

# **GENERAL INFORMATION**

(Grades Pre-K - 12 and Adult, including Exceptional Education)

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### GENERAL INFORMATION

(Grades Pre-K - 12 and Adult, including Exceptional Education)

## INTRODUCTION

The mission of the Sumter County School District, dedicated to preparing the next generation today, is to develop responsible, contributing citizens of our local and global community through a safe, challenging, and balanced education for all students, supported by continuing and enhancing partnerships with stakeholders.

The Sumter School District is committed to teaching the Next Generation Sunshine State Standards (NGSSS) in all areas and will transition to Common Core State Standards. These Standards permeate all areas of curriculum and, as such, are the responsibility of all teachers.

The vast majority of Sumter County students can make satisfactory progress through the graded organization of the schools. Most students will be able, each year, to achieve a level of academic proficiency, and social and emotional development, which will enable them to benefit from instruction in the next grade. However, for a variety of reasons, individuals may require more than the usual amount of time in school to develop their educational potential. Therefore, this Student Progression Plan for the Sumter School District has been developed to provide each student with the maximum opportunity to succeed in school.

## GRADE PLACEMENT

The grade placement of each student is intended to serve the best interests of the student. Promotion, retention, acceleration, or other placement procedures contained in the Student Progression Plan are designed for this purpose: to assure that each student in the school system is placed in an instructional program in which the student can achieve academically and develop emotionally, socially, and physically.

Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements.

Retention is the assignment of a student to repeat the same grade level for the next school year. Before a student is retained, instructional staff consider the failure of the student to meet promotion criteria.

Acceleration is the assignment of a student to a higher grade level or instructional level when state and/or district criteria for this assignment have been met.

## TRANSFERS

A student entering a school within the district from another public school inside the state of Florida, or from a private or parochial school or an out-of-state school, will be assigned to a grade by the school principal based on school records in grades K- 5. In grades 6 – 12, courses toward middle grades promotion and credits toward graduation in high school will be awarded students transferring from another school as recorded on the student's transcript, subject to validation methods prescribed in SBE 6A-1.09941 and 6A-1.09942. Credits (high school only) and grades earned and offered for acceptance (high school and middle school) shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation.

If a student does not possess an official transcript, or the student is a home education student not in an organized home education program, credits, not grades (high school) or courses and grades (middle school), shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level. If a student transfers into a high school, the school principal shall determine

whether the student must take an end-of-course assessment in a course for which the student has credit that was earned from the previous school. A middle grades student should have passing grades and a high school student, to receive credit, should have a minimum grade point average of 2.0 at the end of the first grading period.

If a student does not meet the scholastic performance standard of a 2.0 GPA (high school level) or passing grades (middle school level), then the teacher, principal and parent must determine the alternative validation procedures to be used, which include:

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 (not available for middle grades students);
3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
4. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
5. Demonstrated proficiencies on the FCAT; 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 either nationally normed standardized subject area assessments or FCAT. If the validation does not indicate that the student has achieved the required proficiency level, the student may be placed in a more appropriate level.

A student transferring from a non-accredited private school must be enrolled all grading periods during his/her senior year in the Sumter District high schools in order to be eligible for district honor student status.

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

## HOME EDUCATION PROGRAM

As provided by Florida Statutes, parents may choose to place their children in home education in lieu of public school. Full time home education students who meet specified academic and conduct requirements are eligible to participate in extracurricular activities at the public school to which the student is assigned. The requirements of the law will be monitored through the office of Student Services.

A home education student in grades 1- 5 who returns to a Sumter County public school will be administered the Reading Comprehension subtest and the Math Problem Solving, and Math Procedures subtests (which produces a Total Math score) of the Stanford 10 Achievement Test. A kindergarten student enrolling during the year will be administered the Sounds and Letters, Word Reading, Sentence Reading subtests (which produces a Total Reading score) and Mathematics subtests.

A student who returns in the first semester of the school year will be given the grade level of test of the grade he/she has just completed. A national percentile score of 45 or higher for grades 1-5 on SAT 10 must be earned in both the Reading Comprehension subtest and the Total Math score to be enrolled in the next grade level. Kindergarten students must receive a national percentile score of 45 or higher on the Total Reading and Mathematics subtests. A student who returns during the second semester of the school year will be given the grade level of test of the grade in which he/she is currently enrolled. A national percentile score of 45 or higher in grades 1-5 on SAT 10 must be earned to enroll in that grade level. Otherwise, the student will be enrolled in the previous grade.

High School credits earned from a correspondence school/distance learning school will be accepted if on an official transcript (see chart for an inconclusive list of correspondence/distance learning schools).

General Information

<p><b>SUMTER VIRTUAL SCHOOL</b> Distance Learning <a href="http://www.flvs.net">http://www.flvs.net</a> PH: 352-793-2315 6-12</p>	<p><b>GRIGGS UNIVERSITY&amp; INTERNATIONAL ACADEMY</b> 12501 Old Columbia Pike Silver Springs, MD 20904 PH: 301-680-6570 PH: 800-782-4769 K-12</p>
<p><b>AMERICAN SCHOOL</b> 2200 E. 170<sup>TH</sup> Street Lansing, IL 60438-6001 PH: 708-418-2800 PH: 800-531-9268 9-12</p>	<p><b>INDIANA UNIVERSITY SCHOOL OF CONTINUING STUDIES</b> Own Hall 001 790 E. Kirkwood Avenue Bloomington, IN 474055 PH: 812-855-1549 <a href="http://scs.indiana.edu">http://scs.indiana.edu</a> K-12</p>
<p><b>ASHWORTH HIGH SCHOOL</b> 430 Technology Parkway Norcross, GA 30092 PH: 770-729-8400 PH: 800-223-4542 9-12</p>	<p><b>KEYSTONE NATIONAL HIGH SCHOOL</b> School House Station 420 West 5<sup>th</sup> Street Bloomingsburg, PA 17815 PH: 570-784-5220 Distance Learning</p>
<p><b>BLUE PRINT EDUCATION</b> 5651 West Talavi Blvd., Suite 170 Glendale, AZ 85306 PH: 800-426-4952 7-12 Correspondence</p>	<p><b>NORTH DAKOTA CENTER FOR DISTANCE EDUCATION</b> Division of Independent Study P.O. Box 5036 Fargo, ND 58105 PH: 701-231-6000</p>
<p><b>CALVERT SCHOOL</b> 105 Tuscany Road Baltimore, MD 21210-3098 PH: 410-243-6030 K-8</p>	<p><b>MISSOURI HIGH SCHOOL</b> Center for Distance and Independent Study Columbia, Missouri 65211 PH: 800-609-3727 <a href="http://cdis.missouri.edu">http://cdis.missouri.edu</a> 3-12</p>
<p><b>FLORIDA VIRTUAL SCHOOL</b> Distance Learning <a href="http://www.flvs.net">http://www.flvs.net</a> 6-12</p>	

**PROGRAM PLACEMENT**

Students 16 years of age or older, other than properly identified ESE, ELL, Migrant, or teenage parents who have dropped out of school, been withdrawn from school due to nonattendance, or have been expelled from school, will be assigned to attendance in the Adult Education or Sumter Alternatives (district approval and designation as Dropout Retrieval required) only upon their reentry to school. Students who are recorded as "did not enter" will be similarly assigned. An appeals hearing before the Superintendent may be requested for case review and subsequent placement based upon individual evidence and mitigating factors, if any. Any juvenile placed in an adult Community Control program must be assigned to Adult Education or Sumter Alternatives.

## **PARTICIPATION IN COMPETITION**

To represent a school in competition with another school, a student must meet Florida High School Athletics Association (FHSA) Guidelines and comply with Sumter School District Policy.

## **CURRICULUM / INSTRUCTION**

State developed curriculum frameworks, Next Generation Sunshine State Standards, Common Core Standards, Grade Level Expectations, Student Performance Standards, substance abuse prevention, HIV/AIDS education, internet safety, teen dating violence and abuse and character education, as mandated in Florida Statutes, shall be used as part of the Sumter School System's program of instruction at the appropriate grade levels and shall meet state developed timelines.

The Character Education curriculum shall stress the qualities of patriotism (including flag education and proper flag salute), responsibility, citizenship, kindness (including kindness to animals), respect, honesty, self-control, tolerance, and cooperation.

The Next Generation Sunshine State Standards will continue to be used as the core curriculum in the Sumter County School System except at Kindergarten where the Common Core will be used. Teachers shall maintain documentation that the Next Generation Sunshine State Standards have been taught.

No students shall be exempt from academic performance requirements based on practices or policies designed to encourage student attendance.

Instruction on the dangers of drug and alcohol abuse, human sexuality, and HIV/AIDS education will be offered to each student in Grades K-12, as age appropriate. Parents may exempt their children from reproductive health or disease education (including HIV/AIDS education) by making such a request in writing.

The health education curriculum for students in grades K-12 shall include Internet safety. In grades 7 through 12, the health curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

In order to encourage patriotism, members of the instructional staff will teach the sacrifice made by veterans in serving the country and protecting democratic values worldwide. Such instruction will occur on or before Veterans' Day and Memorial Day. The last week of classes in September shall be Celebrate Freedom Week. Three (3) hours of instruction will be provided in each Social Studies class on the intent, meaning, and importance of the Declaration of Independence. On each school day during this week, 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, the student must be excused from participating in the recitation of the Declaration of Independence.

The first two weeks of October shall be designated as "Disability History and Awareness Weeks." Students may be provided intensive instruction to expand their knowledge, understanding and awareness of individuals with disabilities, the history of disability, and the disability rights movement.

Beginning in 2011-12, the reading portion of the language arts curriculum within the Next Generation Sunshine State

Standards must include civics content for all grade levels.

### **READING INSTRUCTION**

The approved K-12 Comprehensive Research-Based Reading Plan is a working document for the district that describes how Sumter County will provide leadership at the district and school levels that is guiding and supportive of the reading initiative. The plan shows how the analysis of data drives all decision-making. The plan also outlines how professional development is systemic throughout the district and is targeted at individual teacher needs as determined by analysis of student data. In addition, the plan shows measurable student achievement goals are established and clearly describes them. It addresses appropriate research-based instructional materials and how they will be used to address specific needs.

### **ASSESSMENT**

All students in grades 3 through 10 will be administered the Florida Comprehensive Assessment Test (FCAT) in reading. Grades 3-8 will be administered FCAT mathematics. Grades 4, 8, and 10 will be administered the FCAT Writing Assessment and grades 5 and 8 will be administered the FCAT Science. Students enrolled in Algebra I, Geometry and Biology or equivalent courses will be administered the corresponding state end of course exams (see High School section). A score will be designated for each subject area tested, below which score a student's performance is deemed inadequate. Appropriate remedial instruction must be provided to students who score below those levels.

Each student must participate in statewide assessment tests. In order to receive a regular high school diploma, students will have to pass required state assessments. Reading, mathematics, science and writing performance will be evaluated in grades 1-12 based upon district-set levels of performance and upon state-set levels of performance as determined by DOE. Students exhibiting substantial deficiencies based on locally determined or statewide assessments will be provided with intensive instruction and progress monitored a minimum of three times per year. Students will be evaluated annually to determine their need for intensive instruction and/or progress monitoring.

### **PROFICIENCY IN READING, WRITING, MATH, and SCIENCE**

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that school district policies facilitate such proficiency; and that each student and his or her parent or legal guardian be informed of that student's academic progress.

The Sumter County School System has established district levels of expectation for proficiency in reading, writing, math, and science. Any student who does not meet these established levels of proficiency for each grade level or who does not meet expected levels of performance on statewide assessments will be provided remediation through appropriate instructional strategies and additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. If a student must receive remediation, the remediation should be provided through a program that is different from the previous year's program and that takes into account the student's learning style. The school must provide an alternative placement for a student who has been retained two or more years. See intensive programs and strategies referenced below.

### PROGRESS MONITORING PLAN (PMP)

The school in which the student is enrolled must develop, in consultation with the student's parent or legal guardian, and must implement a Progress Monitoring Plan (PMP) for Level 1 and Level 2 students in K-12 Reading and Math. A PMP is a Tier 1 intervention. Each plan must include the provision of intensive remedial instruction in the areas of weakness. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the Progress Monitoring Plan (PMP), the student may be retained. Each Progress Monitoring Plan (PMP) will provide for intensive remedial instruction through one or more of the following strategies or program modifications:

Attendance Plan	Computer Assisted Instruction
Individual or Small Group Instruction	Special Academic Programs/Placement
Targeted RTI Intervention	Summer School/Extended Year
Alternative Assignment/Placements	Extended Day Program
Tutorial Assistance	ESOL Strategies
Behavior Modification Plan	Transitional Classes

Students will be assessed in reading in grades K-5 to determine those not meeting district established levels of proficiency. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten through grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency and it must be continued until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the grade 3 reading portion of the FCAT, the student must be retained, unless exempt for good cause.

Students in grades 6-12 scoring at Level 1 on FCAT Reading are required to complete an intensive reading course the following year. Students scoring at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

Students who score at Level 1 or 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. The teacher must have the Reading Endorsement or certification in Reading (Grade K-12). Teachers of sixth grade students may be certified in Elementary Education. In addition, these students must be served by teachers with evidence of success, as determined by the district.

Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or certification in Reading (Grades K-12) or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district.

If the student, *at any grade*, has been identified as having a deficiency in reading, the PMP must identify the following:

1. the student's specific areas of deficiency in
  - phonemic awareness
  - phonics
  - fluency
  - comprehension

- vocabulary
- 2. the desired levels of performance in these areas
- 3. the instructional and support services to be provided to help the student achieve the desired levels of performance

Students scoring Level 1 or Level 2 on the FCAT mathematics subtest must receive remediation the following school year. The remediation for middle grades students may be integrated into a regular mathematics course or be provided in a separate Intensive Mathematics course. Remediation for high school students may be accomplished through applied, integrated, or combined courses or in such a way that the math standards are appropriately addressed. Remediation may also be accomplished in Career and Technical Education courses. Remedial efforts must be appropriately documented on the PMP. See below.

Students may also receive remediation before or after regular school hours.

If the student, at any grade, has been identified as having a deficiency in mathematics, the PMP must identify the following:

1. the student's specific areas of deficiency in
  - number sense, concepts, and operations
  - measurement
  - geometry and spatial sense
  - algebraic thinking
  - data analysis and probability
2. the desired levels of performance in these areas
3. the instructional and support services to be provided to help the student achieve the desired levels of performance

Schools must also provide for frequent monitoring of the student's progress. The Commissioner of Education has determined the following levels of performance for student progression:

- **Students who score below proficiency levels on state assessments** will be required to receive remediation through a PMP or be retained, as determined by the district student progression plan.

**Retention decisions should be based on more than a single test score.** For specific requirements for retention and promotion, see the appropriate section of the Sumter School District Student Progression Plan.

## ALLOCATION OF RESOURCES

Remedial and supplemental resources will be allocated to students in the following priority:

1. Students who are deficient in reading by the end of grade 3
2. Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.

**PROMOTION FOR GOOD CAUSE**

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The State Board of Education has adopted rules to prescribe the limited circumstances in which a third grade student may be promoted without meeting the specific assessment performance levels prescribed by the district's Student Progression Plan.

Good cause exemptions are limited to the following:

1. Limited English proficient students who have less than 2 years of instruction in English for Speakers of Other Language program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
5. Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years.

Requests for good cause exemptions from the mandatory retention requirement must include documentation submitted by the teacher to the school principal. The principal must review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal must make that recommendation in writing to the superintendent. The superintendent shall accept or reject the school principal's recommendation in writing. Similar good cause promotion criteria may be considered for students at other grade levels.

**PARENTAL NOTIFICATION**

Each school shall establish procedures for notification of parents or guardians, as required by Board policy, when it is apparent that a student is not making satisfactory progress towards promotion and may need special placement, or is to be retained.

Each school must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The school must report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing in a format adopted by the district school board.

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the good cause exemptions; the strategies for parents to use

in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion.

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: student progression, policies, and procedures on student retention and promotion, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT, the number and percentage of all student in grades 3-10, information on the total number of students who were promoted for good cause, and any revisions to the district school board's policy on retention and promotion from the prior year.

### **REPORT CARDS**

Report cards will be distributed eight school/working days after the end of each grading period. At all grade levels, report cards shall reflect measure of performance, conduct, attendance and tardies. The final report card for the school year shall indicate the end-of-the year status in regard to behavior, attendance, and promotion. All schools will issue mid nine-weeks progress reports for each student. Report card grades for subject areas in which the student is performing below grade level will be identified using an asterisk (\*).

### **HONOR ROLL**

If a school lists honor roll students, there will be recognition for students with disabilities to earn honors and awards reflecting their efforts and achievements if they do not meet regular honor roll requirements.

### **ATTENDANCE**

Good school attendance is critical to learning. Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his designee will contact the student's parent or guardian to determine the reason for the absence.

If a student has had at least five (5) unexcused absences, or absences for which reasons are unknown, within one calendar month or ten (10) unexcused absences or absences for which the reasons are unknown in a 90-calendar day period, the student's primary teacher shall report to the principal or his/her designee that the student may be exhibiting a pattern of non-attendance; absent clear and convincing evidence to the contrary, the principal shall refer the student to the school's child study team. The child study team will facilitate intervention services and must report the case to the Superintendent when all reasonable efforts to resolve the non-attendance behavior are exhausted. If the parent, guardian or other person in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent, guardian, or person in charge of the child may appeal to the School Board. If the Board's final determination is that the strategies of the child study team are appropriate, and the parent, guardian, or other person in charge of the child still refuses to participate or cooperate, the Superintendent may seek criminal prosecution for non-compliance with compulsory school attendance.

If the parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program, the Superintendent, or his designee, will insure the accountability and monitoring requirements of School Board Rule are implemented.

Schools will be monitoring the attendance of all students and the district may pursue parental prosecution when a student reaches fifteen (15) unexcused absences in a 90 calendar day period. The Youth and Family Alternatives Counselor will accept referrals of students at the middle and high school levels who have twelve (12) or more

unexcused absences within a 90 calendar day period, and may file a Child in Need of Services (CINS) petition for non-compliance of attendance when the student reaches fifteen (15) unexcused absences in a 90 calendar day period. On the tenth (10<sup>th</sup>) absence and thereafter in a semester, a doctor's note will be required.

#### **EXCUSED ABSENCES**

Criteria for determining excused absences shall be as provided in Florida Statutes which include absence for religious instruction or a religious holiday, absence due to sickness, injury, or other insurmountable condition, and absence due to participation in an academic class or program. Additionally, absences for which prior approval has been given by the school principal will be excused although those excused absences will be included in the ten absences and beyond which a physician's statement is required. Missed work shall be made up for all excused absences. One day for each day absent will be given to complete required work. A student shall be counted present for all scheduled classes if he is attending a school sanctioned activity away from the school site. Students who are assigned to, and present in, an alternative education or in-school suspension class shall be counted present for all scheduled classes during the assignment period.

Absent students must bring in approved documentation verifying that the absence qualified for excused status (parent's note, doctor's statement, etc.) by the third class meeting after their absence; after that time, the absence will be recorded as unexcused and no documentation accepted at any point thereafter.

#### **UNEXCUSED ABSENCES**

Any absence which does not meet the criteria referenced above shall be considered unexcused. For any unexcused absence, a failing grade will be recorded in the class/classes in which graded work was recorded for the day.

#### **TARDIES AND CHECKOUTS**

Each school will be responsible for annually developing a plan which defines and establishes procedures for tardies and checkouts.

#### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

Eligibility for participation in the ESOL program will be determined according to criteria specified in the district's ESOL plan. Students will be served in the general education classroom. The grading policy for English Language Learners (ELL) students will be the same as that used in the basic classes. The ELL students shall receive instruction in the English language. The instruction shall be designed to develop the student's mastery of the four language skills including listening, speaking, reading, and writing as rapidly as possible. Equal access to educational programs and services will be available to identified ELL students.

### **ARTICULATION WITHIN AND AMONG SCHOOLS**

In order to better facilitate the progression of students from one grade to another, it is necessary that schools develop and implement a plan of articulation. This plan should provide for continual communication within and among schools.

### **PHYSICAL EDUCATION**

The Sumter County School Board recognizes the importance of physical fitness and encourages healthy lifestyles for all students in grades Pre-K to twelve. Physical Education programs shall be made available to all students. These programs shall include physical activities of at least a moderate intensity level, and for duration sufficient to provide a significant health benefit to students, subject to the different capabilities of students.

For grades K-8:

Schools shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that, on any day during which physical education instruction is conducted, there are at least 30 consecutive minutes per day. 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.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that:
  - The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Parents shall be notified of the options available before scheduling students to participate in physical education.

### **EXTENDED SCHOOL DAY**

Identified students at all grade levels may be required to participate in an extended instructional day.

### **REVIEW OF STUDENT PROGRESSION PLAN**

This Student Progression Plan will be reviewed periodically in order to have the various features of the plan in accord with the changing realities of the educational scene and to add additional state mandates in the assessment area.

### **VIRTUAL EDUCATION OPPORTUNITIES**

Sumter County School Board offers students the opportunity to enroll in virtual education courses on a full or part time basis.

**Sumter Virtual Instruction Program (SVIP): (K-8 / full time):**

Sumter County School Board offers a full time virtual instruction program (SVIP) for students in grades kindergarten through 8<sup>th</sup> grade. When enrolled in this program, the student does not attend a “brick and mortar” school, but is schooled at home, full time. Current legislation regarding eligibility for Virtual Instruction Programs (VIP) requires that students reside within Sumter County, were reported as a full time student in a Florida public school the prior school year, and have a parent or guardian in the home for supervision and to act as a learning coach. Student eligibility requirements are established by the state. Because of the full time nature of the program, students are not able to participate in face-to-face classes at their zone school (such as gifted, music, etc.). For students with disabilities, the IEP team which includes the parent, must meet to determine if the special education services on the IEP can be delivered through full time participation in the Virtual School. Students in SVIP are public school students and are required to participate in state testing.

**Sumter Virtual School (SVS): (6-12/ full and part time):**

Sumter County School Board through a franchise agreement with Florida Virtual School will be offering full and part time virtual course offerings to students in grades 6-12. All middle school and high school courses taken for credit must fit the student’s planned educational program. Parents who want their student to take a virtual course in lieu of taking core or enrichment courses shall inform the guidance counselor of their interest.

Students are not permitted to enroll in a virtual course in lieu of enrolling in an Intensive Reading or Intensive Math course.

Home Schooled students are also eligible for Sumter Virtual School courses. Interested parents should contact the district office. Students may drop a virtual course within the official drop date with no penalty. After that date the grade will be added to the student transcript.

Students in fourth and fifth grade who score Level 4 or 5 on FCAT Reading or Math have the option to take middle school courses that fit their abilities.

**Florida Virtual School (FLVS): (6-12/ full and part time):**

Students also have the opportunity to enroll in Florida Virtual School. Parents who want their student to take a virtual course as an acceleration mechanism shall inform the guidance counselor of their interest.