

# Parent Guide 2011-2012

## SUMTER DISTRICT SCHOOLS

Richard A. Shirley,  
Superintendent

### Board Members

Haydn Evans  
District 1

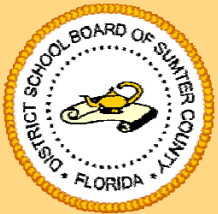
Christine Norris  
District 2

Linda J. Winchester  
District 3

Kenneth P. Jones  
District 4

Kathie L. Joiner  
District 5

School Board  
Meetings are held the  
1st and 3rd Tuesday,  
at 5:30 p.m.



A Guide for Parents as Their Child Progresses Through the Sumter School District

### Bushnell Elementary School

John Temple, Principal  
218 West Flannery Avenue  
Bushnell, FL 33513  
352-793-3501

**School Grade - A**

### Lake Panasoffkee Elementary School

Allen Shirley, Principal  
790 County Road 482 North  
Lake Panasoffkee, FL 33538  
352-793-1093

**School Grade - A**

### Webster Elementary School

Eileen Goodson, Principal  
349 South Market Blvd.  
Webster, FL 33597  
352-793-2828

**School Grade - A**

### Sumter Alternatives

Charles Sullivan, Principal  
1425 County Road 526A  
Sumterville, FL 33585  
352-793-5719

**School Grade - N/A**

### Wildwood Elementary School

Dana Williams, Principal  
300 Huey Street  
Wildwood, FL 34785  
352-748-3353

**School Grade - A**

### South Sumter Middle School

Kathy Dustin, Principal  
773 Northwest 10th Avenue  
Webster, FL 33597  
352-793-2232

**School Grade - A**

### South Sumter High School

Dr. Preston Morgan, Principal  
706 North Main Street  
Bushnell, FL 33513  
352-793-3131

**School Grade - Pending**

### Wildwood Middle High School

Richard Hampton, Principal  
700 Huey Street  
Wildwood, FL 34785  
352-748-1314

**School Grade—Pending**

### West Street School

Rodney Rocker, Principal  
709 North West Street  
Bushnell, FL 33513  
352-568-1113

**School Grade - N/A**

### The Villages Charter Schools

Elementary-LeAnne Yerk, Principal  
Middle-Peggy Irwin, Principal  
High-Bill Zwick, Principal  
251 Buffalo Trail

The Villages, FL 32162  
352-259-6802

**School Grade - Pending**

### Sumter County School Board

Richard Shirley, Superintendent  
2680 West County Road 476  
Bushnell, FL 33513  
352-793-2315

**District Grade— A**

**Preparing the Next Generation Today!**



## Kindergarten Admission

Florida law (Section 1003.21 (1)(a)2, Florida Statutes) specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year based on rules prescribed by the school board. Students are eligible for kindergarten attendance provided they meet the age requirement.

## School Entry Requirements

The following information is required to enroll a student in a Florida school:

- A certified birth certificate which you may request online at <http://www.cdc.gov/nchs/w2w/florida.htm>
- A Florida Certificate of Immunization, Form 680 (blue card), completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available at [http://www.doh.state.fl.us/Family/school/parent/parent\\_info.html](http://www.doh.state.fl.us/Family/school/parent/parent_info.html)
- Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at [http://www.doh.state.fl.us/Family/school/parent/parent\\_info.html](http://www.doh.state.fl.us/Family/school/parent/parent_info.html).
- Official documentation that the parent(s) or guardian(s) is a legal resident(s) of the school district attendance area.

## Student Health Resources

Qualifying for the Florida KidCare program is easy! The State of Florida established these few requirements:

- Uninsured
- Under age 19
- Not eligible for Medicaid or the Children's Medical Services Network
- Not an ineligible non-citizen or child of a state employee

If you have any questions regarding the eligibility requirements, please call **1-888-540-KIDS** (1-888-540-5437).

## Meningococcal Diseases

Meningococcal disease is a serious illness, caused by bacteria. It is a leading cause of bacterial meningitis in children 2-18 years old in the United States. Meningitis is an infection of fluid surrounding the brain and the spinal cord. Meningococcal disease also causes blood infections. About 2,600 people get meningococcal disease each year in the U.S. 10-15% of these people die, in spite of treatment with antibiotics.

Of those who live, another 11-19% lose their arms or legs, become deaf, have problems with their nervous systems, become mentally retarded, or suffer seizures or strokes. Anyone can get meningococcal disease, but it is most common in infants less than one year of age and people with certain medical conditions, such as lack of a spleen. College freshmen who live in dormitories have an increased risk of getting meningococcal disease. Meningococcal infections can be treated with drugs such as penicillin. Still, about 1 out of every ten people who get the disease dies from it, and many others are affected for life. This is why *preventing* the disease through use of meningococcal vaccine is important for people at highest risk.

### **How can I learn more?**

- Ask your doctor or nurse. They can give you the vaccine package insert or suggest other sources of information.
- Call your local or state health department.
- Contact the Centers for Disease Control and Prevention (CDC):
  - Call **1-800-232-4636 (1-800-CDC-INFO)**
  - Visit CDC's National Immunization Program website at [www.cdc.gov/vaccines](http://www.cdc.gov/vaccines)
  - Visit CDC's meningococcal disease website at [www.cdc.gov/meningitis/about/faq.html](http://www.cdc.gov/meningitis/about/faq.html)
  - Visit CDC's Travelers' Health website at [www.cdc.gov/travel](http://www.cdc.gov/travel)

## Required School Immunizations

### **Forms Required for Immunization Documentation:**

- Department of Health Form 680
- Ask your doctor, clinic or county health department to fill out the Department of Health Form 680 for you. Don't forget to take your child's immunization record with you.

### **Immunizations Required for Preschool Entry (age-appropriate doses as are medically indicated):**

- Diphtheria-Tetanus-Pertussis Series (DTaP)
- Haemophilus influenzae type b (Hib)
- Hepatitis B (Hep B)
- Measles-Mumps-Rubella (MMR)
- Polio Series
- Varicella (Chicken Pox)-either vaccine or history of the disease documented by healthcare provider

### **Immunizations Required for Kindergarten Entry:**

- Diphtheria-Tetanus-Pertussis Series (DTaP)
- Hepatitis B Series (Hep B)
- Measles-Mumps-Rubella (MMR)
- Polio Series 3, 4 or 5 (if 4th dose is given before 4th birthday)
- Varicella (Chicken Pox)(2nd dose required in 2008-09 then each year an additional grade)- either vaccine or history of disease documented by healthcare provider

### **Immunizations Required for 7th Grade Entry:**

- Tetanus-Diphtheria Booster or Tdap (Tetanus-Diphtheria acellular pertussis) in addition to all other immunization requirements

### **Immunizations Required for Child Care and/or Family Day Care (up-to-date for age):**

- Diphtheria-Tetanus-Pertussis (DTaP)
- Haemophilus influenzae type B (Hib)
- Measles-Mumps-Rubella (MMR)
- Polio
- Varicella (Chicken Pox) either vaccine or history of disease documented by healthcare provider
- Pneumococcal Conjugate vaccine **For more information, contact your [County Health Department](#) or private physician.**

## Contact Information

**352-793-2315**

<b>Richard A. Shirley,</b> Superintendent	x 208
<b>Debbie Moffitt,</b> Senior Director Curriculum and Instruction	x 260
<b>Christi McKinney,</b> Director Secondary, Post Secondary, CTE	x 210
<b>Eric Suber,</b> Supervisor Transportation, Food Service	x 227
<b>Helen Christian,</b> Director Elementary	x 204
<b>Jytte Jensen,</b> Coordinator ESE, ESOL	x 266
<b>Jean Holstein,</b> Coordinator Student Services, Testing	x 212
<b>Jim Greene,</b> Coordinator Media and Technology Services	x 256
<b>Gina Merritt,</b> Specialist Reading	x269
<b>Colleen Strickland,</b> Specialist Elementary Curriculum	x267
<b>Diane Langford,</b> Chief of Transportation	352-793-5705
<b>Charles Sullivan,</b> Principal	352-793-5719

## Useful Websites

<u>Sumter County School District website</u>	<a href="http://www.sumter.k12.fl.us">www.sumter.k12.fl.us</a>
<u>Pinnacle Global Scholar Grade Book Program</u>	<a href="http://www.sumter.k12.fl.us/GIV.html">www.sumter.k12.fl.us/GIV.html</a>
<u>Renaissance Home Connect</u>	<a href="https://hosted216.renlearn.com/67995/HomeConnect/Login.aspx">https://hosted216.renlearn.com/67995/HomeConnect/Login.aspx</a>
<u>Success Measures</u>	<a href="http://www.fldoe.org/SuccessMeasures/">http://www.fldoe.org/SuccessMeasures/</a>
<u>Next Generation of Sunshine State Standards</u>	<a href="http://www.floridastandards.org">www.floridastandards.org</a>
<u>Florida Virtual School</u>	<a href="http://www.flvs.net">www.flvs.net</a>
<u>FCAT Explorer</u>	<a href="http://www.fcatexplorer.com">www.fcatexplorer.com</a>
<u>Florida's Academic Counseling and Tracking</u>	<a href="http://www.FACTS.org">www.FACTS.org</a>
<u>Florida Parent Educators Association</u>	<a href="http://www.FPEA.com">www.FPEA.com</a>
<u>Alexander Graham Bell Association for the Deaf</u>	<a href="http://nc.agbell.org">http://nc.agbell.org</a>
<u>American Council for the Blind</u>	<a href="http://www.acb.org">www.acb.org</a>
<u>Association for Higher Education and Disability (AHEAD)</u>	<a href="http://www.ahead.org">www.ahead.org</a>
<u>Institute for Independent Living</u>	<a href="http://www.independentliving.org">www.independentliving.org</a>
<u>National Center on Secondary Education and Transition</u>	<a href="http://www.ncset.org">www.ncset.org</a>
<u>The International Center for Disability Resources on the Internet</u>	<a href="http://www.icdri.org">www.icdri.org</a>
<u>I-Safe Internet Safety and Responsibility</u>	<a href="http://www.isafe.org">http://www.isafe.org</a>



### **Ways to Stay Informed**

- Attend school activities, orientations, and workshops.
- Ask the teacher what will be covered this year.
- Sign up to be a classroom volunteer.
- Attend School Advisory Council meetings.
- Join the PTO.
- Ask your child to show you his/her school papers, notes and other communications from the school.
- Read the newsletter. Visit the school's website. Check the online grade book.
- Ask about after school or tutorial programs that may be available at your child's school.

### **Staff Qualifications**

Parents may request information, from the school or district, regarding the professional qualifications of their child's classroom teachers, including the following:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing has been waived;
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; or
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

### **Parent Involvement**

Many opportunities are available for parents, guardians, and community members to be involved in the schools. Parents and community members can get involved with helping to educate our students by volunteering, mentoring, becoming members of the school and/or district advisory councils, and attending parenting classes and workshops offered by the schools. Check the school and district website for upcoming events. Copies of the Title I Parent Involvement Plans and the District Title I Parent Involvement Policy are available at Title I schools and the district office. Parents are encouraged to participate in the development of these Title I plans.

### **Volunteers and Mentoring Opportunities**

To become a volunteer or mentor, you must go to the school in which you want to volunteer and pick up a volunteer form. Complete the form and return the application to the school in which you want to volunteer, along with a copy of your driver's license. The school will send the form to the district office. The district office will process the application and submit it to the School Board for approval. Every volunteer and mentor must be approved annually by the School Board prior to working in the schools.

### **Adult Education**

The Sumter District School Board offers adults the opportunity to earn a GED through our Adult Education Center and the ability to work towards an AA or BA degree through our partnership with Lake Sumter Community College (352-568-0001).

### **No Child Left Behind (NCLB):**

No Child Left Behind is the historic, bipartisan education reform effort that President Bush proposed his first week in office and that Congress passed into law on January 8, 2002. The **No Child Left Behind Act** of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. NCLB is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. For more information, please see: <http://www.ed.gov/nclb>.

## **Elementary Grading Scale**

<b><u>GRADE</u></b>	<b><u>PERCENT</u></b>	<b><u>DEFINITION</u></b>	
A	90-100	Outstanding Progress	E - Excellent
B	80-89	Above Average Progress	S - Satisfactory
C	70-79	Adequate Progress	N - Needs Improvement
D	60-69	Unsatisfactory Progress	U - Unsatisfactory
F	0-59	Failure	

### **School Choice/Supplemental Education Services**

The district currently implements a District Choice Plan and the CHOICE Plan that is required by the "No Child Left Behind Act" for schools not meeting "Adequate Yearly Progress" (AYP) for two consecutive years. CHOICE will be implemented each year upon receiving the Adequate Yearly Progress Status of the Title I funded schools. In addition, Supplemental Educational Services (SES) are provided for eligible students at qualifying schools as required by No Child Left Behind.

### **Instructional Materials**

Students are provided with the necessary textbooks on loan to use throughout the course of the year. The state of Florida is rapidly moving toward a greater reliance on digital content. It is the parents' and child's responsibility to take proper care of the books, materials and assigned technologies and return them after use or before transferring to another school. If a parent wishes to purchase his or her own copy of any student edition textbook, the district will assist with the purchase through the Florida School Book Depository. Such requests should be directed through the Sumter County School District Media Center and requires a cash prepayment. We can also provide you with ordering information from used book vendors if you would prefer ordering books directly. For more information, please call 352-793-2315 ext. 256 or visit the District Media Center at 2680 WC 476, Building 3, Bushnell, Florida 33513.

August 2011

## Kindergarten Skills

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 First Day Teachers	4	5	6
7	8	9	10 First Day Students	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Here are just a few examples. Ask your child's teacher for more or visit [www.floridastandards.org](http://www.floridastandards.org).

- Understands that most people work in jobs in which they produce a few special goods or services.
- Knows that in order to learn, it is important to observe the same things often and compare them.
- Learns that words are made of different sounds and that letters represent those sounds.
- Counts to 100 out loud and matches objects to numbers to 20.

**Retention:**

This refers to students who do not move on to the next grade level at the end of the year due to not meeting district and state criteria for promotion.

**Stanford 10 (SAT10):**

This reading and math assessment is given in March to students in kindergarten, first, and second grades.

## Kindergarten Promotion Requirements

Alpha grades and numerical grades will be used for the basic subjects of reading, math, and language arts. E,S,N, and U grades will be used for handwriting, process writing, music and physical education. The areas of science and social studies will be integrated with those of other subject areas using the county grading system for grading K-5.

Promotion will be based on the following criteria:

- Achieving a 70 or higher for the year in reading course work designated as on grade level
- Scoring at the 45<sup>th</sup> national percentile or higher on the SAT 10 in **Total Reading**
- Achieving a 70 or higher for the year in math course work designated as on grade level

# September 2011

## First Grade

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Holiday-All	6	7	8	9	10
11	12	13	14 Early Dismissal	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Here are just a few examples. Ask the teacher to explain what will be covered or go to [www.floridastandards.org](http://www.floridastandards.org).

- Understands broad categories of time (past, present, future, yesterday, today, tomorrow) and understands calendar time.
- Recognizes that life occurs on or near the surface of the Earth in land, air, and water.
- Knows simple words by sight and reads familiar stories and articles aloud with expression.
- Reads and writes numerals of 100 or more.

## First Grade Promotion Requirements

Alpha grades and numerical grades will be used for the basic subjects of reading, math, and language arts. E,S,N,U grades will be used for handwriting, process writing, music and physical education. In the areas of science, social studies, and spelling, schools have the option of integrating the grades with those of other subject areas or using the county grading system for grades K-5.

Students will be required to attain two out of the three criteria for promotion in Reading:  
 Mastering 70% or more of the Reading Next Generation Sunshine State Standards  
 Achieving a 70 or better for the year in reading and be designated as on grade level  
 Scoring at the 45<sup>th</sup> national percentile or higher on the SAT 10 in **Reading Comprehension**

**AND**

Students will be required to attain two out of the three criteria for promotion in Math:  
 Mastering 70% or more of the Math Next Generation Sunshine State Standards  
 Achieving a 70 or better for the year in math and be designated as on grade level  
 Scoring at the 45<sup>th</sup> national percentile or higher on the SAT 10 in **Total Math**

**Adequate Yearly Progress (AYP):**

This is the term *No Child Left Behind* uses to explain that your child's school has met state reading, math and writing goals. Your school district's report card will let you know whether or not your child's school has made AYP.

October 2011

## Second Grade

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12 Early Dismissal	13	14	15
16	17	18	19	20	21 Holiday	22
23	24	25	26	27	28	29
30	31					

Here are some examples. Ask the teacher for a more comprehensive list or go to [www.floridastandards.org](http://www.floridastandards.org).

- Knows the accomplishments of major scientists and inventors.
- Knows that scientists and technologists use a variety of tools (e.g. thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.
- Develops vocabulary by reading independently and reads aloud easily and with expression.
- Counts and groups objects into hundreds, tens, and ones.

### Exceptional Student Education Program:

Through this program, which is also known as ESE, students with disabilities receive an education designed through an Individual Educational Plan (IEP) to meet their specific needs. ESE students seeking regular diplomas take the same tests and are graded on the same scale as other students.

## Second Grade Promotion Requirements

Alpha grades and numerical grades will be used for the basic subjects of reading, math, language arts, and spelling. E,S,N and U grades will be used for handwriting, physical education, music and process writing. In the areas of science and social studies, schools have the option of integrating the grades with those of other subject areas or using the county grading system for grades K-5.

Students will be required to attain two out of the three criteria for promotion in Reading:

- Mastering 70% or more of the Reading Next Generation Sunshine State Standards
- Achieving a 70 or better for the year in reading and be designated as on grade level
- Scoring at the 45<sup>th</sup> percentile national percentile or higher on the SAT 10 in **Reading Comprehension**

### AND

Students will be required to attain two out of the three criteria for promotion in Math:

- Mastering 70% or more of the Math Next Generation Sunshine State Standards
- Achieving a 70 or better for the year in math and be on grade level
- Scoring at the 45<sup>th</sup> national percentile or higher on the SAT 10 in **Total Math**

# November 2011

Sun Mon Tue Wed Thu Fri Sat

## Third Grade

		1	2	3	4	5
6	7	8	9	10	11 Holiday-All	12
13	14	15	16		18	19
20	21 Thanksgiving Holiday	22 Thanksgiving Holiday	23 Thanksgiving Holiday	24 Thanksgiving Holiday	25 Thanksgiving Holiday	26
27	28	29	30			

Here are some examples. Ask the teacher for a more comprehensive list or go to [www.floridastandards.org](http://www.floridastandards.org).

- Understands the influence of geography on history.
- Knows that some source of energy is needed for organisms to stay alive and grow.
- Reads reports, articles or stories fluently and tells the author's reason for writing.
- Read, write and identify proper fractions.

### Third Grade Promotion Criteria.

Alpha grades and numerical grades will be used for the basic subjects of reading, language arts, math, science, and social studies. In the area of spelling, schools have the option of integrating the spelling grade in with reading or using the county grading system for grades K-5. E,S,N, and U grades will be used for handwriting, process writing, music and physical education.

Third grade students must show no evidence of a reading deficiency as demonstrated by scoring level 2 or above on the 3rd grade reading portion of FCAT 2.0 to be promoted to the next grade. Third grade students who are retained must be provided intensive interventions in reading to identify the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

**Florida Comprehensive Assessment Test:**  
 Also known as the FCAT, this is a series of tests given during April to all public school students in Florida who are in grades 3 through 11. During testing, students are assessed in reading, math and science. The FCAT Writing assessment is administered to students in grades 4, 8, and 10.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 Early Dismissal	23 Winter Holiday	24
25	26 Winter Holiday	27 Winter Holiday	28 Winter Holiday	29 Winter Holiday	30 Winter Holiday	31

## Fourth Grade

Here are a few examples. The teacher can provide a complete list of important concepts or go to [www.floridastandards.org](http://www.floridastandards.org).

- Knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.
- Knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our solar system.
- Reads fluently and understands ideas that are told directly and ideas that are implied.
- Determines equivalent forms of whole numbers to fractions, fractions to fractions, and fractions to decimals.

### Individual Education Plan:

Known as an IEP this is an individualized plan developed for students with disabilities by a team of parents, educators, and a representative of the school district. The plan lists accommodations the student needs, as well as academic goals and teaching

### Fourth and Fifth Grade Promotion Requirements

Alpha grades and numerical grades will be used for the basic subjects of reading, language arts, math, science, and social studies. In the area of spelling, schools have the option of integrating the spelling grade in with reading or using the county grading system for grades K-5. E,S,N, and U grades will be used for handwriting, process writing, music and physical education.

### Honor Roll

Honor rolls will be computed for grades 3-5 but are prohibited for grades K-2. Honor rolls shall include only those students who are working at or above grade level and who meet the grade requirement (B's or better). Students must receive no grade lower than S (satisfactory) when E,S, N, U grades are used. Handwriting, music, PE and conduct grades will not be used as criteria for honor roll.

### Fifth Grade

Here are a few examples. Ask the teacher for his/her list of what will be covered or go to [www.floridastandards.org](http://www.floridastandards.org).

- Understands the cultural, social, and political features of Native Americans and their contributions to American history.
- Knows that an object may move in a straight line at a constant speed, speed up, slow down or change direction dependent on a net force acting on an object.
- Reads text and determines the main idea, identifies details and facts, and arranges events in sequential order.

# January 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Winter Holiday	3 Winter Holiday	4 Winter Holiday	5 Teachers return	6	7
8	9 Winter Holiday ends	10	11	12	13	14
15	16 Holiday	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

The middle school years are an exciting time for students as they make the transition from elementary school to secondary school. They are exposed to new academic challenges, more freedom during the course of the day, interscholastic sports, band, cheerleading and science fair.

Seventh and eighth grade students may participate in interscholastic competition including: football, girls' volleyball, boys' and girls' basketball, boys' and girls' track and girls' softball. Band is available to any student in grades six through eight along with various competitions during the school year. Nominations to participate in a district all-star band are encouraged and supported. School-wide science fair competition takes place in February with school-wide winners advancing on to the regional science fair competition.

## Secondary Grading Scale

<u>GRADE</u>	<u>PERCENT</u>	<u>GRADE POINT VALUE</u>	<u>DEFINITION</u>
A	90 - 100	4.0	Outstanding Progress
B	80 - 89	3.0	Above Average Progress
C	70 - 79	2.0	Adequate Progress
D	60 - 69	1.0	Lowest Acceptable Progress
F	0 - 59	0	Failure
*I	0	0	Incomplete

### K-12 Comprehensive Research-Based Reading Plan:

The 2011-12, K-12 Comprehensive Reading Research-Based Reading Plan is a working document for the district that describes how Sumter County will provide leadership at the district and school level that is guiding and supportive of the reading initiative. Descriptions of core and supplemental reading programs are included along with placement procedures for students. The plan shows how the analysis of data drives all decision-making.

\* A plan must be developed with the student to complete work. Failure to complete work in a specific time will result in a grade of "F".

Letter grades will be given for all classes including enrichment, exploratory, or "wheel" classes.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8 Early Dismissal	9	10	11
12	13	14	15	16	17	18
19	20 Holiday	21	22	23	24	25
26	27	28	29			

### Helping Your Middle School Child Do Better In School

- Involve your child in activities involving measurement where he/she must read and follow directions: cooking, building, assembling items, and other home projects.
- Provide a place and a time for your child to study every day.
- Link privileges to performance.
- Poor performance at middle school is sometimes caused by poor attendance. If grades or test scores begin to dip, stay in close touch with school officials regarding tardiness or truancy.

Promotion Criteria			
The following criteria shall be considered to determine promotion:	Grade 6	Grade 7	Grade 8
Received a yearly passing grade in all five of the major academic subjects including language arts, mathematics, reading, science, and social studies.	X	X	X
Achieved a 4.0 or better score on the FCAT Writing or Sumter Writes!			X
Students entering high school as 9 <sup>th</sup> graders in 09-10 school year must also receive a passing grade in a semester long career and education planning course in which they create an electronic Personal Education Plan. (ePEP)			X

# March 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9 Early Dismissal	10
11	12 Spring Holiday	13 Spring Holiday	14 Spring Holiday	15 Spring Holiday	16 Spring Holiday	17
18	19 Holiday ends	20	21	22	23	24
25	26	27	28	29	30	31

## Reading Support

Middle and high school students who score at Level I on FCAT Reading are required to be enrolled in and complete an intensive reading course the following year. The Level 2 readers will be placed in either an intensive reading course or a content area course in which reading strategies are delivered.

## Reporting to Parents

Each school is to establish procedures for notification of parents or guardians when it is apparent that a student is not making satisfactory progress towards promotion and may need special placement or to be retained. Scores from achievement and assessment tests will be communicated to parents. Parents or guardians will be notified when the decision has been made that a student is to be retained, promoted by the Board for “good cause”, or recommended to attend extended day/summer school to complete promotion requirements.

### **Progress Monitoring Plan (PMP):**

The Progress Monitoring Plan is developed by teachers and parents for any student who scores below level 3 on the most recent FCAT or below the 45th percentile on SAT 10. It provides information about those academic areas in which the child is not meeting proficiency levels. This plan is used to chart and measure progress.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 Holiday	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Holiday	27	28
29	30					

## How Parents Can Help High School Students

- Require adequate time for sleeping, studying, and reading.
- Link privileges to performance.
- Sometimes poor performance by high school students is caused by poor attendance. If grades or test scores begin to dip, stay in close touch with school officials regarding tardiness and truancy.
- Take time every day to ask what happened in school, what new concepts were discussed, and what assignments are due.
- Call your child's counselor for help in scheduling teacher conferences if grades drop or your child isn't catching on to important concepts.
- Review your child's Personal Education Plan and discuss their goals for the future.

### School in Need of Improvement:

This is the term *No Child Left Behind* uses to refer to schools receiving Title I funds that have not met federal or state reading and math goals (AYP) for at least two years. If your child's school is labeled a "school in need of improvement," it receives extra help to improve and your child has the option to transfer to another public school, including a public charter school, but not a charter in the work place. Also, your child may be eligible to receive free tutoring and extra help with schoolwork. Contact your child's school district to find out if your child qualifies..

## Academic Counseling

Many counselors encourage students, regardless of their postsecondary plans, to pursue a challenging program of study in high school. Even those students who don't go on to college or career training immediately after high school might change their minds later on. Some high school counselors work with middle school counselors to ensure that students have the opportunity to take courses that will prepare them for postsecondary education. For more information about choosing the right courses in high school, go to: [www.ed.gov/thinkcollege/early/students/college\\_me.htm](http://www.ed.gov/thinkcollege/early/students/college_me.htm).

Middle school counselors are in an excellent position to help parents and students begin thinking early about postsecondary options, and together, begin planning how to get there. Students should plan a high school course schedule in the eighth grade. Successful students begin by planning ahead. [www.FACTS.org](http://www.FACTS.org) is Florida's official student advisory website. It's a terrific resource for students and parents whether the goal is a vocational certification or a 2-year or 4-year degree. FACTS.org can provide the necessary information for mapping out a student's future.

# May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Early Dismissal	26
27	28 Holiday	29	30 Last Day for Teachers	31		

### The School Counselor Can Provide Information on:

- Required Grade Point Average
- Basic Course Substitutions
- Credit/Attendance
- Student Workforce Preparation
- Major Areas of Interest
- Dual Enrollment Program Provisions, and
- Scholarship Opportunities.

## Graduation

A student completing the Sumter School District high school program may be granted a Standard Diploma, a Certification of Completion, a Special Diploma, or a Special Certificate of Completion. Graduation requirements are based on the requirements in effect when a student first enters the ninth grade with the exception of those elements changed by law and placed in effect during the student’s enrollment (i.e. increased GPA requirements).

Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 required credits 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 Sumter Virtual School or an online dual enrollment course offered pursuant to a district interinstitutional articulation agreement. A student who is enrolled in a full-time or part-time virtual instruction program meets this requirement.

**Student Progression Plan:**

The Student Progression Plan is a technical document detailing federal, state and local rules concerning attendance, course of study, report cards, promotion and retention, testing, grading, academic standards, transfers, credits, honors, diplomas, and related topics. It is annually reviewed, revised and approved.  
<http://www.flbsi.org/schoolimprove/studentprogression/index.htm>

## GRADUATION REQUIREMENTS FOR STANDARD DIPLOMA

Subject Area	Entered 9 <sup>th</sup> Grade in 11-12	Entered 9 <sup>th</sup> Grade in 10-11	Entered 9 <sup>th</sup> Grade in 09-10	Entered 9 <sup>th</sup> Grade in 08-09	Entered 9 <sup>th</sup> Grade in 07-08
English	4 credits with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature
Mathematics	*4 credits, which include Algebra I and Geometry or their equivalents or a higher level mathematics course	*4 credits, which include Algebra I and Geometry or their equivalents or a higher level mathematics course	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course
Science	3 credits in natural science; two must have a laboratory component and Biology 1 or an equivalent course	3 credits in natural science; two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science)	3 credits in natural science; two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science)	3 credits in natural science; two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science.)	3 credits in natural science; two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science.)
Social Studies	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities (2 credits)	Not required for high school graduation, but required for admission into state universities	Not required for high school graduation, but required for admission into state universities	Not required for high school graduation, but required for admission into state universities	Not required for high school graduation, but required for admission into state universities
Practical Arts/ Performing Fine Arts	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)
Physical Education	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health
Electives	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses
Total Credits	24 (1 must be online learning)	24	24	24	24
State Assessment Requirements	<p>Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>Passing score on Algebra 1 end-of-course (EOC) assessment in order to earn course credit</p> <p>Must take Geometry and Biology EOC's and have them count as 30% of the course grade</p>	<p>Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</p> <p>Must take the Algebra I end-of-course (EOC) assessment and have it count as 30% of the course grade.</p>	<p>Passing scores on the Grade 10 FCAT2.0 Reading and FCAT Math or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</p>	<p>Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</p>	<p>Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</p>

## Appropriate Dress

The Sumter County School Board will prohibit a student while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

Each school will provide a written dress code for students that explain the responsibility of each student with regard to appropriate dress, respect for self and others, and the role that appropriate dress and respect for self and others has on an orderly learning environment.

Pursuant to s. 1003.01(5) Any student who violates the dress code policy is subject to disciplinary actions.

## Certificate of Completion

To be awarded a **Certificate of Completion** a student must have:

- been unable to demonstrate mastery of the Florida Comprehensive Assessment Test (FCAT) and/or the State Student Performance Standards.
- earned the appropriate credits in grades 9-12 as specified in the General Requirements for Graduation including the required courses listed.
- been unable to earn the required 2.0 cumulative grade point average in grades 9-12 based on a 4.0 scale.

This section does not apply to students who have chosen one of the accelerated graduation options, nor does it apply to ESE students who have qualified for an FCAT Waiver

Students completing high school under this option who failed to pass the Florida Comprehensive Assessment Test (FCAT) **shall not march** in graduation exercises or participate in any other senior graduation activities unless they have availed themselves of the numerous remediation opportunities offered by the school. Appeals to this policy will be limited to a review of documentation of attendance and parent notification for remediation opportunities.

Students entering ninth grade in the 2007-2008 school year, and thereafter, that complete high school under this option who fail to pass FCAT or earn a concordant score on ACT or SAT **shall not march**. Numerous remediation opportunities will continue to be offered by school to assist students in earning a standard diploma.

\*Exception: Foreign Exchange Students that are enrolled as seniors for cultural exchange will be allowed to march in graduation exercises, whether or not they actually earn a diploma.

A student may, in lieu of acceptance of a **Certificate of Completion**, elect to return to the secondary school for up to one additional year of remedial assistance.

A student who has been awarded a **Certificate of Completion** shall be admitted to the Adult Education Program at any time and given special assistance in areas of deficiency. The Adult FCAT shall be made available through the Adult Education Program for students or others who have not previously qualified for a standard diploma.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
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24	25	26	27	28	29	30

## Special Diploma

To be awarded a special diploma a student must have been properly classified in accordance with rules established by the State Board of Education and defined in the Student Progression Plan. Nothing in the Student Progression Plan shall be construed to limit or restrict the right of an exceptional student solely to a special diploma. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements for a standard diploma. For complete information regarding special diplomas, please contact your child's guidance counselor.

### Title I:

The U.S. Department of Education allocates Title I funds based on the number of children from low-income families in each district. These funds are used in Title I schools to provide supplementary programs and assistance to enhance the instructional curriculum. Copies of Title I Schoolwide Plans and the district's LEA Plan are available at the district office and at each Title I school. Parents are encouraged to provide input on the development of these plans.

## SPECIAL CERTIFICATE OF COMPLETION

To be awarded a Special Certificate of Completion, a student must have been properly classified as intellectually disabled, deaf or hard-of-hearing, specific learning disabled, orthopedically impaired, other health impaired, traumatic brain injured, language impaired, emotional/behavioral disabled, dual-sensory impaired or a student with an autism spectrum disorder and must meet all applicable requirements required by the local school board but be unable to meet the appropriate special state minimum requirements. For complete information regarding Special Certificate of Completion, please contact your child's school guidance counselor.

## Acceleration/Alternatives for Graduation

Parents of students entering high school will be notified of the opportunities and benefits of acceleration options and alternatives for earning credit towards graduation. Students may qualify for early graduation and/or an accelerated program through the following methods:

- **Early admission** allows the student to enter college following completion of grade eleven. College credits will be converted to high school credits as noted on the state dual enrollment course conversion listing. The fourth required language arts course may either be taken at the high school or may be substituted with a college composition course. The early admission program is a full-time program. Students are exempt from the payment of registration, matriculation, and lab fees.
- **Advanced Placement** (AP) allows the student to take a course offered by the Advanced Placement Program administered by the College Board. A passing grade in the course will be accepted for a high school credit. A qualifying score on the AP exam determined by the post secondary institution can earn the student college credit. Postsecondary credit for an AP course may be awarded by the postsecondary institution to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. No postsecondary credit is awarded to a score below a 3. Student access to challenging AP courses should be considered for highly motivated, academically prepared students upon an evaluation of his/her academic history and requirements inside and outside the classroom including the mandatory exam. Parents and students should be made aware of all guidelines for participation in the program at the beginning of the course prior to the deadline for drop/add and must sign the student /parent letter of agreement.
- **Dual enrollment** permits the student in grades 11-12 to attend the Community College on a part-time basis. Academic college credits will be awarded when earned and may count in lieu of high school credit in the manner prescribed on the dual enrollment course conversion listing. The dual enrollment program is a part-time program. Tuition is waived and instructional materials are provided the student free of charge. Students must pass the required components of the Common Placement Test (CPT), Post Secondary Education Readiness Test (PERT) or other college placement instrument, have a 3.0 or higher GPA, and pass FCAT in order to be eligible to participate in dual enrollment.
- **Job entry** permits a student who has reached the age of sixteen, completed grade eleven, and has met all requirements of promotion to the twelfth grade to substitute 150 hours of supervised work experience for one credit.
- **Summer Agriculture Coop** allows students who are entering grade 10 through grade 12 to earn credit in the summer. Maximum credits earned per summer are limited to one (1).
- **Vocational Dual Enrollment** permits high school students to attend both their home base high school and Withlacoochee Vocational Technical Center during the school day. Credit will be granted by the institution providing the instruction and recorded by the high school.
- **Florida Virtual School** permits a high school student to earn credits towards graduation in courses offered via the internet. In order to participate, students must be enrolled as full-time students in a regular school program and get approval from the school guidance counselor.

## Acceleration/Alternatives for Graduation

- **Algebra I Honors** may be offered as a high school credit class in grade 8.
- **Tech Prep/Career Pathways** programs allow high school students to test for college credit after successful completion of a Career and Technical Education program of study for which Lake Sumter Community College and Sumter County Schools have an articulation agreement.
- **Credit-by-Exam Equivalencies** are minimum recommended credits that universities and community colleges must award if a student achieves a specified score on AP, AICE, IB, or CLEP exams even if they do not offer the course.
- **Accelerated Graduation Options** as described under the Course Requirements section of the Student Progression Plan allow students to obtain a high school standard diploma following successful completion of the prescribed components.
- **Credit Acceleration Program (CAP)** is created for the purpose of allowing a secondary student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course to take the standardized end-of-course assessment during the regular administration of the assessment.



### Honor Student Designation

Students should be working toward a regular/standard diploma in order to be eligible for the honor roll or honors at graduation; no student receiving a Certificate of Completion (having failed to meet state testing requirements for graduation) will be eligible for honor student status. All students must obtain a 3.5 or higher grade point average in order to be named honor students upon graduation (cumulative weighted, grades 9-12). Grades for the purpose of determining honor students' status will be calculated through the seventh semester (fifteenth quarter for block schedule). Both high school and dual enrollment courses will be calculated. Honor students completing over 18 credits shall have .5% added to their GPA's for each credit over 18 for the purpose of local total GPA and class rank. Class ranking and diploma designations will be determined at the end of the year. Valedictorians and salutatorians will be named on the basis of this final calculated GPA. For valedictorian standing, if students' grade point averages are derived from exactly the same number of weighted credits and grades are identical with the only difference being additional nonweighted credits taken in which the student is awarded an "A", the students shall be named co-valedictorians. Transfer students must reside in the district and complete the entire final nine weeks of the senior year in order to be considered for class ranking.



### Virtual School Information

The Sumter County School Board is contracting with K12 Virtual for the 2011-12 school year. If you are interested in a full time Virtual School Program for a child in grades K-8, please contact Debbie Moffitt at 352-793-2315 x260 or [moffitd@sumter.k12.fl.us](mailto:moffitd@sumter.k12.fl.us). Eligible students must have attended public school in the prior school year and be a resident of Sumter County. Enrollment for 1st semester closed July 15, 2011. It reopens November 28-December 21, 2011 for second semester.

### Tobacco

It is unlawful for any person under 18 years of age to smoke tobacco in, on or within 1000 feet of the real property comprising a public or private elementary, middle, or secondary school between the hours of 6:00 a.m. and midnight. This section does not apply to any person occupying a moving vehicle or within a private residence (Florida Statute 386.212). Further it is unlawful for any person under 18 years of age to knowingly possess any tobacco product. Anyone violating this statute commits a noncriminal violation punishable by:

**For a first violation:** 16 hours of community service or, instead of community service, a \$25.00 fine. In addition, the person must attend a school-approved anti-tobacco program, if locally available; **For a second violation** within 12 weeks of the first violation, a \$25 fine; or **For a third or subsequent violation** within 12 weeks of the first violation, the court must direct the Department of Highway Safety and Motor Vehicles to withhold issuance of or suspend or revoke the person's driver's license or driving privilege (Florida Statute 569.11).

**No student, regardless of age, will be allowed to use tobacco or tobacco products while on campus.** Bringing, or using tobacco products, at school will result in disciplinary action under the district's Code of Student Conduct.

### District Bullying and Harassment Policy

It is the policy of the Sumter County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined by Board rule, is prohibited.

The District upholds that bullying or harassment of any student or school employee is prohibited

1. During any education program or activity conducted by a public K-12 educational institution;
2. During any school-related or school-sponsored program or activity;
3. On a school bus or public K-12 institution; or
4. Through the use of data or computer software that is accessed through the computer, computer system, or computer network of a public K-12 education institution.

## If You Think Your Child Needs a Special Program

Sumter County offers programs for students with special needs. We are committed to serving all of our students in a positive, supportive environment in which they can reach and/or exceed their potential. The ESOL (English Speakers of Other Languages) Program is for children who are English Language Learners (ELL). The program helps your child learn English so that he or she can be successful in the general education classroom. Sumter offers the mainstream/inclusion model for English/language arts and the core/basic subject areas. If you have any questions about the ESOL program, please call 352-793-2315, extension 259 or your child's school.

When your child enters one of our schools for the first time, you will receive a registration packet that contains a "Home Language Survey." This survey has three questions. If you answer "Yes" to any of these questions, your child will be referred to the school ESOL Coordinator (often the guidance counselor).

- The school ESOL Coordinator will give your child a test that determines how well he or she can understand and speak English. Your child may also be given the reading comprehension and language usage subtests of a norm-referenced test to determine how well he or she reads and writes English.
- Based on the results of the assessment(s), previous school records (if available) and information provided by you, your child may be determined eligible for the ESOL program. If so, you will be notified, and a committee will meet to write a plan to assist your child in being successful at school. As a parent or guardian, you are an important part of this committee, and your participation in writing this plan is critical.
- Teachers who work with our ELL students are required to have special training in working with children who are learning to speak, read and write in English. If your child's teacher has not completed all of the required training, you will be notified in writing by the school.
- Our district also has an ESOL Parent Leadership Council that meets several times a year to identify any problems or concerns that ELL parents may have. If you would like to serve on this council, please contact Jytte Jensen at 352-793-2315, extension 266.

**Response to Intervention**, also known as RtI is a multi-step approach to providing services and intervention, at increasing levels of intensity, to students who struggle with learning and/or behavior. Parent involvement is encouraged throughout the process. RtI is not a referral to Exceptional Student Education, nor is it meant to take the child out of the classroom. It is a commitment on the part of the professionals working with your child to find/use the interventions that will help your child succeed in the general education classroom.

The Exceptional Student Education (ESE) Program is for children who have disabilities and for children who have exceptionally high intellectual abilities. Children in either of these categories have special needs, and Sumter County is committed to meeting those needs.

- Under the Individuals with Disabilities Education Act (IDEA) reauthorized in 2004, children with any disabilities listed under that law are guaranteed a "free appropriate public education" in the "least restrictive environment" along with all appropriate "related services" required for your child to benefit from his or her education.

- If you believe that your child has a disability that keeps him or her from being successful in school, please contact the school guidance counselor.
- If your child is identified as having a disability, he or she is entitled to certain rights. These rights are explained in a document called Summary of Procedural Safeguards for Students with Disabilities. Copies of these rights are given and explained to parents during the referral process and at least one time a school year if your child is determined to have a disability. Should you wish to receive a copy of this document at anytime, please call 352-793-2315, extension 259, and make your request. McKay, Opportunity and Tax Corporate Scholarships are available to all students who qualify.
- If you believe that your child has exceptionally high intellectual abilities, you should ask that he or she be screened for the gifted program. If evaluation is called for, the process includes diagnostic assessments. Once the assessments have been completed, an eligibility committee will meet, and, if the eligibility criteria are met, you will be invited to a meeting to write an Educational Plan (EP) to meet your child's special needs.
- If your child is identified as gifted, he/she is entitled to certain rights. These rights are explained in a document entitled Summary of Procedural Safeguards for Students Who Are Gifted. Copies of these rights are given and explained to parents during the referral process and upon notification of each Educational Plan meeting if your child is found eligible for the gifted program.

## FCAT Test Accommodations for Students with Disabilities

### Accommodations for Students with Disabilities

Classroom and state and district testing accommodations are permitted for a student with a disability as determined by the IEP committee. **Some examples** of accommodations permitted on state and district testing are:

#### Presentation:

- Use of magnification devices
- A large print version of the test
- A Braille version may be requested for a student who uses Braille materials
- Use of straight edge to maintain or enhance visual attention to test items
- Signed or oral presentation of all directions and items other than reading passages and items

#### Responding:

- Dictation responses to a proctor
- Entering answers directly in a test book
- Signing responses to an interpreter

#### Scheduling:

- Use of extended time to take any session of the test
- Taking the test in several brief sessions with break options

#### Setting:

- Individually or in a small group setting with a test administrator/proctor

# Internet Safety

## Look Both Ways

How many times have you reminded your children to look both ways before crossing the street, or to not talk to strangers? Now that children and teens are spending more time than ever on the Internet, there's a new set of precautions to remind them about. Just as we've been teaching them about physical safety in the real world, we need to help them be safe in the online world.

## On Line Guidelines for Parents

While children need a certain amount of privacy, they also need parental involvement and supervision in their daily lives. The same general parenting skills that apply to the "real world" also apply online. By taking responsibility for your children's online computer use, you can greatly minimize potential risks of being online.

## Make it a family rule to:

PNever give out identifying or personal information – home address, school name, telephone number, age, marital status, or financial information in chat rooms or bulletin boards – Children under 13 are never to provide personal information without their parents' consent;

- Be cautious of posting photographs of your children on Web sites that are available to the public;
- If you have cause for concern about your children's online activities, talk to them. Remember – how you respond will determine whether your children confide in you the next time they encounter a problem;
- Never allow your children to arrange a face-to-face meeting with someone they've "met" online unless they've received your permission;
- If you become aware of the transmission, use, or viewing of child pornography while online, immediately report this to the National Center for Missing & Exploited Children's CyberTipline at 1-800-843-5678 or [www.cybertipline.com](http://www.cybertipline.com);
- Instruct your children not to click on any links that are contained in email from persons they don't know. Such links could lead to inappropriate Web sites;
- Remember that people online may not be who they seem. Someone indicating that "she" is a "12-year old girl" could in reality be a 40-year old male predator;
- Be careful about offers that involve personally coming to a meeting, having someone visit your house, or sending money or credit card information;
- Keep the computer in a public room rather than the child's bedroom;
- Share an email account with your children to oversee their mail, and consider joining your children when they are in private chat areas;
- Utilize the filtering features built into the popular Internet browsers and software programs that block areas known to be inappropriate for children. You can find information about filtering programs at [www.getnetwise.org/tools/](http://www.getnetwise.org/tools/) ;
- Discuss the benefits and dangers in using the Internet and assist your child in learning

- how to make wise decisions online;
- Spend time with your child online;
- Report child pornography and/or sexual exploitation of children to your local law enforcement office and [www.cybertipline.com](http://www.cybertipline.com).

## Tips for Students

- Only give out identifying information when you trust the site and know that it is secure (look for [https](https://) in the address). Children under 13 years old are not to provide identifying information without their parent's approval.
- Try not to panic if you see an inappropriate website. Simply exit the window or turn off the computer.
- Do not agree to meet someone whom you have met online.
- Only open emails from people you do know.
- Parents should be involved with any online purchase.
- The Internet is a great tool that is used for many wonderful things. Just like any community, there are areas on the Internet where you can find yourself in compromising situations.

## For More Information

### State of Florida Attorney General Safety Site:

<http://www.safeflorida.net>

### CyberTipline through the National Center for Missing & Exploited Children:

<http://www.cybertipline.com>

### NetSmartz Online Safety

<http://www.netsmartz.org>

### FBI – Parent Guide to Internet Safety

<http://www.fbi.gov/stats-services/publications/parent-guide>

### GetNetWise

<http://getnetwise.org>

## Home School Education

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. If you choose to set up a home education program for your child, go to the Florida Parent Educators Association Website at <http://www.FPEA.com> for information. You file a letter of intent with the Student Services Department at the district office. The district office will send a copy of your letter to the school, and your child will be withdrawn with a home education code.

The law requires an annual evaluation, which is due no later than one year from the date on your Intent to Register letter. A sample evaluation form can be found at the above website. A home education student in grades 1-5 who returns to a Sumter County public school will be administered the Reading Comprehension subtest and Math Problem solving, and Math Procedures subtests (which produces a Total Math score) of 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 subtests 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.

Middle school courses and grades, an high school credit and grades shall be granted when validated by an official transcript. The official transcript should clearly identify the school, the student, course number, date the course was taken, credit earned (high school) and grade in each course. If a home education student does not have an official transcript, courses taken (middle school) or credits (high school) shall be validated through performance in the first grading period. The student will be placed at the appropriate sequence course level and should have a minimum grade point average of 2.0 at the end of the first grading period. If he/she does not, placement will be reconsidered.

### Sumter District Schools

August 3	First Day for Teachers
August 10	First Day for Students
September 5	Holiday – ALL
September 14 *	Early Dismissal for Students
October 12 *	Early Dismissal for Students
October 21	Holiday for Students
	Professional Day for Teachers
November 11	Holiday - ALL
November 21-25	Thanksgiving Holidays-ALL
December 22 *	Early Dismissal for Students and Teachers
December 23	Winter Holiday Begins for ALL
January 5	Winter Holiday Ends for 250-Day Employees Teachers Return (Professional Days for Teachers)
January 9	Winter Holiday Ends for Students at regular a.m. reporting time.
January 16	Holiday – ALL
February 8 *	Early Dismissal for Students
February 20	Holiday for Students and Teachers
March 9 *	Early Dismissal for Students and Teachers
March 12-16	Spring Holiday Begins for Students and Teachers
March 19	Spring Holiday Ends for Students and Teachers at regular a.m. reporting time
April 6	Holiday-Students and Teachers
April 26	Holiday for Students-Professional Day for Teachers
May 25 *	Early Dismissal for Students & Teachers- Last Day for Students
May 28	Holiday ALL
May 30	Last Day for Teachers

(\*See School Notices for Dismissal Times.)

**In the event of emergency school closure during hurricanes, this calendar will be modified (Nov. 21-23 are designated as hurricane make-up days).**

### The Villages Charter School

August 4	New Teachers Report
August 8	Returning Teachers Report
August 10	Non-Instruct. Staff Report
August 11	Orientation
August 15	1st Day for Students
September 5	Labor Day - No School
October 21	No School*
October 21	Teacher Professional Day
November 21-25	Fall Break
November 28	Students Return
December 20	Last Day before Break
December 21	Winter Break Begins
December 21-23	PreK-4th Camp
January 1	New Year's Day – Holiday
January 3	Teacher Professional Day
January 4	Return from Winter Break
January 16	MLK Day - No School*/ Teacher Professional Day
February 20	President's Day-No School*
February 28-29	FCAT Writing
March 1	FCAT Writing
March 12-16	Spring Break (PK-4th Camp)
March 19	Students Return
March 26-30	SAT 10
April 6	No School*
April 16-27	FCATS
May 25	Last Day for Students
May 26	VHS Graduation
May 28	Memorial Day Holiday
June 1	Last Day for Teachers

## Grading Period Information

First 9-weeks ends: October 12  
 Second 9- weeks ends: December 22  
 Third 9-weeks ends: March 21  
 Fourth 9-weeks ends: May 25

End of first semester: December 22  
 End of second semester: May 25

### Progress Report Dates

September 12  
 November 16  
 February 9  
 April 24

### Report Card Dates

October 24  
 January 17  
 April 2  
 May 25  
 June 4

### ***Important***

The Villages Charter School follows an alternate school year calendar. For more information, please call the school or go to:

[www.tvcs.org](http://www.tvcs.org)

## Florida Self-Assessment Checklist

The Florida Parent Self-Assessment lists ways that you as the parent or guardian can continue to be involved with your child's education and also allows you to self-assess your current involvement. Read the items below and check what you are currently doing and then look at what is not checked and see if you can, by the end of the year, be able to check off the other items to help improve your child's success in school. **This checklist is for your information only. Please do not return to the school.**

### **Attitude**

- Parent stresses the importance of education and doing one's best in school.
- Parent expresses belief in the child's ability to be successful.
- Parent helps the child to set short and long term educational goals.
- Parent celebrates child's academic accomplishments.

### **Academics**

- Parent supports reading with age appropriate home activities.
- Parent ensures that the child has a consistent time and place to do homework.
- Parent ensures that child has access to materials needed to complete assignments.
- Parent regularly discusses and asks to see work that the child is doing in school.
- Parent attends workshops and activities provided by school.

### **Behavior**

- Parent monitors use of Internet and television viewing by child.
- Parent teaches and reinforces positive behaviors such as respect for self and others, hard work and responsibility.
- Parent is aware of and enforces school behavioral expectations.

### **Building Responsibility**

- Parent ensures that child has a regular routine.
- Parent encourages child to accept responsibility for his/her actions.
- Parent ensures that child is in attendance and on time to school each day.
- Parent monitors and promotes child's participation in extracurricular and after school activities.

### **School/Home Connections**

- Parent communicates regularly with teacher in person, on the phone, by email or through writing.
- Parent prepares for and attends teacher conferences or other individualized student meetings.
- Parent attends orientations, curriculum fairs, parent/teacher meetings, or other school activities.
- Parent volunteers in the school setting when possible.