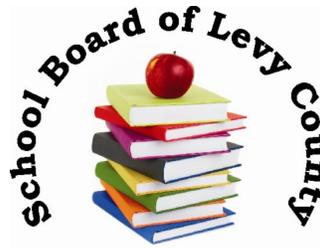


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2009-2010

ATTENDANCE

TRUANCY

RETENTION

GUIDE

FOR GRADES K-10

**(includes graduation requirements that will
apply to all students who are in
KINDERGARTEN through GRADE 10 this year)**

School Board of Levy County

Robert O. Hastings, Superintendent

Revised January 12, 2010



ATTENDANCE / ABSENCES

Absences because of: personal sickness; sickness of an immediate family member; injury; or doctor's appointment (documented by a licensed practicing physician) shall be considered an excused absence. **All other absences shall be unexcused.**

- Absences shall be excused for observance of a religious holiday.
- A principal may grant an excused absence on a case-by-case basis if there

are special circumstances not addressed in School Board Policy.

- Students who are present at any time during the day when official attendance is taken are considered present.
- After an absence, students have **THREE** days to present written verification (from parent, guardian or physician) to receive an excused absence. If the student, parent or guardian fails to present such documentation, the absence is

unexcused and the student will receive no credit for the time missed. For every day of excused absence, a student is given **ONE** day to make up the work, beginning the day the student returns to school.

- At any grade level, students shall be given the opportunity to make up all work missed during a period of excused absence. **It shall be the responsibility of the student to make arrangements to make up the work**

GRADES K-8

During each nine-week period, a student is allowed a maximum of **EIGHT** days absence. **All absences (excused and unexcused) are counted.**

When a student accumulates **FIVE** absences within a nine-week period, the parent/guardian is notified by letter that their child may fail.

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).

If the parent/guardian believes there are extenuating circumstances such as illness, family illness, injury or other insurmountable conditions, he/she may appeal the case to the principal.

GRADES 9-12

When a student accumulates any combination of **FIVE** absences in **ONE OR MORE** courses in a semester, the principal notifies the parent/guardian that their child may lose credits. **All absences (excused and unexcused) are counted.**

When a student accumulates **10 absences** in a course in a semester, credit is withheld.

If the student does not exceed **15 absences**, he/she may take a county-approved exam to demonstrate mastery of the student performance standards for that course. If the student passes the exam (60 or above), that grade and grades for any approved projects will be averaged with the two nine-week grades to determine the semester average. If the stu-

dent fails the exam (59 or below), the student receives an "F" for the semester.

If the parent/guardian believes there are extenuating circumstances such as illness, family illness, injury or other insurmountable conditions, he/she may appeal the case to the principal.

TRUANCY

As prescribed in Florida Statutes, unexcused absences, with or without parent/guardian permission or knowledge, may result in truancy procedures being initiated.

- When a student accumulates FIVE unexcused absences during a calendar month or TEN unexcused absences in a 90-day period, the principal is notified and decides if a pattern of unexcused absences exists.
- If a pattern exists, the principal refers the student to the Child Study Team, Educational Planning Team (EPT), or Intervention Assistance Team (IAT) to handle the truancy. Once a student is referred, the team meets with the parent/guardian to seek a solution to the truancy problem.

NOTE: *If the child withdraws with the intent to Home School, the district will implement procedures to insure the student is making educational progress. If educational progress is not made, the child must return to the regular school setting.)*

- If the team/parent meeting does not resolve the attendance problem, the team implements one or more of the following intervention strategies:
 - ♦ *Frequent communication with the teacher*

and parent/guardian

- ♦ *Counseling, attendance contracts, mentoring, tutoring (including peer tutoring)*
- ♦ *Changes in the learning environment*
- ♦ *Placement into different classes*
- ♦ *Evaluation for alternative education programs*
- ♦ *Referral to other agencies for family services*
- ♦ *Other appropriate interventions including, but not limited to, referral to the District Truancy Contact for filing a truancy petition*
- If all reasonable efforts to resolve the problem fail, the case is reported to the Superintendent.
- If the parent/guardian refuses to participate in the intervention strategies because they believe them to be inappropriate or unnecessary, they may appeal to the School Board. A hearing officer will make a recommendation for final action to the School Board. If the School Board accepts the recommendation and the parent/guardian still refuses to cooperate or participate, the Superintendent may seek criminal prosecution.
- If the student does not comply with the efforts to enforce school attendance, the parent/guardian, or the

Superintendent, may refer the case to the Case Staffing Committee, and the Superintendent may also file a truancy petition through the States Attorney's office.

- When no valid reason is found for the student's non-enrollment, after SIX days, a school representative will notify the parent/guardian, in person or by return receipt mail, that enrollment or attendance is required within THREE days after the notification. If ignored, the case is reported to the Case Staffing Committee, and the Superintendent takes the necessary steps to bring criminal prosecution against the parent/guardian.
- After FIVE consecutive unexcused absences, the school notifies the parent/guardian, in person or by return receipt mail, that attendance is required within THREE days of notification. If the notice is ignored, a school representative is sent to locate the child. If it is documented that the child is no longer at his/her residence, the school withdraws the student.
- When a student reaches FIFTEEN unexcused absences in a 90-day period and no valid reason for this non-attendance is found, the Superintendent institutes a criminal prosecution against the parent/guardian.

PROMOTION / RETENTION

Pre-Kindergarten—Grade 5

Any pupil in elementary school who has earned a final passing grade average during the entire school year and meets state and district proficiency levels for promotion is promoted.

- **Pre-Kindergarten:** 3 and 4 year olds remain in their programs until they meet age criteria for promotion to Kindergarten and will not be considered retained.
- **Kindergarten:** To qualify for promotion to first grade, kindergarten students will be graded on 50 standards, as listed on their report cards. To be promoted, students must master 7 of these standards at 100%, as well as passing 35 of the remaining 43 standards listed. Documentation is required for standards mastery.
- **First Grade, Second Grade, Fourth Grade, Fifth Grade:** To be promoted to Grades 2, 3, 5 or 6, students must achieve 60% mastery of Sunshine State Standards (SSS) in Reading, Writing, Math, and Science, as shown on the report card.
- **Third Grade:** To be promoted to Grade 4, students

(including students with disabilities, Limited English Proficient (LEP) students, and Section 504 students) must attain 60% mastery in Reading, Writing, Math, and Science, as shown on report card, *and* must score at a Level 2 or above on FCAT Reading.

NOTE: Third Graders who meet "good cause" requirements may be promoted.

- **Third Grade, Mid-Year Promotion:** Prior to Nov. 1 of the following year, any retained Grade 3 student who has demonstrated that he or she is a successful independent reader, at or above grade level, may be promoted to Grade 4. After Dec. 1, the district discourages promotion. In accordance with the State Board of Education, re-evaluation is determined by: assessment based on a norm referenced test, an alternative assessment, or portfolio reviews.

Additional policies and procedures for promotion and retention at the elementary level are as follows:

- Students with disabilities who meet Individual Educational Plan (IEP) goals and objectives in grades 1, 2, 4, and 5 may be promoted based on the accomplishment of those goals and objectives.
- At completion of remediation, a student is evaluated. If the student is determined to be proficient in the area remediated, he/she may be promoted.
- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- Promotion requirements for LEP students are the same as for all students except when the LEP committee determines that an LEP student's language would be a barrier to his/her promotion. Such a student may be given an evaluation in his/her home language.
- A student may be retained with passing grades if he/she is working below grade level, as indicated on the report card.
- A student who is retained in a grade in which state assessments are administered must retake the assessment in that grade.

GRADES 6-8

To be promoted from Grade 6, 7 or 8, students must pass the equivalent of **5 full-year classes**. Three (*or four, if Reading, Computers, or an-*

other academic course is offered) must be core academic courses: Language Arts (LA), Math, Science, Social Studies and Reading

(and the additional academic course, if taught). Within the academic requirement, a student must pass both Math and LA. Semester or yearly

GRADES 6-8 - continued

averages, whichever is most beneficial, may be used to determine "promotional units." Beginning with grade 6 in school year 2006-2007, to be promoted from middle school to high school, a student must complete the equivalent of 3 academic courses in math, science, language arts, social studies, one course in career and educational planning, and meet the physical education requirement. Additional policies and procedures for promotion and retention at the

middle school level are as follows:

- Students with disabilities who meet IEP goals and objectives in Grades 6, 7 and 8 may be promoted based on accomplishment of those goals and objectives.
- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- Promotion requirements for LEP students are the same as for all students except when the LEP committee determines that an LEP student's language would be a barrier to his/her promotion. Such a student may be given an evaluation in his/her home language.
- A student may be retained with passing grades if he/she is working below grade level and it has been indicated on the report card.
- A student who is retained in a grade in which state assessments are administered must retake the assessment in that grade.

GRADES 9-12

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

- **Tenth Grade:** earned **5 credits** in Grade 9.
- **Eleventh Grade:** earned a **total of 10 credits** in Grades 9 and 10.
- **Twelfth Grade:** earned a **total of 18 credits** in Grades 9, 10 and 11.

GRADUATION REQUIREMENTS For students currently in GRADES K-10

Students are offered a choice of three graduation options: a standard 4-year high school curriculum, or a 3-year accelerated college preparatory or career preparatory option. These requirements were revised in 2007. The changes pertain to all students entering Kindergarten through grade 10

this school year (2009-2010). In the outline below, the revised requirements are underlined.

(A separate brochure is available for students in Grades 11-12, who are not affected by these changes.)

STANDARD 4-YEAR PROGRAM

To graduate in the traditional 4-year high school program, a ninth grade student must have 24 credits in the following areas:

- English, 4 credits
- Fine Arts or Practical Arts, 1 credit; Physical Education with health Component, 1 credit
- Mathematics, 4 credits (one in Algebra I)
- Science, 3 credits (two of which must have lab component)
- Social Sciences, 3 credits
- Electives, 8 credits, 4 of which must be in Major Area of Interest

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GRADUATION REQUIREMENTS

For students currently in GRADES K-10 - *continued*

It is strongly recommended that you contact your child's guidance counselor regarding any of the graduation requirements you do not understand. A question now may insure your child's successful completion of high school. In all schools, certain courses may be substituted for required graduation credits. Please check with your school's guidance counselor continuously for graduation status updates on your child.

ACCELERATED 3-YEAR GRADUATION OPTIONS

Students will be promoted to next grade level based on these criteria:

- **Tenth Grade:** earned 6 credits in Grade 9
- **Twelfth Grade:** earned 12 credits total in Grades 9 and 10.

To graduate in the Accelerated program, a student must have 18 credits in the following areas for College Prep* or Career Prep option:

- Both options: English, 4 credits
- Mathematics, College Prep: 3 credits (Algebra I or higher) Mathematics, Career Prep: 3 credits (one in Algebra I)
- Both options: Science, 3 credits (two must have a laboratory component)
- Both options: Social sciences, 3 credits
- Both options: Electives, 3 credits
- Both Options: Foreign Language, 2 credits

**Students in the College Prep program must take 6 of the 18 credits in International Baccalaureate, Advanced Placement, or Dual Enrollment courses.*

NOTE: Life Management Skills is no longer required in any of the graduation options.

NOTE: A foreign language is not required in the Standard program or Career Prep, but is strongly recommended for those planning to attend a community college, and Florida universities require it.

Additional policies and procedures for promotion and retention at the high school level in either the 4-year or 3-year program are as follows:

- Promotion/retention requirements for LEP students at the high school level shall be the same as for all students except when the LEP committee determines that an LEP student's language would be a barrier to his/her promotion. Such students may be given evaluations in their home language.
- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- To graduate, students must earn a passing score on both the Reading and Math sections of the Florida Comprehensive Assessment Test (FCAT) taken in Grade 10. For those students who do not earn a passing score, remediation is available at the school and additional testing opportunities are offered. *NOTE: This requirement may also be obtained through concordant scores on the ACT or SAT.*
- Any student in Grades 9-12 who meets the approved admissions criteria may participate in the Dual Enrollment Programs offered by Central Florida Community College and Santa Fe Community College. The principal must give permission to participate.
- Students in the Standard 4-Year program must have a cumulative grade point average (GPA) of 2.0 in required courses to graduate. For students in the 3-Year College Prep program, a cumulative GPA of 3.5 in required courses is needed for graduation, while for students in the 3-Year Career Prep program must have a GPA of 3.0 in required courses to graduate. All GPAs are on a 4.0 scale.

NOTE: In calculating the GPA for this criteria, students can drop the lowest grades for elective courses above the required 18 credits.

Grades K-12 Non-English

Non-English speaking students who qualify under the district's Limited English Proficiency (LEP) standards may be permitted to demonstrate mastery of skills in their native language.