. A student who is defined as a "concentrator" (successful completion of three or more credits in a single CTE program) and has met the minimum academic requirements of a "B" (3.0) in the CTE Program is considered a Career Pathways student.
 - Career Pathways students who are eligible for articulated college credits and desire to attend the appropriate postsecondary institution in an aligned Associate of Science or applies Associate of Science program must apply to take an end-of-course exam for the articulated credit. Students who pass an industry certification on the Gold Standard Career Pathways Articulation Agreement of Industry Certification to AAS/AS degree are exempt from taking the end-of-course exam for the course specified in the articulation agreement. <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml>

G. Academic Advising Requirement

A student whose GPA drops below a 2.0 must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below 2.0.

5. GRADING PROCEDURES

A. REPORTING STUDENT PROGRESS/SECONDARY GRADING

Report Cards

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:

Grading Scales

	<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.

The recording of student grades is a precise process. Teachers are to record the actual numeric grade earned by a student for assignments and assessments.

If the student's final grading period average is below 50, the final grade will be adjusted by Skyward to 50. A comment will be included on the report card to indicate that the grade has been adjusted due to district policy. Teachers must adhere to school policy guidelines and timelines. In every case, a recorded grade must be considered part of a student's permanent record and must be treated with care and respect.

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

Converting From Other Districts

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	100 – A
Above Satisfactory	converted to	89 – B
Satisfactory	converted to	79 – C
Needs Improvement	converted to	69 – D
Unsatisfactory	converted to	59 – F

Letter Grades to Numerical Grades

A	converted to	100
B	converted to	89
C	converted to	79
D	converted to	69
F	converted to	59
Pass or Fail		
Pass	converted to	79 - C
Fail	converted to	59 – F

End of Course Exam Conversions

Level 5	converted to	100 – A
Level 4	converted to	89 – B
Level 3	converted to	79 – C
Level 2	converted to	69 – D
Level 1	converted to	59 – F

*Beginning with transfer entries and/or test administration dates on or after 08/10/2018.

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.

This conversion scale goes into effect for the 2018-19 school year, any conversions prior to the 2018-19 school year falls under the previous policy as it applies.

Grades of (S) Satisfactory, (N) Needs Improvement, (U) Unsatisfactory, rather than numerical grades, shall be given to students in Art, Music, and Physical Education.

Checklist

If the checklist is relevant to the subject area 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.

B. 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 length of the course taken either one semester or one full year.
- 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.
- 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.

C. AWARDING 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 standards. This includes awarding credit for courses taken through blended learning, through passage of a state-linked End-of-Course exam (CAP), or migrant PASS programs. The process for awarding credit under these conditions is outlined in Levy County Board Policy 5.03. All students must meet current statutory requirements for high school graduation in order to be granted a standard high school diploma (1003.4282, F.S.).

Certificate of Completion

A Certificate of Completion may be awarded when a student earns the required 24 or 18 credits under the ACCEL option, but fails to pass the assessments required under s.1008.22(3), F.S., and/or achieve a 2.0 GPA.

A student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy the student's identified deficiencies. They may not participate in graduation ceremonies.

D. CALCULATING GRADUATION GPA

Grade Point Average

1. Grade Point Average Statute (1003.42852 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.

Transferred in coursework that is for course codes not included on the appropriate year's state-approved Course Code Directory for secondary schools shall be evaluated on a case-by-case basis for inclusion in district weighting.

2. Weighted grades are for Levy County use only. Bright Futures, colleges and universities, and other districts each have their own system of weighting grades. The number of courses, the courses, and the way they are weighted all differ. The weighted G.P.A. calculated in its own system is not comparable to another system's weighted G.P.A. School 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 complete the other half and the averaging of the grades in each half results in a passing grade, provided that additional requirements by the School Board, such as class attendance, homework, participation, etc. are met.

E. VALEDICTORIAN AND SALUTATORIAN, CUM LAUDE AWARDS

Valedictorian and Salutatorian will be determined by the following criteria:

Beginning with the 2014-2015 9th grade cohort, for determining Valedictorian and Salutatorian the weighted GPA as defined in the CSPP will be used.

- a. The student with the highest weighted GPA will be designated valedictorian
- b. The student with the second highest weighted GPA will be designated salutatorian.

Regular Courses

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

1. Meet state and district graduation requirements;
2. Semester grades in all high school courses, including those taken before 9th grade, shall be considered in calculating the grade point average.
3. Must be enrolled in and earn their final two years of credit in the school. Exception: Participation of a Levy County student in an approved exchange program for up to one year. (Early admission to college with required course enrollment meets this criterion).
4. Grades shall be calculated through the 7th semester (1st semester, senior year).

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

1. Meet all requirements in items Section I.
2. The 18-credit Valedictorian and Salutatorian shall have no effect on the 24-credit designations and shall be recognized as a separate designation.

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 a 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.

F. 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.
- Meet all SUS admission requirements.

G. SEAL OF BILITERACY

The Seal of Bi-literacy is an award given in recognition of students who have attained proficiency in two or more languages by high school graduation.

The Seal of Bi-literacy takes the form of a seal that appears on the diploma of the graduating senior, as well as a designation on the student’s transcript. It can be earned in or outside of the classroom and is a statement of accomplishment for future employment and college admissions.

To earn the Silver Seal of Bi-literacy, a student must achieve the following:

- Score a Level 3 on the 10th grade statewide ELA assessment and
 - Complete 4 world language credits* with a 3.0 or higher
- OR (in lieu of credits)
- Achieve a required test score of 3 or higher on AP language or
50-62 on the CLEP test or
600 or higher on the SAT Subject Test or 4 on IB language or
E on AICE language

To earn the Gold Seal of Bi-literacy, a student must achieve the following:

- Score a Level 4 or 5 on the 10th grade statewide ELA assessment
- Complete 4 world language credits* with a 3.0 or higher

OR (in lieu of credits)

- Achieve a required test score of: 4 or 5 on AP language or 63 or higher on the CLEP test or 700 or higher on the SAT Subject Test or 5, 6, or 7 on IB language or A.B, C, D on AICE language

*NOTE: Must be the same language

H. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

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.

Current information on Bright Futures scholarship program requirements can be found at:

<https://www.floridastudentfinancialaidsg.org>

6. PROMOTION, REMEDIATION AND RETENTION

Beginning with the 1st time in the 9th grade cohort of 2012-2013, students will be promoted at the end of each academic year from grade 9 to grade 10, and from grade 10 to grade 11. In order to be promoted to grade 12, the student must have earned eighteen (18) credits. Three of which must be in English and three in Math. In addition, they must lack no more than 6 of the required 24 credits to graduate. A student in the ACCEL program may be promoted to 12th grade no earlier than 1 semester after completing the 18 credit option form, and must have at least 12 credits.

Promotion/Retention — Grades 9-12

The State Academic Standards, Florida Standards, and B.E.S.T. 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.

- Students who fail a semester because of lack of attendance shall not be awarded any credit for that semester.

A numerical grade of 59 will be assigned unless the earned grade is lower- in which case, the lower grade will be assigned. Blended Learning, Virtual courses, or High School courses with state EOC's that qualify for Credit Acceleration Program (CAP) may not have the same attendance requirements.

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.

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

Remediation — Grades 9-12

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 high school students scoring Level 1 on the FSA Language Arts State Standards or other applicable state 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 students scoring Level 1 and 2 on state ELA assessments will receive one period of reading instruction daily in a research-based comprehensive reading program.

Instruction should include explicit instruction, provided in a small group; independent reading practice, monitored by the teacher; a focus on informational text at a ratio matching the state assessment/progress monitoring; 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 state standards. Assessments should occur 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 and have the Reading Endorsement or Certification in Reading (Grades K-12). 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 the English/Language Arts, state assessment, 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.

Summer Remediation

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.
- Attendance will be entered on the student's permanent record.
- Regular attendance is essential for credit. While a student is enrolled 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.**

7. **VIRTUAL SCHOOL OPTIONS**

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 enrolled in a virtual instruction program are to take statewide assessments in the school district in which they reside. If requested by the approved provider or virtual charter school, the district of residence must provide the student with access to the district's testing facilities.

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.

8. **ADULT EDUCATION/ GED**

Education Program / GED – College of Central Florida (CF)

Students can participate in the Adult Education / GED Program at the College of Central Florida.

9. **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 and Student Services will appoint a certified teacher to provide these services. This educational program will be modified to meet the needs of the individual juvenile inmate.

A student with a disability is also eligible to receive educational services who has not exceeded the age of eligibility for a FAPE at age 22, or at the end of the school year the student reaches age 22, and has not received a standard diploma.

EXCEPTIONAL STUDENT EDUCATION-ESE (Grades PK-12)

1. ADMISSION AND PLACEMENT OF STUDENTS

The identification and placement procedures for Exceptional Student Education (ESE) are written in the ESE Policies and Procedures for the Provision of Specially Designed Instruction and Related Services (SP&P) approved by DOE.

Exceptional Student Education services are available for eligible disabled students from age 3 to age 22. For students who are gifted, services are available from kindergarten through 12th grade.

Student's ages 3-5 requiring special adaptations to the regular Pre-Kindergarten Program and qualifying for Part B Exceptional Student Education (ESE) Programs shall be admitted through an eligibility staffing and shall maintain a current Individual Education Plan (IEP). An appropriate program of study will be included in each ESE student's IEP.

An eligible exceptional student may qualify for services in one or more of the following programs:

*Autism Spectrum Disorder * Deaf or Hard of Hearing *Developmentally Delayed (Age:0-9)
*Dual-Sensory Impaired *Intellectual Disabilities *Specific Learning Disabilities
*Emotional/Behavioral Disabilities *Established Conditions (Age: 0-2) *Hospital/Homebound
*Language Impaired *Occupational Therapy *Orthopedically Impairment *Other Health
Impairment *Physical Therapy *Speech Impairment *Traumatic Brain Injury *Visually Impaired.

A. CURRICULUM AND INSTRUCTION

A student with a disability will receive a high quality standard based instruction and specifically designed instruction in the Least Restrictive Environment (LRE) ensuring access to the general education curriculum with appropriate accommodations. Students with Significant Cognitive Disabilities, receives instruction in Florida's State Academic Standards and Access Points that is meaningful and academically challenging.

Assessment

IDEA requires that all students with disabilities be included in all state and district assessment programs with appropriate accommodations and alternate assessments where necessary as indicated in their IEPs.

B. REPORTING STUDENTS PROGRESS

All parents will be notified regularly of their child's achievement during the school year utilizing district report cards.

The frequency of reporting will be the same as that of non-disabled peers enrolled in the same school. Progress toward Individual Education Plan (IEP) annual goals will be reported to the parent with the report card.

- 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).

C. ASSESSMENTS 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 Florida Standards Benchmarks for Excellent Student Thinking (B.E.S.T.) <i>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 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 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.

The student is participating in a curriculum based on B.E.S.T. 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 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.
- 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 3 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

- State Academic Standards Access Points/Florida Standards Content Connectors Access Points/Florida Standards Content Connectors curriculum is embedded in and aligned with the State Academic Standards and grade level expectations, and reflect the core intent of the standards at reduced levels of complexity (Participatory, Support and Independent). Florida 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.

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 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.

D. GRADE PLACEMENT OF STUDENTS IN EXCEPTIONAL EDUCATION

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.

E. GRADUATION OPTIONS FOR STUDENTS IN EXCEPTIONAL EDUCATION

Most students with disabilities take the same courses and assessments as other students to earn a standard diploma. The following options are only for students with disabilities and require the 24 credits.

- Students with significant cognitive disabilities may earn credits via access courses and be assessed on a Florida Assessment.
- Students may earn at least 0.5 credit via paid employment. Note: Both options allow for students to have a career and technical course with related content to substitute for one credit in ELA IV, mathematics, science & social studies (excluding Algebra I, Geometry and Biology I).
- 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.

Defer Receipt of Standard Diploma

No later than the first IEP to be in effect when a student enters high school or attains the age of 14, the IEP must document the team's discussion of the process for a student with a disability who meets the requirements to defer receipt of a standard diploma. The deferral discussion which would be captured in the IEP and the team's explanation and discussion of the deferral process, ensuring that the student and parents are aware of and fully understand the eligibility requirements, documentation procedures, and timeline for deferring receipt of a standard diploma.

Only a student whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard diploma. In addition, once a student defers, they must be enrolled in accelerated college credit instruction or an industry certification courses that lead to college credit, or a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study, internship or pre-apprenticeship program in order to continue to receive FAPE (s. 1003.4282(10)(c), F.S.).

The IEP in effect at the beginning of the school year a student is expected to graduate must include a signed statement by the parent (or adult student whose rights have transferred) that he or she understands the process for deferment and identifying if the student will defer receipt of the standard diploma.

Students must make their decision to defer receipt of their standard diploma by May 15 in the school year in which they are expected to meet all of the requirements for graduation. The decision must be noted on the IEP and also kept on file in writing. (Rule 6A-1.09963(6)(a)2., F.A.C.)

The parent, or the student if over the age of 18 and rights have transferred, in consultation with the rest of the IEP team, makes the deferral decision.

If a student does not defer their diploma, the district is released of the obligation to provide a free appropriate public education (FAPE). (Rule 6A-1.09963(6)(a)2., F.A.C.)

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 are eligible for the Certificate of Completion.

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 Students with a Disability

24-Credit Standard Diploma Option <i>Available to all students, including students with disabilities</i>	24-Credit Standard Diploma Option with Academic and Employment Requirements <i>Available only to students with disabilities</i>	24-Credit Standard Diploma Option (Access Courses) <i>Available only to students with significant cognitive disabilities, who take access courses and the alternate assessment</i>
English Language Arts (4 Credits)		
<ul style="list-style-type: none"> ELA 1, 2, 3, 4 ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement 	Includes all requirements listed in column one <ul style="list-style-type: none"> May substitute a Career and Technical Education (CTE) course with content related to English for English 4 	Includes all requirements listed in column one <ul style="list-style-type: none"> May substitute access courses for general education courses May substitute a CTE course with content related to English for English 4
Mathematics (4 Credits)		
<ul style="list-style-type: none"> One of which must be Algebra 1 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 1 and Geometry) An identified computer science* credit may substitute for up to one math credit (except for Algebra 1 and Geometry) <p>*A computer science credit may not be used to substitute for both a mathematics and science credit.</p>	<ul style="list-style-type: none"> One of which must be Algebra 1 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 1 and Geometry) May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry) 	<ul style="list-style-type: none"> One of which must be Algebra 1 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 1 and Geometry) May substitute access courses for general education courses May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra 1 and Geometry)
Science (3 Credits)		
<ul style="list-style-type: none"> One of which must be Biology 1, 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 1) An identified computer science* credit may substitute for up to one science credit (except for Biology 1) <p>*A computer science credit may not be used to substitute for both a mathematics and science credit.</p>	Includes all requirements listed in column one <ul style="list-style-type: none"> May substitute a CTE course with content related to science for one science credit (except for Biology 1) 	Includes all requirements listed in column one <ul style="list-style-type: none"> May substitute access courses for general education courses May substitute a CTE course with content related to science for one science credit (except for Biology 1)
Social Studies (3 Credits)		
<ul style="list-style-type: none"> 1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy 	Includes all requirements listed in column one <ul style="list-style-type: none"> May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History) 	Includes all requirements listed in column one <ul style="list-style-type: none"> May substitute access courses for general education courses May substitute a CTE course with content related to social studies for one social studies credit course (except for U.S. History)
Electives (8 Credits)		
	<ul style="list-style-type: none"> Must include .5 credit in an employment-based course May include exceptional student education (ESE) courses 	<ul style="list-style-type: none"> May include employment-based course/s
Fine and Performing Arts, Speech and Debate, or Practical Arts (1 Credit)		
Physical Education to include the integration of health (1 Credit)		
One Online Course (Requirement may be waived by IEP team)		
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments or meet the criteria for a waiver of assessment results.		

F. EDUCATIONAL EQUITY

Levy County Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, marital status, pregnancy, sexual orientation or genetic information in its educational programs, services, or activities, or in its hiring or employment practices.

SECTION 504

1. DEFINITION

Sectional 504 is part of a federal civil rights law known as the Rehabilitation Act of 1973. This law specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). Discrimination as defined in Section 504, is failure to provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their nondisabled peers.

2. ELIGIBILITY

In order to comply with Section 504 and the Americans with Disabilities Act (ADA), school personnel must identify students who are eligible for Section 504/ADA protections and services and implement procedures to ensure they receive FAPE.

3. ASSESSMENTS

Students who are identified as having a disability under Section 504 access the same curriculum, assessment, and instruction as the non-disabled students. Students determined to be disabled under Section 504 may have a Section 504 Plan with appropriate accommodations, if warranted. Testing accommodations are authorized when determined appropriate by the Section 504 committee.

These accommodations must be allowable by the testing guidelines and documented on the Section 504 Plan. Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Statewide/District assessment accommodations must be the same or nearly the same as the student uses in classroom instruction and assessment activities. Generally, a student should be provided the same or similar accommodations on both classroom assignments and assessments. Refer to allowable accommodations in the most recent Florida Department of Education (FLDOE) FSA Administration Manual and /or Guidelines for End of course (EOC) exams. Students who are considered disabled under Section 504 are covered under the grading scale of general education students.

4. TRANSFER STUDENTS

Incoming transfer students whose records contain clear documentation of an active Section 504 Plan developed in another school district are automatically eligible for Section 504 accommodations in Levy County.

The Section 504 designee for the school will review the out-of-district 504 Plan. The school will hold a review/revision meeting with the parents and staff working with the student.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

1. **ESOL PROGRAM**

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 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. As per *Rule 6A-6.0904*, Basic ESOL programs shall include instruction to develop sufficient skills in speaking, listening, reading and writing to enable the student to be English proficient.

Under the Multicultural Education, Training and Advocacy (META) Consent Decree, students who are English Language Learners (ELL) must receive comprehensible instruction and equal access to appropriate programming comparable in amount, scope, sequence and quality to that provided to English proficient students and this needs to be documented in the form of an ELL student plan. Schools are monitored for compliance with state and federal rules and regulations based on the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

- a. In accordance with *Rule 6A-1.09441*, F.A.C., and the Course Code Directory and Instructional Personnel Assignments that is incorporated by reference therein, the SBLC shall work with each District school to provide qualified, duly certified or endorsed ESOL instructors, and instructors in compliance with State ESOL training requirements, for ELL students.

Teachers of ELL students will document the implementation of ESOL strategies and the WIDA English Language Development Standards in their Lesson Plans.

- b. In addition, the SBLC receives federal funding to provide supplemental professional development to teachers of students who are ELL, and to provide scientifically research-based supplemental academic programs and instructional materials to support ELL academic achievement and English language acquisition, as well as parent involvement for parents/guardians of ELL students.
- c. The annual progress of students who are ELL will be measured by student performance on the state English Language Proficiency test (ACCESS for ELLs 2.0) in the areas of: progress in English language acquisition, percent proficient in English language in the areas of listening, speaking, Reading, and writing, and proficiency rates on the Florida Standards and State Academic Standards assessments for ELA Reading and Writing, Mathematics, End-of-Course assessments, and Science. ELL graduation rate will also be monitored.

2. **ELIGIBILITY FOR ESOL SERVICES**

ESOL programs will adhere to *Rule 6A-6.0902* requirement for Identification, Eligibility, Programmatic, and Annual Assessment of English Language Learners (ELLs).

a. **Identification and Eligibility**

Students responding yes to any question on the Home Language Survey (HLS) will be screened using a State approved proficiency test. The SBLC uses the KG W-APT and the WIDA Screener for grades one through twelve (1-12) to determine if students qualify for ESOL services. The listening/speaking screener is administered within twenty (20) school days after student enrollment. The reading and writing screeners shall be administered as soon as possible, but no later than thirty (30) days after enrollment. Proficiency means a student score of a composite score of 4 or higher and a reading score of 4 or higher. For students in Kindergarten, a raw score of 27 means proficiency. For students in grades 1-2, a listening score of 4 or higher and a speaking score of 4 or higher means proficiency.

- b. Each school will provide notification of an ELL identified for participation or participating in a language instruction educational program within thirty (30) days after the beginning of the school year or, for students who were not identified prior to the beginning of the school year, but were identified during the school year, within the first two (2) weeks of the student being placed in a language instruction educational program. The notice will include information as required by Rule 6A-6.0902.
- c. Should a student not meet the criteria for ESOL services, a parent or teacher, may request an ELL Committee convene to review documentation and determine a student to be an ELL or not to be an ELL. The final decision must be based on at least two (2) criteria and not solely on one reading or writing assessment. All decisions of the ELL Committee must be contained in a written evaluation with a written narrative description which tells the basis for the decision. Documentation must be maintained in the student ELL file.
- d. An ELL Committee, after notification to the parent/guardian for participation in the meeting, shall conduct academic assessments, (if feasible) and meet to prepare a student ELL Plan.
- e. The individual student ELL Plan (Rule 6A-6.0901) provides documentation of ELL student status, access data, equal access and programmatic assessment for academic placement.

The documents are maintained in the student ELL File in the student's permanent record. The ELL Plan can be written or an electronic file, which contains the student's name, the date the plan was completed, the instructional program, including programs other than the ESOL provided, the instructional schedule, the date the student's limited English proficiency is identified, the assessment/screener data used to classify or reclassify the student as a English Language Learner (ELL), date of exit and assessment data used to exit students from the ESOL Program.

The ELL Plan must be maintained as a separate school student record. The ELL Plan must be updated at the end of each semester, if the student has a schedule or program change, and annually to reflect any changes in student placement, instructional program, program services, strategies, schedule changes, etc..

The annual student schedule must be included along with documentation of ELL Committee meetings, parent notices, and updated services and student data. The ELL Plan will address the student's deficiencies in reading, math, writing, and science, as required by Florida law. Exit criteria and progress monitoring will be included in the ELL Plan to monitor students in LF status for their two-year follow-up.

3. **PROGRAMMATIC ASSESSMENT**

- a. Programmatic assessment is required prior to placement in the ESOL program. Placement procedures for addressing students without or with incomplete educational records include an interview of parents or guardians and students to help determine the most appropriate placement.

The programmatic assessment process assists in determining grade and age appropriate placement.

Coursework and programs will be assigned based on the results of local diagnostic assessments (as feasible), the programmatic assessment process and interview, and available student records. The school-based ESOL Coordinator and the SBLC shall seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction.

The SLBC and the school shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United State or taken in English.

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.

ELL students shall not be placed in a program or course based on their English language proficiency, but shall be placed in courses and core subject area courses based on their assigned grade level.

- b. As per Rule 6A-6.0904, an English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential.

ELLs shall have equal access to appropriate programs which shall include state funded ESOL instruction and instruction in basic subject areas which are understandable to ELLs *and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students*. ELLs shall not receive less than the total amount of instruction received by an English proficient student at the same grade level.

English Language Learners shall be entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, pre-first grade, vocational, adult education, dropout prevention, extended day, and supported services regardless of the funding sources (Rule 6A-6.0908). Instructional services shall be documented in the form of an ELL Plan.

- c. A teacher, parent/guardian, or administrator may request the convening of an ELL Committee to review the student's progress at any time.

The ELL Committee shall make recommendations for appropriate modifications to student programming to address identified problems or deficiencies in skills attainment and shall document modifications in the student's ELL Plan.

- d. If the parent or guardian of an ELL student refuses placement in an ESOL program, the school Principal shall meet with the parent to discuss the range of programs and services the child could receive in the ESOL program, and the benefits the child is likely to gain by being in an ESOL program and receiving ELL services.
(Rule 6A-6.0902) It is the final decision of the ELL Committee to determine and provide ESOL services, if needed by the student. The parent or guardian may refuse Title III services.
- e. As per Rule 6A-6.0904, parental involvement and participation in limited English Language Learners' educational programming and academic achievement shall be promoted by establishing a District level ESOL Parent Leadership Council, and by school-based opportunities to serve on School Advisory Councils (SAC).

f. **Assessment of Limited English Proficient Students**

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. 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.

1. All students classified as limited English Proficient (LEP) or ELL, must participate in the statewide assessment program, prescribed in Section 229.57, Florida Statutes.
As per Rule 6A-6.0909, English Language Learners (ELLs) shall be assessed for academic progress using guidelines established under Section 1008.22, F.S..
2. ELLs who have been enrolled in school in the United States for less than twelve (12) months may be exempted from the statewide assessment in English Language Arts and shall take the annual statewide English Language proficiency assessment—ACCESS for ELLs 2.0—in accordance with Rule 6A-6.0902. ELLs must participate in all other State assessments.
3. Allowable accommodations for statewide standardized testing shall be provided to all ELLs. As per Rule 6A-6.09091, accommodations shall be appropriate and allowable and include adjustments to test settings, scheduling, assistance in heritage language, and the use of an approved translation word-to-word dictionary and/or glossary.

Accommodations include: flexible scheduling, flexible setting, assistance in heritage language by an ESOL or heritage language teacher or other trained individual such as a bilingual paraprofessional.

The approved dictionary and glossary must be English-to-heritage language/heritage language-to-English, and must provide word-to-word translations only. Electronic dictionaries and glossaries that meet the same requirements without accessing the Internet are permitted. See the State Test Administration Manual and Rule 6A-6.09091 for additional details.

Parents must be provided written notification annually regarding allowable accommodations for State standardized testing.

4. Assessment results of individual students shall be used by schools to evaluate the progress of individual students. Assessment data will be used to determine adjustments, modifications, and improvements for instruction of each ELL student with documentation in their ELL Plan.
5. Retention or promotion may not be made for any individual student classified as ELL based solely on a score on any single assessment instrument. A formal retention recommendation regarding an ELL student must be made through the action of an ELL Committee. (Rule 6A-1.09432).

4. PROMOTION AND RETENTION OF ENGLISH LANGUAGE LEARNERS

1. Promotion Requirements for English Language Learners

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 promotion or retention decision of an ELL student will be based solely on a single assessment score (Rule 6A-1.09432). No ELL student can be denied promotion based solely on limited English proficiency.

- a. Students in ***third grade*** must score a Level 2 or higher on the FSA English Language Arts (ELA) standardized assessment to qualify for promotion to fourth grade (1008.22,F.S.). Students scoring levels 1 and 2 on the ELA FSA must receive documented remediation in English Language Arts (ELA) Students in third grade may be promoted for "good cause" based on the following criteria:

The student is an *English Language Learner (ELL)* who has had less than two (2) years of instruction in the *English for Speakers of Other Languages (ESOL)* program based on the *DEUSS/Date Entered a U.S. School*.

b. **Retention of English Language Learners**

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.

- c. 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. *Documentation must include evidence of the ESOL strategies implemented by the Language Arts and basic content area teacher(s) to provide understandable instruction, including the alternative assessment instruments and test accommodations used to evaluate the student's academic progress.*

- d. Prior to retaining an ELL student, the ELL Committee must meet with the Parent/Guardian to discuss academic progress and English Language Proficiency. Parent/guardian notification of student progress must be on-going and documented in the student ELL Plan prior to retention.

Parent/guardian contacts or attempt made to inform the parent/guardian of the student's under-performance must be provided in the home/native language, whenever feasible. Rule 6A-6.0904, F.A.C., Equal Access to Appropriate Instruction for English Language Learners. The school Administrator has the final decision in the retention of an ELL student.

- e. An ELL student will not be retained due to limited English Proficiency and the reason for retention must not imply that the student needs an extra year to learn English or that the student's underperformance is due to the child's limited English proficiency (Rule 6A-1.09432).
- f. 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 (concordant scores) 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.

- g. Beginning with the 2022-2023 school year, Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passing the standardized grade 10 English Language Arts assessment may satisfactorily demonstrate grade level expectations on formative assessments, in accordance with state board rule. *Section 1003.433.3 F.S.*

4. EXIT OF ELL STUDENTS FROM THE ESOL PROGRAM/CLASSIFICATION, RECLASSIFICATION, AND POST-RECLASSIFICATION

Schools are encouraged to provide ESOL services and support for as long as the student has difficulty meeting FSA and ACCESS for ELLs 2.0 Proficiency requirements.

Students may exit the ESOL program and are classified as English proficient when the State exit criteria are met. ESOL Program exit requirements will be followed in accordance with State Rule 6A-.0903.

1. Exit Criteria and the Process for Reviewing and Exiting Students from the ESOL program.

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 <u>Section 1008.22, F.S.</u>
ACCESS for ELLs 2.0 Alternate Assessment	ALL	Students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater and a passing score on the FSAA, pursuant to <u>Rule 6A-1.09430</u> .

- a. 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 ELA examination was administered as the exit date.
- b. Not with standing 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.

c. 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. The parents' preference will be considered in the final decision. If a student is not exited from LY to LF (two-year follow-up) status during this meeting, the student will continue to receive ESOL services and shall receive Extension of Instruction.

d. If 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.

e. Prior to the two year anniversary date for a student in LF status, the ELL Committee will convene to review student progress and determine if the student is in need of additional services or support , and to then exit the student from LF to LA status.

f. While in LA status, the State and District will continue to progress monitor student progress through data obtained from State assessments.
Prior to the two year anniversary date for a student in LA status, the ELL Committee will convene to exit the student from LA to LZ status. In LZ status the student is no longer monitored.

2. **Extension of Instruction for English for Speakers of Other Languages (ESOL) Program Rule 6A.6.09022.**

- a. If a student is classified as ELL after being in the ESOL program for three (3) years, based on the anniversary of their Date Entered a U.S. school (DEUSS Date), an ELL Committee will be convened to conduct a mandatory reevaluation meeting.

At this time, the student's progress toward English language acquisition will be reviewed.

The ELL Committee will be convened no earlier than 30 days prior to the third anniversary of the student's DEUSS date, and no later than the anniversary date. This process will be required annually thereafter, to review and reevaluate student progress toward meeting exit criteria.

- 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. The assessment could be all components of the WIDA Screener. 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. 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 Plan and ELL file.
- d. 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.