STUDENT PROGRESSION PLAN

Grades Pre-K – 12 & Adult

Sumter District Schools
Richard A. Shirley
Superintendent
2017-2018
STUDENT PROGRESSION PLAN

2017-2018
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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 Sumter School District is committed to providing a rigorous and relevant standards-based education in a safe environment. Through a partnership of students, parents, staff and community, students are given the opportunity to reach their full potential as lifelong learners and contributing members of society.

The Sumter School District utilizes the state’s public K-12 curricular standards (Florida Standards). These standards permeate all areas of curriculum and, as such, are the responsibility of all teachers. This commitment will ensure our students are College and Career Ready upon graduation.

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.

COMPULSORY SCHOOL ATTENDANCE

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school term. (See Appendix 2)

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. Sumter District Schools have academically challenging curriculum to enhance learning and the district has a process by which a parent may request student attendance at a different school for acceleration purposes.

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. 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 statewide, standardized assessment; 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 statewide, standardized assessment. 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 into a Sumter County school must be in attendance in that school for at least twenty (20) days, or demonstrate capability in the subject matter, in order to receive a report card for that grading period. 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. (See Appendix 2)

Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in
English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the statewide, standardized assessment for English Language Arts (ELA) or an appropriate alternate assessment.

**MILITARY DEPENDENT CHILDREN TRANSFER STUDENT PLACEMENT**

Sumter County Schools participate in the Interstate Compact on Educational Opportunity for Military Children. Schools will make transition easier for the children of military families so they are afforded the same opportunities for educational success as other children, and are not penalized or delayed in achieving their educational goals. Upon receipt of education records, the school shall enroll and appropriately place the student as quickly as possible based on the information provided, and pending validation of the official education records.

The transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, including, English as a second language, exceptional student education, gifted, honors, advanced placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE) and career and technical courses. Program placement must occur based on prior participation or educational assessments conducted at the student’s former school.

(See High School section for further information about Military Dependent Children Student Placement including on-time graduation.)

**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.

Florida students who receive instruction at home and are registered appropriately with their district office as Home Education Program students are eligible to participate in statewide assessments. If parents or guardians have identified an EOC assessment as a selected measure of their child’s annual progress, Home Education Program students may participate in the EOC assessment administration, as directed by the district assessment coordinator.

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 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 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).

<table>
<thead>
<tr>
<th>SUMTER VIRTUAL SCHOOL</th>
<th>GRIGGS UNIVERSITY &amp; INTERNATIONAL ACADEMY</th>
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<tbody>
<tr>
<td>Sumter PREP Academy</td>
<td></td>
</tr>
<tr>
<td>200 Cleveland Ave.</td>
<td>8903 US Hwy 31</td>
</tr>
<tr>
<td>Wildwood, FL 34785</td>
<td>Berrien Springs, MI 49104</td>
</tr>
<tr>
<td></td>
<td>PH: 800-782-4769</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.griggs.edu">www.griggs.edu</a></td>
</tr>
<tr>
<td>PH: 352-568-1113 Ext.83211</td>
<td>K-12</td>
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<tr>
<th>AMERICAN SCHOOL</th>
<th>KEYSTONE NATIONAL HIGH SCHOOL</th>
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<tr>
<td>2200 E. 170th Street</td>
<td>School House Station</td>
</tr>
<tr>
<td>Lansing, IL 60438-6001</td>
<td>420 West 5th Street</td>
</tr>
<tr>
<td>PH: 708-418-2800</td>
<td>Bloomsburg, PA 17815</td>
</tr>
<tr>
<td>9-12</td>
<td>PH: 866-257-6011</td>
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<th>NORTH DAKOTA CENTER FOR DISTANCE EDUCATION</th>
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<tr>
<td>6625 The Corners Pkwy</td>
<td>Division of Independent Study</td>
</tr>
<tr>
<td>Norcross, GA 30092</td>
<td>1510 12th Ave. N.</td>
</tr>
<tr>
<td>PH: 800-349-6961</td>
<td>Fargo, ND 58105</td>
</tr>
<tr>
<td>9-12</td>
<td>PH: 701-231-6000</td>
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<th>BLUE PRINT EDUCATION</th>
<th>MIZZOUK12ONLINE</th>
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<tbody>
<tr>
<td>5651 West Talavi Blvd.,</td>
<td>Columbia, Missouri 65211</td>
</tr>
<tr>
<td>Suite 170</td>
<td>PH: 1-855-256-4975</td>
</tr>
<tr>
<td>Glendale, AZ 85306</td>
<td><a href="http://mizzouk12online.missouri.edu">http://mizzouk12online.missouri.edu</a></td>
</tr>
<tr>
<td>PH: 800-426-4952</td>
<td>6-12</td>
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<th>FLORIDA VIRTUAL SCHOOL</th>
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<td>Distance Learning</td>
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<td><a href="http://www.flvs.net">http://www.flvs.net</a></td>
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<tr>
<td>K-12</td>
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**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 PREP Academy (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 may be assigned to Adult Education or Sumter PREP Academy.

**PARTICIPATION IN COMPETITION**

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

State developed course descriptions, Florida Standards, digital literacy K-12 and other curricula 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. Teachers shall maintain documentation that approved standards have been taught.

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, cooperation, charity, attentiveness, patience and initiative. Students will receive required instruction in recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. In addition, grades 9-12 must include, at a minimum;

- Instruction on developing leadership skills, interpersonal skills, organization skills, and research skills;
- Creating of a resume;
- Developing and practicing skills necessary for employment interviews;
- Conflict resolution, workplace ethics, and workplace law;
- Managing stress and expectations, and
- Developing personal skills in resiliency and self-motivation.

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 month of September shall be designated as “American Founders’ Month.” Instruction will be provided in each social studies class on the intent, meaning, and importance of the Declaration of Independence. A portion of the instruction will focus on students’ recitations of the preamble to the Declaration of Independence. In addition, schools will invite participation of state, county and local governmental officials in appropriate programs, meetings, services, or celebrations to recognize and observe this month.

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.
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 and evidence-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 statewide, standardized assessment for ELA (FSA). Grades 3-8 will be administered FSA for Math. Grades 4-10 will be administered the FSA ELA Writing Component and grades 5 and 8 will be administered the Statewide Science Assessment. Students enrolled in Algebra I, Geometry, Biology, U. S. History, and Civics or equivalent courses will be administered the corresponding state end of course exams (see Middle and High School sections). Each of the above assessments has a designated level at which students are deemed proficient. Appropriate remedial instruction must be provided to students who score below those levels. In addition, students at all grade levels will be given district assessments for progress monitoring.

Each student must participate in district and statewide assessments. In order to receive a standard high school diploma, students will have to pass required statewide assessments. ELA, mathematics, and science 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. Students will be evaluated annually to determine their need for intensive instruction and/or progress monitoring. Students not scoring proficient on all required statewide assessments will be required to attend some form of support.

PROFICIENCY IN READING, WRITING, MATH, SCIENCE and SOCIAL STUDIES

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, mathematics and social studies; 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 support 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 support, the support 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

Sumter students are monitored according to the district’s Progress Monitoring Plan guidelines. In addition, each student who does not meet specific levels of performance on the required assessments as determined by the district school board, must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the area of academic need, and strategies for appropriate intervention and instruction.

The school in which the student is enrolled must develop, in consultation with the student’s parent, and must implement a Progress Monitoring Plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement;

1. A federally required student plan such as an individual education plan (IEP);
2. A school-wide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan shall include instructional and support services to be provided to meet the desired levels of performance. Sumter District School Board will require low-performing students to attend support programs held before or after regular school hours or during the summer if transportation is provided. Each progress monitoring plan will provide for intensive supportive instruction through one or more of the following strategies or program modifications;

- Attendance Plan
- Individual or Small Group Instruction
- Multi-tier System of Support (MTSS)
- Alternative Assignment/Placements
- Tutorial Assistance
- Behavior Plan
- Computer Assisted Instruction
- Special Academic Programs/Placement
- Summer School
- Extended Day Program
- ESOL Strategies

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student’s reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. If a student’s reading deficiency is not remedied by the end of the grade 3, as demonstrated by a score at Level 2 or higher on the state-wide, standardized assessment for grade 3, the student must be retained.
Students in grades 6-12 scoring at Level 1 on statewide, standardized assessment for ELA 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 statewide, standardized assessment for ELA 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 Progress Monitoring Plan must identify the following:

1. the student's specific areas of deficiency as taken from assessment reporting categories.
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 statewide standardized assessment for mathematics subtest must receive remediation the following school year. Middle grades students who score Level 1 or 2 on statewide standardized assessment for mathematics must receive remediation the following year which may be integrated into the student’s required mathematics courses. Each year a student scores a Level 1 or 2 on the Algebra I state EOC assessment; the student must be enrolled in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. Remedial efforts must be appropriately documented on the Progress Monitoring Plan.

**MULTI-TIER SYSTEM OF SUPPORT (MTSS)**

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The MTSS is characterized by a continuum of integrated academic and behavioral supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. 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 Progress Monitoring Plan must identify the following:

1. the student’s specific areas of deficiency as taken from assessment reporting categories
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** and/or who are retained will be required to receive support through the District/Schoolwide Progress Monitoring Plan, as determined by the Sumter County 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.

**EARLY WARNING SYSTEM**

Sumter County elementary and middle schools shall implement an early warning system to identify students in grades K-8 who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
2. One or more suspensions, whether in school or out of school.
3. Prior Year retention
4. Course failure in English Language Arts or mathematics during any grading period.
5. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics for students in grades 4-8, or a deficiency in reading, as determined by the Florida Department of Education, for Students in grades K-3.

When a student exhibits two or more early warning indicators, the school’s child study team or a school based team formed for the purpose of implementing these requirements must convene to determine appropriate intervention strategies for the student. The school must provide at least 10 days’ written notice of the meeting to the student’s parent, indicating the meeting’s purpose, time, and location, and provide the parent the opportunity to participate.

**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 an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.
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 statute.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts (ELA) assessment approved by the State Board of Education.
4. A student who demonstrates, through a student portfolio, that he/she is performing at least a Level 2 on the statewide, standardized ELA assessment.
5. Students with disabilities who take the statewide, standardized ELA assessment and who have an IEP or a Section 504 plan that reflects the student has received intensive instruction in reading or ELA for more than 2 years but still demonstrates a deficiency in reading and who was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received the intensive reading intervention 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. (A student may not be retained more than once in grade 3.)
7. Students who have received intensive remediation in reading or ELA for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

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 will be available to the parent or legal guardian within the state required timeframe.

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 ELA statewide, standardized assessment 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 ELA statewide, standardized assessment, 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 6 years of age and older, 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 (10th) absence and thereafter in a semester, a doctor’s note will be required.

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

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.

In grades K-5, five unexcused tardies (after the tardy bell) or five unexcused early checkouts (before the dismissal bell) will become one unexcused absence.

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

Eligibility for participation in the ESOL program will be determined according to criteria specified in the District English Language Learner (ELL) 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.

RECESS

Schools shall provide 20 minutes per day of recess for students in K-grade 5 which is supervised, safe and unstructured free play, except for the six early dismissal days.

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

At least one course for graduation must be earned through online learning. A student shall not be required to take an online course outside the regular school day or in addition to the courses in which a student is registered in a given semester.

The District provides various options for eligible students to participate in part-time or full time virtual instruction. Options may include:

- Courses in the traditional school setting taught by certified personnel who provide instruction through virtual instruction;
- Blended learning courses taught by certified personnel that consist of traditional classroom and online instructional techniques;
- Online courses offered by the District;
- Online courses offered by another Florida school district;
- Enrollment in Florida Virtual School; and
- Enrollment with a virtual instruction provider approved by the Florida Department of Education.

At the beginning of each school year, the District shall notify parents and students regarding the right and choice to participate in virtual instruction. Notification shall include eligibility the options available to the students and the courses offered by Florida Virtual School and Sumter Virtual School.

**Sumter Virtual Instruction Program (SVIP): (K-12 / Full Time)**

Sumter County School Board offers a full time virtual instruction program (SVIP) for students in grades Kindergarten through 8th grade. When enrolled in this program, the student does not attend a “brick and mortar” school, but is schooled at home, full time.

Students in grades 2-5 may enroll in full-time options offered by FLVS, school districts and virtual charter schools.

Home education and private school students are eligible to enroll in:
- FLVS FT public schools (grades K-12)
- FLVS PT schools (grades K-12)
- District full-time virtual programs (grades K-12)
- District franchises of FLVS (grades K-12)
- Virtual charter schools (Grades K-5)

For students with disabilities, the IEP team which includes the parent(s), 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 school 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 the 28 day grace period a student will receive a “WP” withdrawn passing or “WF” withdrawn failing for any course that is not completed. Any student receiving a “WP” or “WF” in a virtual class will translate to an “F” for that class on their transcript.
Virtual students interested in earning a standard diploma must:

- be a full time student with Sumter Virtual for at least one semester prior to anticipated date of graduation (3.5 credits)
- earn a minimum of three credits with Sumter Virtual
- meet all regular enrollment requirements including immunizations
- meet all graduation requirements including state assessments

Students in fourth and fifth grade who score Level 4 or 5 on Statewide, standardized assessments have the option to take middle school courses that fit their abilities.

**Florida Virtual School (FLVS): (K-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 school counselor of their interest. Students who enroll in a virtual course for the purposes of promotion must complete that course no later than one week prior to the first day of school.
ELEMENTARY EDUCATION

(Grades Pre-K - 5)
ELEMENTARY (Grades Pre-K –5)

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ELEMENTARY SCHOOL
(Grades Pre-K-5)

GRADING SYSTEM

The primary responsibility for determining each student’s level of performance and ability to function academically is that of the classroom teacher. Curriculum expectations and subject areas are listed on the report card with a grading code used to denote progress of a student. The following grading system is to be used to determine the performance of students in the Sumter County School System.

Grades K-5

The following grading system will be used for grades Kindergarten through - 5th grade*. Criteria applicable for these grades are listed. Transfer grades that come in solely as letter grades should have a numeric value assigned to them as follows: A/95, B/85, C/75, D/65, and F/59.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENT</th>
<th>GRADE POINT VALUE</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3.0</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2.0</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1.0</td>
<td>Unsatisfactory Progress</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

E - Excellent
S - Satisfactory
N - Needs Improvement
U - Unsatisfactory

Kindergarten

Alpha grades and numerical grades will be used for the basic subjects of English Language Arts and math. E, S, N, and U grades will be used for 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.

Promotion will be based on the following criteria:
- Achieving a 70% or higher for the year in English Language Arts Florida Standards and be designated as on grade level
- Scoring a level 3 or higher on a district approved assessment for ELA/Reading
- Achieving a 70% or higher for the year in Math Florida Standards and be designated as on grade level
- Scoring level 3 or higher on a district approved assessment for Math

Grade 1

Alpha grades and numerical grades will be used for the basic subjects of English Language Arts and math. E, S, N, and U grades will be used for 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.

Students will be required to attain two out of the three criteria for promotion in English Language Arts:
- Mastering 70% or more of the English Language Arts Florida Standards
• Achieving a 70% or better for the year in English Language Arts and be designated as on grade level
• Scoring a level 3 or higher on a district approved assessment for ELA/Reading

AND
Students will be required to attain two out of the three criteria for promotion in Math:
• Mastering 70% or more of the Math Florida Standards
• Achieving a 70% or better for the year in math and be designated as on grade level
• Scoring a level 3 or higher on a district approved assessment for Math

Grade 2
Alpha grades and numerical grades will be used for the basic of English Language Arts math, and science. E, S, N, and U grades will be used for physical education and music. Social studies will be integrated with those of other subject areas using the county grading system.

Students will be required to attain two out of the three criteria for promotion in English Language Arts:
• Mastering 70% or more of the English Language Arts Florida Standards
• Achieving a 70% or better for the year in English Language Arts and be designated as on grade level
• Scoring a level 3 or higher on a district approved assessment for ELA/Reading
AND
Students will be required to attain two out of the three criteria for promotion in Math:
• Mastering 70% or more of the Math Florida Standards
• Achieving a 70% or better for the year in math and be designated as on grade level
• Scoring a level 3 or higher on a district approved assessment for Math

Grade 3
Alpha grades and numerical grades will be used for the basic subject areas of English Language Arts, math, science and social studies. E, S, N and U grades will be used for physical education and music.

Grade 4
Alpha grades and numerical grades will be used for basic subject areas of English Language Arts, math, science and social studies. E, S, N, and U grades will be used for physical education and music.

Grade 5
Alpha grades and numerical grades will be used for basic subject areas of English Language Arts, math, science and social studies. E, S, N, and U grades will be used for physical education and music.

English Language Learner (ELL)

Students in the ESOL Program will be assigned grades using the grading system which is appropriate for the grade level. When students are working below grade level, satisfactory grades do not necessarily indicate that a student is achieving the course objectives as identified in the Sumter County adopted curriculum. When ELL students are working below grade level, it should be indicated on the report card.
HONOR ROLL

Honor rolls will be computed for grades 3-5 and 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, and U grades are used. Music, physical education, introduction to computers, and conduct grades will not be used as criteria for honor roll.

ENGLISH LANGUAGE ARTS

Grade Level Determination (Grades K-5)
In order for a student to be considered “on grade level”, he/she is expected to have mastered a minimum of 70% of the state’s public K-12 curricular standards. Special consideration may be given to English Language Learner (ELL) students who are enrolled in the Sumter County ESOL Program.

Reading Intervention Requirements

Any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, a substantial deficiency in reading must be defined by the district school board. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the statewide standardized assessment in reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

MATHEMATICS

Grade Level Determination (Grades K-5)
In order for a student to be considered “on grade level”, he/she is expected to have mastered a minimum of 70% of the skills introduced in the state’s public K-12 curricular standards. Special consideration may be given to English Language Learner (ELL) students who are enrolled in the Sumter County ESOL Program.
PROMOTION (Grades 3-5)
The following shall be considered by the instructional staff before a student is promoted:

<table>
<thead>
<tr>
<th>GRADE LEVEL 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Made satisfactory progress in English Language Arts for student’s grade level assignment as identified in the state’s public K-12 curricular standards.</td>
</tr>
<tr>
<td><strong>2.</strong> Made satisfactory progress in mathematics for a student’s grade level assignment as identified in the state’s public K-12 curricular standards.</td>
</tr>
<tr>
<td><strong>3.</strong> Made satisfactory progress in science for student’s grade level assignment as identified in the state’s public K-12 curricular standards.</td>
</tr>
<tr>
<td><strong>4.</strong> Made satisfactory progress in social studies for student’s grade level assignment as defined in the state’s public K-12 curricular standards.</td>
</tr>
<tr>
<td><strong>5.</strong> Made satisfactory progress based on school, district, and state assessments</td>
</tr>
<tr>
<td><strong>6.</strong> Made satisfactory progress in classroom and homework.</td>
</tr>
</tbody>
</table>

RETENTION (Grades 3-5)
Retention is the assignment of a student to repeat the same grade level for the next school year. A copy of the parent notification shall be placed in the student’s cumulative record.

<table>
<thead>
<tr>
<th>GRADE LEVEL 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Has not made satisfactory progress in English Language Arts for student’s grade level assignment as identified in the Florida Standards</td>
</tr>
<tr>
<td><strong>2.</strong> Has not made satisfactory progress in mathematics for student’s grade level assignment as identified in the Florida Standards.</td>
</tr>
<tr>
<td><strong>3.</strong> Has not made satisfactory progress in science for a student’s grade level assignment as identified in the Florida Standards.</td>
</tr>
<tr>
<td><strong>4.</strong> Has not made satisfactory progress based on school, district, and state assessments</td>
</tr>
<tr>
<td><strong>5.</strong> Has not made satisfactory progress in classroom and homework.</td>
</tr>
<tr>
<td><strong>6.</strong> Teacher’s professional judgment which indicates that it is in the child’s best interest to be retained.</td>
</tr>
</tbody>
</table>

*See general section for Promotion/Placement of home education students.

** If the student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide standardized assessment in reading for grade 3, the student **must** be retained unless he/she is exempt from mandatory retention for good cause (see “Good Cause” in the general section - Appendix 3).

Note: Students not scoring proficient on required statewide assessments must attend some form of remediation.

REPORTING TO PARENTS
At the beginning of each school year, elementary school principals must notify parents regarding available options for students to take accelerated courses through Sumter Virtual School.

Each elementary school shall regularly assess the reading ability of each K-3 student. District and statewide assessments shall be communicated to parents or guardians. Each school is to 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 a District/Schoolwide Progress Monitoring Plan (PMP) special placement, or retention. The parent shall be consulted in the development of the Progress Monitoring Plan (PMP). Written acknowledgment of such notification should be obtained if possible.
The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified immediately in writing, in terms understandable to the parent, of the following:

1. That the student has been identified as having a substantial reading deficiency and the description and explanation of the nature of the student’s difficulty
2. A description of the current services that are provided to the student
3. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency
4. That if the student’s reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempted from mandatory retention for good cause
5. Strategies for parents to use in helping their child succeed in reading proficiency
6. That the statewide standardized assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion

When the decision has been made to retain or recommend other placement of a student, parents or guardians shall be notified in writing. Prior to the retention of a student, a parent conference is desirable. The principal shall approve each retention or other placement of student.

The school district shall provide written notification to the parent of any third grade student who is retained because of a reading deficiency that his or her child has not met requirements for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

The school district shall implement a policy for mid-year promotion of any student retained under these provisions who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in Reading and English Language Arts.

The school district shall provide students who are retained under this provision with a highly effective teacher as determined by the teacher’s performance evaluation.

**Report Cards**

When a student is working on or above grade level, satisfactory grades on a report card should indicate that a student is achieving the course objectives identified in the Sumter County adopted curriculum programs for that grade level.

When a **student is working below grade level**, satisfactory grades do not necessarily indicate that a student is achieving the course objectives as identified in the Sumter County adopted curriculum for that grade level. Report card grades for subject areas in which the student is performing below grade level will be identified using an asterisk (*).
ORIGINAL ENTRY ASSESSMENT

All kindergarten students will be administered the state approved screening instrument within the first 30 days upon entry into kindergarten.

ACADEMIC INTERVENTION

For students who are not making satisfactory progress, a variety of interventions may be utilized at the school level in increasing intensity dependent upon individual student need. These may include but are not limited to the following:

1. Flexible grouping within existing classes
2. Remedial and accelerated learning opportunities
3. Summer School program (if offered)
4. Extended day program (if offered)
5. ESOL strategies
6. Alternative assignments/placements
7. Computer based instruction
8. Modified instructional design
9. Any intervention listed on school level Multi-Tiered System of Support (MTSS) pyramid of Tier 1 interventions
10. Referral to MTSS program assistance
11. Alternative assignments/placements
12. Retention
13. The parent of a third grade student at risk may request the school to immediately begin the collecting of evidence for the portfolio.

SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE READERS

Third grade students who are retained must be provided intensive interventions in English/Language Arts to ameliorate the specific 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 necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

The Sumter County School District shall conduct a review of Progress Monitoring Plan (See Appendix 1) for all retained third grade students who did not score Level 2 or higher on the statewide, standardized assessment for ELA and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency. The Sumter County School District shall require a student reading portfolio that documents the student’s reading proficiency by evidence of mastery of benchmarks as well as results of diagnostics and progress monitoring to be completed for each retained third grade student.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including participation in the school district’s summer reading camp as required, a minimum of 90 minutes of daily, uninterrupted, scientifically research-based
and evidence-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the district, which may include, but are not limited to: integration of science and social studies within the 90 minute block; small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; and/or extended school day, week, or year.

The Sumter School District shall implement a policy for the mid-year promotion of any third grade student who has been retained in third grade and who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Reevaluating these third grade students may include subsequent assessments, alternative assessments, and portfolio review in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency on a state approved assessment or by meeting the fourth grade reading portfolio requirements as determined by the State Board.

The Sumter County School District shall provide retained third grade students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

The Sumter County School District shall provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district’s summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based and evidence-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

a. Integration of science and social studies content within the 90-minute block.
b. Small group instruction.
c. Reduced teacher-student ratios.
d. More frequent progress monitoring.
e. Tutoring or mentoring.
f. Transition classes containing 3rd and 4th grade students.
g. Extended school day, week, or year.

Students who have received intensive reading intervention for two or more years and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years are eligible for good cause exemption. Students may not be retained in grade 3 more than once.

Schools will provide students promoted to grade 4 with good cause intensive reading instruction and intervention that includes specialized diagnostic information and strategies to meet the individual needs of each student. The district will provide assistance to schools and teachers regarding the implementation of reading strategies that have been proven to be successful with students that struggle in reading.

**INTENSIVE ACCELERATION CLASS FOR RETAINED THIRD GRADE READERS**

The Sumter School District shall establish at each applicable school an Intensive Acceleration Class (IAC) provided to any student in grade 3 who scored at Level 1 on the reading portion of the statewide standardized assessment and who was retained in grade 3 the prior year. The IAC must: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time.
each day and incorporate opportunities to master the grade 4 Florida Standards in other core subject areas; use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; provide research-based and evidence-based intensive language and vocabulary instruction, including use of a speech language therapist; and utilize weekly progress monitoring measures.

TRANSPORTATIONAL INSTRUCTIONAL SETTING

Retained third grade students who have received intensive instructional services for two or more years but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE READERS- REPORTING

The Sumter County District shall report on the progress of students in the IAC to the Department of Education at the end of the first semester. To implement this requirement, the administration of the grade three district benchmark assessment will be required for these students. The Sumter County School District shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented. The intensive interventions and supports that are being provided to third grade students who scored Level 1 on the prior year statewide standardized assessment and were retained may include:

- Intensive targeted curriculum
- Additional direct reading instructional time
- Extended day reading instruction
- Computer-assisted instruction
- Frequent progress monitoring
- Staff development focusing on reading and assisting students with reading deficiencies
- Lower teacher-student ratio
- Monitoring of reading portfolios
- Utilization of mentors and volunteers

ELEMENTARY AFTER SCHOOL/EXTENDED DAY PROGRAM

After School/Extended Day Instruction

After School Instruction/Extended Day programs may be provided at any grade level, dependent upon the school’s plan for providing remedial instruction and availability of funding.
ACCELERATION

(Grades K-5)

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. The student's cumulative record shall indicate the assignment of accelerated placement.

The following criteria shall be considered to determine if a student is eligible for whole grade or mid-year promotion:

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>1. Exceptionally high achievement.</td>
</tr>
<tr>
<td>2. Evidence that the student will benefit more academically, socially, and emotionally from the advanced placement than from one based on chronological age.</td>
</tr>
<tr>
<td>3. Parent or guardian’s permission and principal’s recommendation and submission of empirical data to support the recommendation.</td>
</tr>
<tr>
<td>4. Approval of Superintendent</td>
</tr>
</tbody>
</table>

VOLUNTARY PREKINDERGARTEN

Students who meet eligibility requirements may be served in the Voluntary Pre-Kindergarten Program (VPK) provided space is available. Students must be four years old by September 1 and have proof of Florida residency.

ATTENDANCE

For definitions of excused and unexcused absences, see “Attendance” in the General Section.

TARDIES AND CHECKOUTS

In grades K-5, five unexcused tardies (after the tardy bell) or five unexcused early checkouts (before the dismissal bell) will become one unexcused absence.
MIDDLE SCHOOL

(Grades 6-8)
MIDDLE SCHOOL (Grades 6 - 8)

Academic Intervention ................................................................. 50
Acceleration .................................................................................. 51
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GRADING SYSTEM

The primary responsibility for determining each student's level of performance and ability to function academically is that of the classroom teacher. The following grading system is to be used in relation to determining the performance of students in the Sumter School System. Teachers should be cautious when giving grades, taking into consideration appropriate expectations for each grade level. A student who is in danger of retention may be required to attend an after school program or other approved remediation program and must have grades that provide a basis for this decision. Transfer grades that come in solely as letter grades should have a numeric value assigned to them as follows: A/95, B/85, C/75, D/65, and F/59.

<table>
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<tr>
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<th>PERCENT</th>
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<th>DEFINITION</th>
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<tr>
<td>A</td>
<td>90-100</td>
<td>4.0</td>
<td>Outstanding Progress</td>
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<td>B</td>
<td>80-89</td>
<td>3.0</td>
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<td>F</td>
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<td>0</td>
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</tr>
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<td>*I</td>
<td>0</td>
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</tr>
</tbody>
</table>

* 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".

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

GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION

Promotion to 9th grade requires that students must successfully complete academic courses as follows:

1. **English** - Three middle grades or higher courses in English Language Arts (ELA).

2. **Mathematics** - Three middle grades or higher courses in mathematics — each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, Geometry, or the student must take the corresponding state EOC, which will be used as 30% of the student’s final grade, and earn a passing grade in the course.

   2015 FSA Algebra I and Geometry EOC
   Spring administration was not used as 30% by state decree, so those students earned credit without the EOC

3. **Social Studies** - Three middle grades or higher courses- one semester of which courses must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-
A middle school student who transfers into the state’s public school system from out of the country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results of the EOC must constitute 30% of the course grade.

4. Science – Three middle grades or higher courses in science – Successful completion of a high school level Biology I course is not contingent upon student’s performance on the Biology I state EOC assessment; however, beginning in 2012-13, to earn high school credit for Biology I, a middle grades student must take the Biology I state EOC assessment, which constitutes 30% of the final course grade, and earn a passing grade in the course.

5. Physical Education- A minimum of one semester of physical education is required each year for students enrolled in grades 6-8. The following waiver options are available:
   • The student is enrolled or required to enroll in a remedial course
   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

6. Reading- Students who score below proficient on statewide ELA assessments and who have substantial deficiencies in ELA based on state/district assessments will be required to take an additional reading course and to pass it for promotion.

Note: Digital materials may be integrated into content curricula as appropriate.

REQUIRED CONTENT

Health Education for students in grades 7 and 8 must include a curriculum component in the area of dating violence and abuse. This instruction 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. The curriculum chosen must also have an emphasis on prevention based education.

PROMOTION/PLACEMENT OF STUDENTS

Promotion is the assignment of a student to the next grade level after successful completion of all grade level requirements. Successful completion is defined as proficiency on required assessments and completion of required courses.

To be promoted from 6th to 7th and from 7th to 8th grades, a student must receive a passing grade in all four of the major academic subjects including English language arts, mathematics, science, and social studies. In addition, students required to take an additional reading course must pass it for promotion. Consideration may be made for students that participate in either after school or summer remediation.

To be promoted to 9th grade, a student must have received a passing grade on the major academic subjects including language arts, mathematics, science, social studies, and reading where required for grades 6-8. In addition, the score on statewide, standardized assessment will also be considered for promotion. A student that is repeating a grade due to not meeting promotion criteria for the previous school year will have his/her academic history evaluated. If the student has successfully met the promotion criteria to move to the next grade level within that two year period, the student would be eligible for promotion.

*Students not scoring proficient on all required statewide assessments will be required to attend some form of remediation/support.

See General Information Section for Promotion/Placement of home education students.

ALTERNATIVES FOR ASSISTANCE/PROMOTION RE-EVALUATION

Students may attend a summer program, where available, in order to acquire mastery of major academic subjects for which there was not satisfactory achievement during the regular school year. A maximum of two (2) major academic classes may be recovered during the summer. Adequate progress made during the summer school could enable a student to be promoted (for students needing no more than two subjects or four semesters and who satisfactorily completed the summer school program in the subjects needed). A review will be made at the end of the summer session relative to the students’ promotional status. After school instruction/extended day programs may be provided in addition to or in lieu of summer school, dependent upon the school’s plan for providing remedial instruction.

READING INTERVENTION REQUIREMENTS

a) Middle school students who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment are required to complete a remedial supportive course the following year. Those students who score at Level 2 must be placed in a remedial supportive course or a content area course in which remediation strategies are incorporated into course delivery.
b) Middle school students who score at Level 1 or Level 2 on the statewide, standardized English Language Arts (ELA) assessment and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades 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. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of Florida Standards for Literacy specific to the subject area if blocked with the intensive reading course (Biology, World History, etc.); and
5. A focus on informational text at a ratio matching the statewide, standardized assessment; and
6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

c) Sumter School District has established criteria beyond the statewide, standardized ELA assessment for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Schools must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on the statewide, standardized ELA assessment.

d) Schools may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the one hundred fifty (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 Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of Florida Standards for Literacy specific to the subject area (Biology, World History, etc.);
5. A focus on informational text at a ratio matching the statewide, standardized assessment; and
6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.
e) Schools must progress monitor students scoring at Level 1 and 2 on the statewide ELA assessment a minimum of two (2) times per year.

f) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

g) One of the following courses, as listed in the Course Code Directory, must be used to provide reading intervention to all middle school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):

1. 1000000 M/J INTENSIVE LANGUAGE ARTS
2. 1000010 M/J INTENSIVE READING
3. 1000020 M/J INTENSIVE READING & CAREER PLANNING
4. 1002181 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)

[See Appendix 5 for Just Read Florida Reading Placement Chart 6-8]

The school shall use research-based reading programs of instruction identified by the approved K-12 Comprehensive Research Based Reading Plan. Progress Monitoring Reports must be provided to the district superintendent on the progress of students toward increased reading achievement (with the exception of the Villages Charter School which has opted out of the K-12 Comprehensive Reading Plan for the 2014-2015 school year). Teachers must be aware of the curriculum frameworks and performance standards adopted by the Department of Education and the Sumter School District. Students having difficulty in mastering the performance standards for subjects shall be given grades indicating to parents that they are having a problem.

**MATHEMATICS REMEDIATION**

Middle school students who score Level 1 or 2 on the statewide, standardized Mathematics assessment must receive remediation the following year which may be integrated into the student’s required mathematics courses. Each year a student scores a Level 1 or 2 on the Algebra I state EOC assessment, the student must be enrolled in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

Teachers must be aware of the curriculum frameworks and performance standards adopted by the Department of Education and the Sumter School District. Students having difficulty in mastering the performance standards for subjects shall be given grades indicating to parents that they are having a problem.

**GRADE LEVEL DETERMINATION**

Grade level determination shall be based on students’ mastery of standards, specifically in English language arts, mathematics, science and social studies. A student will be considered working "on grade level" if he/she has mastered the standards associated with the previous grade level and is working
satisfactorily with standards associated to the current grade level and scores Level 2 or above on statewide assessments in reading and math.

**ACADEMIC INTERVENTION**

For students who are not making satisfactory progress, a variety of interventions may be utilized at the school level in increasing intensity dependent upon individual student need. These may include but are not limited to the following:

The school leadership teams will assign interventions when a student exhibits two or more early warning indicators. This team will convene for the purpose of determining the appropriate intervention strategies for the student.

1. Enrollment in a remediation or course recovery program during the regular school day
2. Enrollment in a remediation or course recovery program beyond the school day
3. *Referral for summer school/extended day for those who qualify
4. *Enrollment in the Adult Education Program for those who qualify
5. Students demonstrating lack of proficiency in reading and/or mathematics and writing may be placed in an alternative site “School for Success” program. Placement will be recommended after consideration of the student’s previous retentions, grade point average, statewide, standardized assessment level, and other risk factors. Assigned students will continue in this placement until performance expectations are met.
6. Students sixteen (16) years of age and older, other than properly identified ESE, ELL, Migrant, or teenage parents, who have 15 unexcused absences in a 90 calendar day period will be placed in the adult education program for a one semester minimum upon recommendation by the Truancy Case Staffing Committee.
7. Any other intervention listed on school level MTSS pyramid of Tier 1 interventions
8. Referral to MTSS program assistance or Child Study Team
9. Referral to the Exceptional Student Education Program
10. Virtual instruction may be used as an alternative to a failed course.

*Students must meet same requirements as in regular day program.

**SUMMER SCHOOL /EXTENDED DAY PROGRAM**

**Summer /Extended Day Instruction**

Instruction may be provided in the basic subject areas as needed (language arts, mathematics, science, social studies, and reading). Students may enroll in a maximum of two courses (or four semesters). Students who have failed more than two of the basic subject areas (or four semesters) during the regular school term will be ineligible to attend summer school. After school instruction/extended day programs may be provided in addition to, or in lieu of, summer school, dependent upon the school’s plan for remediation.

Students/parents may choose to use Florida Virtual School or private school alternatives to make up failed courses over the summer. However, these courses must be completed with a passing grade and the school notified prior to the first day of school in order to be promoted to the next grade.
Summer School/Extended Day Attendance

Students must be in attendance a minimum of 90% of the summer school program and successfully complete their prescribed program of work to receive a recommendation for promotion/placement to the next grade level.

Summer School/Extended Day Grading/Reporting to Parents

The adopted regular school year grading system will be used for the summer school/extended day program. Students may earn up to 10 points to be added to their grade (up to a 70/C with 90% attendance at designated school’s after school program). The process for this will include documentation with a form to be filled out by the after school teacher and signed by the regular school day teacher. In cases where the student participated in grade forgiveness, he/she must successfully complete the prescribed program of work after an improved grade. If, after the completion of summer school/extended day, the student has demonstrated mastery in all five basic subject areas (language arts, mathematics, science, social studies, and reading), he/she will be promoted to the next grade level. If the student fails to master the required academic areas, his/her record will be reviewed by the school, and determination of placement will be made. (See Appendix 18)

Summer School/Extended Day Program Alternatives

Schools for which alternatives to the traditional summer school/extended day have been approved by the District School Board may, as a part of their approved plan, limit summer school/extended day eligibility should students not participate in the offered, approved program.

ACCELERATION

Acceleration is the assignment of a student to a higher grade level or instructional level when state and district criteria for this assignment have been met. A student's cumulative record shall indicate the assignment of accelerated placement.

<table>
<thead>
<tr>
<th>The following criteria shall be considered to determine if a student is eligible for whole grade or mid-year promotion:</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exceptionally high achievement</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Evidence that the student will benefit more academically, socially, and emotionally from the advanced placement than from one based on chronological age</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>3. Parent or guardian’s permission and principal’s recommendation and submission of empirical data to support the recommendation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Approval of Superintendent</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
ACCELERATED HIGH SCHOOL GRADUATION OPTIONS

Students may take Algebra I, Geometry, Physical Science, or equivalent courses in middle school which may be used to satisfy high school math and science credits toward graduation requirements and/or Florida Academic Scholars award requirements. To earn high school credit for Algebra I, Geometry, or, the student must take the corresponding state EOC, which will be used as 30% of the student’s final grade, and earn a passing grade in the course.

In addition, a middle school student may take Agriscience Foundations and Digital Information Tech to Digital Information Tech and/or Agriscience Foundations for high school credit where it is offered.

Middle school students who take high school courses for high school credit who get a grade of “C”, “D”, or “F”, must earn a “C” or higher in the repeated course in order for the grade to be replaced. In all middle and high school cases, only the new grade shall be used in the calculation of the student’s grade point average.

In an effort to do no harm, while encouraging acceleration, a student who is failing a high school course at the semester can be pulled back into the middle school course where applicable, with ten points added to his/her average.

COLLEGE AND CAREER READINESS

AVID is a college-preparatory program that prepares students to attend a four-year college upon high school graduation. Schoolwide strategies help prepare all students for college and career readiness.

Students in the AVID elective get additional support and have these goals and responsibilities:

Student Goal
1. Academic success in college-preparatory courses.
2. Enrollment in college-prep courses throughout high school to ensure enrollment in a four-year college or university upon graduation.

Student Responsibilities
1. I will take responsibility for my own learning and for maintaining satisfactory citizenship and attendance in all my classes.
2. I will strive to reach and maintain a minimum 2.5 GPA or I will be placed on a probationary contract.
3. I will maintain enrollment in college-preparatory classes.
4. I will maintain an AVID three-ring binder (with calendar/agenda, Cornell notes, assignments in all classes, and Tutorial Request Forms).
5. I will take Cornell notes and/or keep learning logs in all academic classes.
6. I will complete all homework assignments (commit to at least two hours of homework every night).
7. I will participate in AVID tutorials at least twice a week.
8. I will participate in AVID field trips and activities.
ATTENDANCE

For definitions of excused and unexcused absences, see “Attendance” in the General Information section.

REPORTING TO PARENTS

All students in grades 6-9 and their parents will be notified of the new Florida Statutes graduation requirements along with the appropriate curriculum for students and parents to select the postsecondary education or career plan that best fits their needs.

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 shall be communicated to parents. If a student is not meeting the criteria for promotion by the end of the third reporting period the parent or guardian shall be notified in writing. Acknowledgment of notice will be requested from the parent or guardian.

Parents or guardians shall be notified when the decision has been made that a student is to be retained or recommended to attend a summer school/extended day program to complete promotion requirements.

See general section for Promotion/Placement of home education students.

PARTICIPATION IN COMPETITION

To represent a school in competition with another school, a student must meet Florida Athletic Guidelines and Sumter School District Policy.

Online courses through Sumter Virtual School will be offered to students

1. The District shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall provide virtual instruction to full-time students enrolled in full-time virtual courses in kindergarten through grade 12 or part-time virtual courses in grades K-12.

2. Sumter Virtual School courses shall be available to students during the normal school day. It is the parent’s and student’s right to participate in a school district virtual instruction program.

3. A student may not enroll in the same course, same semester curriculum at the same time. If a student drops a course after the grace period (28 days) they will receive a “WP” withdrawn passing or “WF” withdrawn failing. Any student receiving a “WP” or “WF” in a virtual class will translate to an “F” on their transcript.

4. Students taking a full day of instruction (6 courses) through Sumter Virtual School may choose one of the following:
   A. Student can apply for admission to Sumter Virtual School (a school of choice) as their school of enrollment.
   B. Students will remain enrolled in the Home education program through the Student Services Department.
5. Full time virtual school students must register with the Sumter Virtual School office. Face to face and virtual orientations may be available. Students transferring from Sumter Virtual to a Sumter County “brick and mortar” school will have the opportunity to complete the enrolled virtual course either on their own accord or in a lab setting at the “brick and mortar” school.

**FLORIDA VIRTUAL SCHOOL (FLVS)**

**Credits**
- A student may earn credits offered through the FLVS each year.

**Courses**
- FLVS courses shall be available to students during or after the normal school day and through summer school enrollment. A student may not enroll in the same course, same semester curriculum at the same time. Students may not drop a course after the drop/add deadline in order to enroll in an online course with FLVS.

**Enrollment Approval Requirements**
- Students requesting to take a course offered by FLVS must have counselor and parent approval.

**Acceleration**
- Students intending to accelerate graduation by using the FLVS courses must have a written plan that is approved by administration and parents, and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet.

**Summer Session Enrollment**
- Students may enroll in FLVS courses during the summer, as available. Students enrolled in a virtual course for the purpose of promotion, must complete that course no later than one week prior to the first day of school.

**Extended Pace for Florida Virtual Courses**
- Students may extend the duration of a FLVS course with school-based administrative approval.
HIGH SCHOOL

(Grades 9-12)
HIGH SCHOOL
(Grades 9-12)

GRADING SYSTEM

The primary responsibility for determining each student's level of performance and ability to function academically is that of the classroom teacher. The following grading system is to be used in relation to determining the performance of students in the Sumter School System. Teachers should be cautious when giving grades, and be certain that they have included enough evaluation of the student's class work to enable them to ensure a fair grade for work completed. Transfer grades that come in solely as letter grades should have a numeric value assigned to them as follows: A/95, B/85, C/75, D/65, and F/59.

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<tr>
<td>*I</td>
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<td>0</td>
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</tr>
</tbody>
</table>

A written plan, with provision for make-up work for excused absences, shall be developed annually by each school and approved by the district, indicating procedures to be used in computing grades, grade point averages, etc.

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

GRADING--AUDIT COURSES

"Pass/Fail" will be used if a student wishes to audit a course but not take the course for credit.

Students may audit a course if they feel they need the information in a course but do not wish to earn credit for the course. The audit designation must be indicated when a student signs up for the course. A pass/fail grade will be given instead of a letter grade for audit classes and no quality points will be assigned.

GRADE FORGIVENESS

Any student who makes a "D" or "F" in a required course is eligible to retake that specific course for grade replacement with a “C” or higher. If the student makes a “D” or “F” in an elective course, the student is eligible for replacement of that grade with a “C” or higher grade from another elective course. Middle grades students who take high school courses for high school credit and who get a grade of “C”, “D”, or “F” must have their grade replaced with a “C” or higher in the course when repeated. In all middle and high school cases, only the new grade shall be used in the calculation of the student's grade point average.
If a student is retaking a course for grade forgiveness that requires an EOC, the student does not have to retake the EOC based on course enrollment. However, if it would benefit the student, he/she may retake the EOC. The exception to this rule is Algebra I with a graduation requirement.

When utilizing the credit recovery course option for grade forgiveness, the students may not simultaneously earn an elective credit and the recovered credit. Students may not make up more than 2 credits in before/after school credit recovery class. Students needing more than 2 credits in a year to maintain cohort status may be recommended for alternative academic placement.

GRADE CLASSIFICATION/PROMOTION

To be promoted from one grade to the next and to have grade classification as shown, a student must earn credits as indicated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRESHMEN</td>
<td>9</td>
<td>Promotion or verified completion of 8th Grade</td>
</tr>
<tr>
<td>SOPHOMORE</td>
<td>10</td>
<td>5 Credits and one of the 5 must be English or Math</td>
</tr>
<tr>
<td>JUNIOR</td>
<td>11</td>
<td>10 Credits and 4 of them must be CORE</td>
</tr>
<tr>
<td>SENIOR</td>
<td>12</td>
<td>17 Credits and 8 of them must be CORE</td>
</tr>
</tbody>
</table>

Starting with the 2016-17 entering freshman cohorts, promotion will also require a 1.8 minimum GPA.

A first time in high school student who has 5+ credits will enter high school as a freshman. Class designation will be reconsidered at the end of each semester. No upper classman will have his/her current grade classification removed as a result of these new requirements.

A student who fails to meet first semester Sophomore classification in the fall may have his/her grade classification reconsidered at the end of the first semester and will be promoted to 10th grade if he/she has earned seven and a half (7 ½) credits by the end of the first semester. A student who fails to meet first semester junior classification in the fall may have his/her grade classification reconsidered at the end of first semester and will be promoted to 11th grade if he/she has earned twelve and a half (12 ½) credits by the end of the first semester. A senior who fails to meet first semester senior classification in the fall may have his/her grade classification reconsidered at the end of first semester and will be promoted to 12th grade if he/she has earned twenty-one (21) credits or is enrolled in sufficient classes the successful completion of such would earn a total of twenty-four (24) credits by the date of the scheduled end of the second semester of that year. Otherwise, the Board must approve classification reconsideration.

Students not scoring proficient on all required statewide assessments will be required to attend some form of remediation.

Students who have selected, in writing, one of the accelerated graduation options prior to July 1, 2013 and who have attained 12 credits, and scores identified by the state as proficient on all statewide, standardized assessments, and made satisfactory progress toward completing required courses will be promoted to 12th grade after completion of their second year in high school.
GRADE AVERAGE REQUIREMENT

A cumulative GPA of 2.0 on a 4.0 scale in the courses (24 credits) required for graduation is necessary in order to graduate.

- Unweighted cumulative GPA is the average of all final course grades received in high school level courses based on a 4.0 scale.
- Weighted cumulative GPA uses a different scale based on the “weight” of certain courses. Some courses (i.e. honors, Advanced Placement, and Dual Enrollment) are calculated on the weighted 5.0 scale in determining the weighted GPA. All other courses are calculated using the unweighted 4.0 scale.
- Athletic cumulative GPA is the average that meets FHSAA’s definition of what should be included in GPA for athletic ability.

Students may retake a required course in which they earned a grade of “D” or “F” or replace a “D” or “F” elective grade. In all such cases, only the new grade shall be used in the calculation of the student’s grade point average. Each school shall establish procedures for identifying students at each grade level, 9-12, who have attained a grade point average of 2.5 or below and provisions for assisting such students to achieve the grade point average required for graduation.

WEIGHTED GPA

For the purpose of district class ranking, a weighted grade point average will be used based on the following 5.0 scale.

\[
\begin{align*}
A &= 5 \text{ grade points} \\
B &= 4 \text{ grade points} \\
C &= 3 \text{ grade points} \\
D &= 2 \text{ grade points} \\
F &= 0 \text{ grade points}
\end{align*}
\]

For purposes other than those used in the district, the state’s 4.0 scale will be used.

Courses, which can be used for weighted credit, are as follows:

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001320 English I Honors</td>
</tr>
<tr>
<td>1001350 English II Honors</td>
</tr>
<tr>
<td>1001380 English III Honors</td>
</tr>
<tr>
<td>1001410 English IV Honors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000320 Biology I Honors</td>
</tr>
<tr>
<td>2000330 Biology II</td>
</tr>
<tr>
<td>2000360 Anatomy and Physiology Honors</td>
</tr>
<tr>
<td>2003320 Physical Science Honors</td>
</tr>
<tr>
<td>2003350 Chemistry I Honors</td>
</tr>
<tr>
<td>2003360 Chemistry II Honors</td>
</tr>
<tr>
<td>2003390 Physics I Honors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200320 Algebra I Honors</td>
</tr>
<tr>
<td>1200340 Algebra II Honors</td>
</tr>
<tr>
<td>1201300 Mathematical Analysis</td>
</tr>
<tr>
<td>1202300 Calculus Honors</td>
</tr>
<tr>
<td>1202340 Pre-Calculus</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>1206320</td>
</tr>
<tr>
<td>1206330</td>
</tr>
<tr>
<td>1211300</td>
</tr>
</tbody>
</table>

**SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2100320</td>
<td>U.S. History Honors</td>
</tr>
<tr>
<td>2102320</td>
<td>Economics Honors</td>
</tr>
<tr>
<td>2106320</td>
<td>U.S. Government Honors</td>
</tr>
<tr>
<td>2109320</td>
<td>World History Honors</td>
</tr>
</tbody>
</table>

**ELECTIVES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0708360</td>
<td>Spanish III Honors</td>
</tr>
<tr>
<td>0708370</td>
<td>Spanish IV Honors</td>
</tr>
<tr>
<td>8405130</td>
<td>Early Childhood Education 3</td>
</tr>
<tr>
<td>8503214</td>
<td>Early Childhood Education 4</td>
</tr>
<tr>
<td>8106850</td>
<td>Agricultural Biotechnology 2</td>
</tr>
<tr>
<td>8106860</td>
<td>Agricultural Biotechnology 3</td>
</tr>
<tr>
<td>8121510</td>
<td>Intro to Horticulture 2</td>
</tr>
<tr>
<td>8121520</td>
<td>Horticulture Science 3</td>
</tr>
<tr>
<td>8417131</td>
<td>Allied Health Assisting 3</td>
</tr>
</tbody>
</table>

**ALL ACADEMIC DUAL ENROLLMENT AND ADVANCED PLACEMENT COURSES**

Note:

- Courses with a Dual Enrollment (DE) or Advanced Placement (AP) equivalent will not be offered as honors. Some exceptions may be considered for special programs approved by the council.
- Vocational dual enrollment courses are not eligible for weighted credit.
- Transfer credits with the designation “Honors” will be accepted as weighted.
- CTE Level 3 courses which lead to an industry certification may be weighted upon approval of the Curriculum Council.
- Course weighting outside of this list will require a rule waiver request.

**HIGH SCHOOL CREDIT DEFINED**

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study, which contains student performance standards. However, a minimum of 120 hours of bona fide instruction in a designated course of study yields one credit in a school that has been authorized to implement block scheduling. The hourly requirements for one-half credit are one-half the required hours specified above or 67 ½ and 60 respectively.

Generally, the equivalent of six (6) semester hours of college credit may be converted to one full high school credit and three (3) semester hours of college credit may be converted to one-half high school credit. All credit awards must be in compliance with the state’s dual enrollment credit conversion listing.
For credit programs operated in the period beyond 180 school days, credit will be earned based on the requirements outlined in the summer school guidelines.

**GRANTING OF CREDITS**

Students must meet the minimum credit requirements specified by Sumter School Board policy to graduate from the Sumter School District’s high schools. Exceptions for meeting this requirement are shown under *Exceptions for Graduation*.

High school students must be in attendance a minimum of 135 hours (or 120 in an authorized block schedule) to earn one (1) credit. They must be in attendance a minimum of 67 ½ hours (or 60 in an authorized block schedule) to earn one-half (½) credit.

A student enrolled in a full-year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade.

**ENGLISH LANGUAGE LEARNERS (ELL) - CREDIT TOWARD GRADUATION**

English Language Learners shall be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall be given toward meeting graduation requirements for each basic subject area course completed satisfactorily through ELL strategies. ELL students shall be given the opportunity to complete all graduation requirements as specified in the district’s Student Progression Plan.

**COLLEGE AND CAREER PATHWAYS**

In an effort to provide effective advisement students will choose a pathway and program of study in conjunction with documented approval by parents/guardian to be revisited each year. Based on student choice, students will be placed in programs and levels best suited to meet their academic needs and customized learning path with consideration given to their social, emotional and physical development.

**COLLEGE AND CAREER READINESS**

Parents and students are to become partners with school personnel in career exploration and educational decision making. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students.

Students entering 9th grade and their parents shall develop a personalized academic and career plan based on postsecondary and career goals. The plans require an annual review by the student and school
counselor. The consequences of failing to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions will be communicated to the student.

Students and their parents shall choose among destinations, which must include: a four-year university, state college plus university, or military academy degree; two-year postsecondary degree; postsecondary career certificate; immediate employment or entry-level military; or a combination of the above. In addition to career interest inventories, students will take a variety of college-readiness assessments beginning in middle grades. These tools assist students, parents, teachers, school counselors, and school administrators in planning a productive high school transition which will result in readiness for college and/or career. Assessments include, but are not limited to, Readi-Step, PSAT (Preliminary Scholastic Aptitude Test), and PERT (Postsecondary Education Readiness Test). Students and parents shall choose a Program of Study with a “pathway” which includes clear academic course expectations that emphasize rigorous and relevant coursework and a recommended group of electives which shall help define the path.

The above destinations shall support the goals of the Career Pathways program. Students interested in career pathways shall be enrolled in articulated, sequential programs of study which include a Career and Technical Education (CTE) program. Students should be advised of Career and Professional Education Academies and career themed courses which may lead to industry credentials. They should also receive advisement on the benefits of completing a CTE program of study to include work-based experiences, potential scholarships, entry-level employment skills, college credit, and industry certifications recognized by employers. Parents and students will be provided with the Department of Economic Opportunity’s Security Report summary and the Return on Investment chart annually. These documents emphasize the relationship of post-secondary career and technical education and salary potential and the value of industry credentials earned by students. The reports are available on the district website at http://www.sumter.k12.fl.us under the Parent Section.

The business community shall be encouraged to provide work-based experiences to include externships and paid internships and all students shall be encouraged to take part in service learning opportunities.

Before the student graduates from high school, the school shall assess the student’s preparation to enter the workforce and provide the student and the student’s parent with the results of the assessment. Statewide assessments can serve as this assessment.

High school equivalency diploma preparation programs shall not be a choice for students leading to any one of the four destinations above.

Students interested in a path including college, and who have a 3.0 GPA in 10th grade, will be given the opportunity to take the PERT. The PERT may also be administered to 11th/12th grade students who have completed substantial instruction since the last administration. Students who do not achieve a college ready score in Reading, Math, or Writing by the end of 11th grade may be advised to take a postsecondary readiness course before graduation.

Sumter shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to all enrolled 10th grade students. Sumter may provide PSAT 8/9 for 8th and 9th graders, PSAT/NMSQT for 11th graders and SAT for 11th graders as part of the college and career readiness initiative. However, a parent may make a request in writing to exempt his/her child from taking these tests.
AVID

AVID is a college-preparatory program that prepares students to attend a four-year college upon high school graduation. Schoolwide strategies help prepare all students for college and career readiness.

Students in the AVID elective get additional support and have the following goals and responsibilities:

Student Goals

1. Academic success in college-preparatory courses.
2. Successful completion of college eligibility requirements.
3. Enrollment in college-prep courses throughout high school to ensure enrollment in a four-year college or university upon graduation.

Student Responsibilities

1. I will take responsibility for my own learning and for maintaining satisfactory citizenship and attendance in all my classes.
2. I will strive to reach and maintain a minimum 2.5 GPA or I will be placed on a probationary contract.
3. I will maintain enrollment in all college-prep courses (including honors and/or AP courses).
4. I will maintain enrollment in the AVID elective for at least one year.
5. I will be an active learner, prepared for all classes with all assigned work completed, take Cornell notes, and an active participant in all activities.
6. I will come to AVID class prepared for tutorial sessions by bringing higher-level questions, my AVID binder with Cornell notes, and my textbooks. I will collaborate with classmates and tutors.
7. I will consider participating in extracurricular activities and/or community service because I know that these activities will help me earn scholarships and college acceptance.
8. I will prepare for and take college entrance exams such as the PSAT, PLAN, SAT, ACT and other required tests.
Postsecondary Readiness Courses

Postsecondary readiness testing is recommended for identified high school students. These courses are aligned to the Postsecondary Readiness Competencies, and when combined, will fulfill core English or mathematics subject area credit. Upon completion of the postsecondary readiness courses, students will be required to retake the Postsecondary Education Readiness Test (PERT).

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Total Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200410 Mathematics for College Success (.5 high school math credit)</td>
<td>MAT 1033 Intermediate Algebra (dual enrollment- 3 college elective credits)</td>
<td>1 high school mathematics credit + 3 college elective credits</td>
</tr>
<tr>
<td>1008350 Reading for College Success (.5 high school elective credit)</td>
<td>1009370 Writing for College Success (.5 high school elective credit)</td>
<td>1 high school English/Language Arts core credit</td>
</tr>
<tr>
<td>1200700 Mathematics for College Readiness (1 high school math credit)</td>
<td></td>
<td>1 high school mathematics credit</td>
</tr>
<tr>
<td>1001405 English IV Florida College Prep (1 high school English credit)</td>
<td></td>
<td>1 high school English credit</td>
</tr>
</tbody>
</table>

Note: The five high school courses listed in the chart are academic/core credit courses. These courses may be awarded academic/core credit for graduation.

DUAL ENROLLMENT Advisement

- If a student is starting DE in the summer, they must only take one class.
- If a student is starting DE in the fall, they may take up to 6 hours. If successful, the student may take up to 9 hours in the spring semester.
- A student must have successfully completed 6 hours of DE before enrolling in an online course.
- If a student earns a “D or F” in a DE class, but still maintains minimum GPA (see below), the student must retake the course with the failing grade before enrolling in future DE courses.
- If LSSC GPA is less than a 2.0 or high school GPA is less than a 3.0, then the student loses the DE option.
- A student may not drop a DE class without express permission from school officials. A parent must have a conference with administration AND provide a written request indicating extenuating circumstances in order to get permission to DROP.
- Parents/students should be made aware of how dropping/failing a course affects their completion rate and therefore future financial aid and college acceptance.

ADVANCED PLACEMENT Advisement

- All students enrolled in an AP course, must sign AP contract within the Drop/Add period (See Appendix 19) Students are not allowed to drop after first five days.
- If a student requests to take more than 3 AP/DE courses, he/she must gain approval from school counselor and meet all requirements (attendance, current GPA, teacher recommendations, student and parent signature).
• Students participating in a virtual/blended AP course must stay on pace with the online work.
• Any student wishing to Drop after the DROP/ADD period (5 days) must have parent submit a written request to administration indicating extenuating circumstances AND have a parent conference. If Administration approves the drop, the document must be signed by all parties and placed in the student’s cum and the district notified.
• Parents will be responsible for test fees if the student drops after the order is placed and/or does not show up to test.
• If a student withdraws from the course or does not sit for the exam the student loses the weighted GPA.
• If a student is failing an AP course at the end of the nine weeks/semester, a parent/student/teacher conference is needed.
• Students will be provided with an opportunity to take a CLEP test in order to earn college credit for the AP course if they score a 2 on the AP Exam and maintained a C or better average in the course.

College Bound Student Advisement

• Importance of high GPA
• Consequences of dropping/failing/withdrawing from an Advanced Placement/Dual Enrollment class. Dropping a class affects acceptance to college because of completion percentage of below a 67%. Students do not qualify for federal financial aid if their completion rate is below a 67%
• Retaking ACT or SAT may be in students’ best interest to increase total score in Junior or Senior year
• Cost savings available on college tuition by students taking advantage of dual enrollment and Advanced Placement classes
• Colleges look more favorably to a 24 credit diploma versus an 18 credit diploma and what classes were chosen.
• Graduating at a younger age does not increase chances of acceptance into a college or university. All things being equal, a university prefers an older student with a 24 credit diploma
• Student/Parents should look at requirements of colleges they’re interested in. Advanced Placement/Parents should look at requirements of colleges they’re interested in. Advanced Placement/Dual Enrollment course transfer

CAREER PATHWAYS

A secondary Career Pathways student is defined as a Career and Technical Education (CTE) student who has earned three or more high school credits in a single CTE program of study (concentrator) and has participated in a locally-developed program of study having a written articulation agreement establishing and validating the career pathway. Students can earn college credit by completing the CTE program of study, fulfilling the stipulations documented in the articulation, and entering the postsecondary institution included in the articulation. The district has articulation agreements with Lake Sumter State College, College of Central Florida, Santa Fe College, and Lake Technical College. Each institution has a specific method of awarding credits for Career Pathways.

Students may also be eligible for college credit by earning an Industry Certification listed on the statewide Gold Standard Career Pathways Articulation Agreement of Industry Certification to AAS/AS

CREDIT RESTRICTIONS / COURSE REQUIREMENTS

High School credit may only be granted for courses approved and as specified in the current D.O.E. Course Code Directory.

State and District adopted course descriptions and performance standards are to be used for each high school course where credit is granted.

A student may not enroll in Level I courses unless assessment of the student indicates a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student’s individual educational plan or in a student’s performance plan signed by the principal, parent or guardian (or the student if he/she is 18 years old or older). This procedure must be followed for each Level I course taken and must precede scheduling for this course. Should a parent or student not sign the consent for placement in Level I class form (which must include the name and course number of the specific Level I course, a written assessment of the need for the student to enroll in a Level I course for credit, and the signatures of the principal, the school counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older), the student may not be registered in the Level I course.

READING INTERVENTION REQUIREMENTS

(a) High school students who score at Level 1 or Level 2 on the statewide, standardized grade 9 or grade 10 ELA assessments are required to be enrolled in and complete an intensive remedial/supportive course the following year or be placed in a content area course that includes remediation/supportive strategies incorporated into the course delivery.

(b) High school students who score at Level 1 or Level 2 on the statewide, standardized grade 9 or grade 10 ELA assessment and who have intervention needs in the areas of decoding and/or text reading efficiency must have an extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This reading intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of Florida standards benchmarks specific to the subject area if blocked with the intensive reading course (Biology, World History, etc.);
5. A focus on informational text at a ratio matching statewide, standardized assessment; and
6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

(c) Sumter School District has established criteria beyond the statewide, standardized ELA assessment for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Schools must determine if students have an instructional need in decoding and text reading efficiency through the use of assessment and identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on the statewide, standardized ELA assessment.

(d) Schools may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package or 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. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of Florida’s standards benchmarks specific to the subject area (Biology, World History, etc.);
5. A focus on informational text at a ratio matching statewide, standardized assessment; and
6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

(e) Passing scores on the ELA retakes and concordant scores on other assessments may be used to exempt grade 11 and 12 students from required intervention. Reading may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.

(f) Schools must progress monitor students scoring at Level 1 and 2 on the statewide, standardized grade 9 or grade 10 ELA assessment, a minimum of two (2) times per year.

(g) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement. (Optional)

(h) One of the following courses, as listed in the Course Code Directory incorporated, must be used to provide reading intervention to all high school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):
1. 1000400 INTENSIVE LANGUAGE ARTS
2. 1000410 INTENSIVE READING
3. 7910100 READING: 9-12
4. 1002381 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)
5. 7910400 LIFE SKILLS READING: 9-12
6. 1008350 READING FOR COLLEGE SUCCESS
7. 1001405 ENGLISH IV FLORIDA COLLEGE PREP

School may require students other than level 1 and level 2 to take on-grade-level reading classes in order to maintain skills if their School Improvement Plan indicates there is a need unless they are taking AP courses.

[See Appendix 5 for Just Read Florida Reading Placement Chart 9-10 and 11-12]

MATHEMATICS AND SCIENCE REMEDIATION

Each year a student scores Level 1 or Level 2 on the statewide, standardized Algebra I state EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

Students entering 9th grade in the 2010-2011 school year, and thereafter, who scored below level 3 on the 8th grade FCAT 2.0 Math may be placed in a 90 minute math block for Algebra Instruction.

DIPLOMA OPTIONS AND DESIGNATIONS

A student completing the Sumter School District high school program may be granted a Standard Diploma or a Certificate of Completion. To be awarded a standard diploma a student must earn 24 credits as prescribed in Florida Statutes and as indicated in the Graduation Requirements Chart accordingly. In addition to meeting the 24-credit standard high school diploma requirements:

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must:

Earn 1 credit in Algebra II;
Earn 1 credit in Statistics or an equally rigorous mathematics course;
Pass the Biology I EOC;
Earn 1 credit in Chemistry or Physics;
Earn 1 credit in a course equally rigorous to Chemistry or Physics;
Pass the U.S. History EOC;
Earn 2 credits in the same World Language; and
Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.
Scholar Diploma Designation
9th Grade Cohorts 2014-2015 and Forward
In addition to meeting the 24-credit standard high school diploma requirements, a student must:

- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
  Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

*Scholar Diploma Designation Exemptions
A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student: takes the respective AP, IB or AICE assessment and earns the minimum score to earn college credit.

Merit Diploma Designation
In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain one or more industry certifications from the state approved list.

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 2008-2009, the high school diploma will include designations for the following: Postsecondary Credit, Industry Certification, and Florida Ready to Work Credential.

Florida Seal of Biliteracy
The Florida Seal of Biliteracy Program has been established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English. The Commissioner of Education shall award the Seal of Biliteracy upon graduation to a high school student who meets the qualifications. The seal will differentiate between two levels of competency designated as Gold and Silver.
# Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Entered 9th Grade in 2017-18</th>
<th>Entered 9th Grade in 2016-17</th>
<th>Entered 9th Grade in 2015-16</th>
<th>Entered 9th Grade in 2014-15</th>
<th>Entered 9th Grade in 2013-14</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td>4 Credits English Language Arts (ELA)</td>
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<td>ELA honors, Advanced Placement and dual enrollment courses may satisfy this requirement</td>
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<td><strong>Mathematics</strong></td>
<td>*4 credits, which include Algebra I, Geometry or their equivalents or a higher level mathematics course</td>
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<td><strong>Science</strong></td>
<td>3 credits in science - Two of the three must have lab component. One credit Biology I and two credits in equally rigorous courses. (See appendix 8 for equally rigorous)</td>
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<td><strong>Social Studies</strong></td>
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<td>5 credit Economics with Financial Literacy</td>
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<td><strong>Foreign Language</strong></td>
<td>Not required for high school graduation, but required for admission into state universities (2 credits)</td>
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<td><strong>Practical Arts/Performing Fine Arts</strong></td>
<td>1 credit in Fine or Performing Arts, Speech, and Debate, or Practical Arts (eligible courses specified in Course Code Directory)</td>
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<td><strong>Physical Education</strong></td>
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<td><strong>Electives</strong></td>
<td>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</td>
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<td><strong>Total Credits</strong></td>
<td>24 (to include one online course)</td>
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<td>24 (to include one online course)</td>
<td>24 (to include one online course)</td>
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<tr>
<td><strong>Grade Point Average (GPA) Requirements</strong></td>
<td>Cumulative GPA of 2.0 on a 4.0 scale</td>
<td>Cumulative GPA of 2.0 on a 4.0 scale</td>
<td>Cumulative GPA of 2.0 on a 4.0 scale</td>
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<tr>
<td><strong>High School Testing and Graduation Requirements (Subject to State Statute Adjustments)</strong>*</td>
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*Graduation Requirements apply based on when a student entered 9th grade regardless of their current grade level status. This chart provides for students who may be completing a 5th year in high school. For additional explanation see notes to follow. (For Course Substitutions and Waivers, see Appendix 2)

**The online requirement does not apply to a student who has an IEP which indicates that an online course would be inappropriate or to an out-of-state transfer student who has 1 academic year or less remaining in high school

***2015 FSA Algebra I and Geometry EOC Spring administration was not used as 30% by state decree, so those students earned credit without the EOC

****EOC will count for 30% of grade for any student enrolled Algebra II during the 2016-17 school year

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NOTES ON GRADUATION REQUIREMENTS

Character Education/Freshman Transition

Beginning with students entering grade 9 in the 2016-2017 school year, a course containing the state required character education components will be taken as an elective. The Leadership Techniques course will include nationally recommended freshman transition standards. The Early Warning System will be incorporated into this freshman transition program as a way to identify and assist students who may be at risk for not graduating on time. The 9th grade AVID elective course will replace Leadership Techniques for students accepted into the AVID program.

Virtual

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. A student may also meet this requirement by earning an industry certification that is identified on the CAPE Industry Certification Funding List or passing an online content assessment.

Mathematics

For students entering ninth grade in the 2007-2008 school year and beyond, four credits in Mathematics are required. (Sequential math courses are recommended.) One of the four must be Algebra I or a state-approved equivalent course or series of courses or a higher-level mathematics course. Higher level mathematics courses may be used to satisfy the Algebra I graduation requirement in cases where a student has completed Algebra I prior to high school or otherwise shown mastery of the content (see Credit Acceleration Program) AND the high school transcript does not reflect completion of Algebra I (1200310), Algebra I Honors (1200320), Algebra IA/IB (1200370/1200380), IB MYP Algebra I Honors (1200390), or Pre-AICE Math 1 (1209810). Higher-level courses that may substitute for the Algebra I requirement are defined as Algebra II, Integrated Math III, or any Level 3 mathematics course.

For students entering the ninth grade in 2010-2011, in addition to the Algebra I credit requirement, one of the four math credits required for graduation must be a Geometry or Geometry equivalent as determined by the State Board of Education. [See appendix 8 for Mathematics Equivalent Courses]

Beginning with the 2010-2011 school year, all students enrolled in Algebra I or an equivalent course must take the state Algebra I end of course assessment. Students entering grade 9 during 2010-2011 who are enrolled in Algebra I or an equivalent, must take the state Algebra I end of course assessment. Student performance on the Algebra I end of course shall constitute 30% of the student’s final course grade. Beginning with students entering grade 9 in the 2011-2012 school year, a student who is enrolled in Algebra I or an equivalent must earn a passing score on the end of course assessment in Algebra I or attain an equivalent score in order to earn course credit.

Note: (Beginning in 2011-2012, the sequences of Applied Math I and II as well as Integrated Math I and II, no longer meet the Algebra I requirement.) Although 1200370, Algebra IA, and 1200380 Algebra IB
provide two credits toward high school graduation requirements, the combination of the two courses equate to one unit of Algebra I for admission to the State University System and for eligibility for two of the Bright Futures Scholarships, the Academic Scholar and Merit Scholar awards. (See Appendix 9 and Appendix 10)

All students enrolled in high school as of 2012-13 who earned a passing grade in Biology and Geometry or its equivalent before 2013-14 shall be awarded a credit in Biology and Geometry if the student passed the course or its equivalent.

Students entering grade 9 in 2012-13 must earn four math credits to include Algebra I and Geometry or equivalent courses.

Students entering grade 9 in 2013-14 must earn four math credits to include Algebra 1 and Geometry or equivalent courses. Industry certification courses that lead to college credit may substitute for up to two math credits.

Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).

(See Appendix 8 for Mathematics Equivalent Courses.) (See Diploma Designation section for additional requirements for Scholar or Merit Designations)

Science

Beginning with the 2011-2012 school year, all students enrolled in Biology or an equivalent course must take the state Biology end of course assessment. All students enrolled in high school as of 2012-13 who earned a passing grade in Biology or its equivalent before 2013-14 shall be awarded a credit in Biology if the student passed the Biology course or its equivalent.

If a student who entered 9th grade in 2011-12 or beyond, transfers into a Sumter County school having taken Integrated Science I and/or 2, the student will be required to take Biology or an equivalent and take the Biology end of course assessment. (See Appendix 8 for Science Equivalent Courses)

Students entering grade 9 in 2013-14 must earn three credits in science. Two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous (EQ) or Biology (BI) courses. Students enrolled in Biology I or its equivalent must take the Biology I state EOC assessment. The Biology I state EOC assessment constitutes 30% of the student’s final course grade. A student who is enrolled in one of the accelerated Biology courses with a “BI” subject code is not required to participate in the statewide standardized Biology End of Course (EOC) Assessment or the respective final program examination in order to earn course credit.

Regarding Equally Rigorous Science CTE courses identified on the new list: Students should not be placed in these courses without the necessary prerequisites. For example: a student should have completed Agriscience Foundations and Agricultural Biotechnology 2 before being placed in Agricultural Biotechnology 3 to satisfy a science credit. EQ Course is an Equally Rigorous science course based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.
Industry certifications that lead to college credit may substitute for up to one science credit with the exception of Biology I. An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit, except for Biology I. (See Appendix 8 for Science Equivalent Courses)
(See Diploma Designation section for additional requirements for Scholar or Merit Designations)

**Other Required Coursework**

Students are required to earn one credit in performing or fine arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. [See Practical Arts courses in Appendix 17]

Exploratory vocational courses are limited to no more than one credit.

All credits earned at the Withlacoochee Technical College in Inverness will count as elective credits or may count for the Practical Arts requirement to be applied toward graduation requirements.

Physical education credits are limited to four (4) in grades 9-12 not including Life Management Skills and Personal Fitness.

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit, with the total not to exceed nine elective credits. Remedial instruction provided may not be in lieu of English and mathematics credits for graduation with the exception of the English and Math for College Success and Readiness courses that count for core credit towards graduation. (See College Readiness course chart on page 66.)

Credit may not be granted for teacher assistant, library/media assistant, office assistant, etc.

Credit may not be granted for study hall.

**On-the-Job/Cooperative Education Courses**

Summer Agriculture Co-op allows students who are entering grades 11 through 12 to earn high school elective credit in the summer. Maximum credits earned per summer are limited to one (1). OJT/Co-op credits are limited to a maximum of four (4) credits total in grades 11-12 during the regular 180-day school year and no more than one credit each summer. Seniors may earn additional credits beyond the 24 required for graduation to a maximum of 28. To earn one credit, the student must work a minimum of 5 hours per week.

To earn two credits, the student must work a minimum of 10 hours per week. Students may not schedule work experience classes prior to 11:30 a.m. Students must be enrolled in the CTE program or completers of the CTE program directly aligned to the job experience. Teachers will determine, based
on the task analysis of the job, if it aligns to the CTE program. OJT positions must be within the boundaries of Sumter County.

Students and parents will be required to attend an orientation prior to beginning the work experience.

Students who have not submitted all required documentation within the drop/add period will be removed from the OJT class for the remainder of the semester. Students who, for two consecutive weeks, do not turn in completed time cards or turn in time cards which do not reflect sufficient working hours to earn high school credit, will be put on a probationary status. Any time after the Drop/Add period, if time cards are not submitted or the student is not working the required number of hours for the credits being earned, the student will be removed from the OJT class and put in Temporary Instructional Placement and/or virtual. Students MUST be scheduled to work the minimum number of hours for high school credit during FTE weeks. Students will be required to attend on-campus employability skills workshops with the OJT teachers at least twice during the school year.

EOC REQUIREMENTS FOR TRANSFER STUDENTS

Graduation/Credit

Beginning with the 2012-2013 school year, if a student transfers into a Florida high school from out of country, out-of-state, a private school, or a home school, and that student’s transcript indicates Algebra I course credit, the student must take and pass the Algebra I EOC assessment in order to earn a standard diploma unless the student:

- Earned a comparative score 97 or higher on the Postsecondary Education Readiness Test (PERT) or
- Passed a statewide assessment in Algebra I administered by the transferring entity or
- Passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act.

If a student’s transcript indicates an Algebra I credit and no evidence of a passing score on a statewide, standardized mathematics assessment or Algebra I subject assessment, the student may not use a comparative PERT score without a first attempt at the Algebra I EOC assessment.

A student may not earn Algebra I credit by using a PERT score for the Credit Acceleration Program.

If a student’s transcript indicates credit in high school reading or ELA II or III, the student must take and pass the grade 10 ELA assessment or earn a concordant score in order to earn a standard diploma.

If a student’s transcript indicates a final course grade and credit in Algebra I, Geometry, Biology I or U.S. History, the transferring final grade and credit must be honored without the student taking the requisite EOC assessment and without the results constituting 30 percent of the student’s final course grade.

If a student’s transcript indicates a passing score on the transferring state’s statewide ELA assessment required for graduation that cannot satisfy the Florida grade 10 ELA assessment requirement. Only ACT and SAT concordant scores may be used to satisfy the Florida grade 10 ELA assessment requirement.
MILITARY DEPENDENT CHILDREN TRANSFER STUDENT PLACEMENT AND ON-TIME GRADUATION

Sumter County Schools participate in the Interstate Compact on Educational Opportunity for Military Children. Schools will make transition easier for the children of military families so they are afforded the same opportunities for educational success as other children, and are not penalized or delayed in achieving their educational goals. Upon receipt of education records, the school shall enroll and appropriately place the student as quickly as possible based on the information provided and pending validation of the official education records.

The transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, including, English as a second language, exceptional student education, gifted, honors, advanced placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE) and career and technical courses. Program placement must occur based on prior participation or educational assessments conducted at the student’s former school.

Schools will facilitate on-time graduation for transferring military children enrolled any time in high school. Specific courses must be waived for graduation if similar course work has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, an alternative means of acquiring the required course work must be provided so that graduation may occur on time. End-of-Course (EOC) or exit exams required for graduation from a school in the sending state, must be accepted.

If a transitioning student who transfers in his or her senior year is ineligible to graduate after all alternatives have been considered, both the sending and present schools must ensure receipt of the diploma from the sending state school if the student meets the graduation requirements of the sending state school. The student will still be allowed to participate in all local graduation activities.

In addition, if a transfer student’s transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology 1 or U.S. History, the transferring course final grade and credit is honored without the student taking the requisite statewide, standardized EOC assessment, and without the assessment results constituting 30 percent of the student’s final course grade. However, in order for a student to earn a scholar diploma designation specific EOC assessment must be passed.

GRADUATION WAIVER REQUIREMENTS OF MILITARY CHILDREN

Graduation Waiver Requirements- Specific courses required for graduation shall be waived if similar course work has been satisfactorily completed in another state, or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the receiving school shall provide an alternate means of acquiring coursework so that graduation may occur on time. If the receiving school requires a graduation project, volunteer community service hours, or other state or district requirements, those requirements may be waived.

11th and 12th GRADE TRANSFERS FROM OUT OF STATE AND COUNTRY

Students entering a Florida public school from out of state or a foreign country in eleventh or twelfth grade are not required to spend additional time in order to meet high school course requirements if the
student has met all requirements of the school district, state, or country from which he or she is transferring. However, a transfer student must earn a 2.0 grade point average and pass the grade 10 statewide, standardized assessment or an alternative assessment that is determined to be the comparable validity of other standardized tests.

REQUIREMENTS FOR COURSE CONTENT

Each student shall be required to earn credit in Diversified Language Arts each year. (Sequential language arts courses are recommended.)

Social Studies credits must include World History (Comparative Political Systems), United States History and Government/Economics. (Three credits are required.)

The following items shall be included in the social studies curriculum:

1. The content of the Declaration of Independence and how it forms the philosophical foundation of government (minimum 3 hours instruction on the intent, meaning, and importance of the Declaration of Independence).
2. The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
3. The essentials of the United States Constitution and how it provides the structure of our government.
4. The study of the Holocaust to include an understanding of the ramifications of prejudice, racism and stereotyping, and the encouragement of tolerance of diversity in a pluralistic society.
5. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and contributions of African Americans to society.
6. The contributions made to the United States by women and Hispanics.
7. Contributions of veterans in serving the country and protecting democratic values.
8. The nature and importance of free enterprise to the United States economy, and the elementary principles of agriculture and conservation of natural resources.
9. The curriculum for United States Government must include the study of Florida government, the Florida constitution, the three branches of state government, and municipal and county government.

Health Education for students in grades 9-12 must include a curriculum component in the area of dating violence and abuse. This instruction shall include 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. The curriculum chosen must also have an emphasis on prevention based education.

COURSE SUBSTITUTIONS AND WAIVERS

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count towards State University System admissions
requirements.

Students entering 9th grade in or after 2011-12 will not be eligible for CTE program substitutions (job preparatory for academic credit).

The course Anatomy and Physiology (2000350) or Anatomy and Physiology Honors (2000360) may be substituted for the course Health Science Anatomy & Physiology (8417100).

The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course listed in Sections 3-6 of the Course Code Directory [See Appendix 17] Two years in a JROTC class (#1500450 and #1500460) waives the 0.5 credit physical education elective AND the full one-credit performing arts requirement (also #1500480). The student must still take the 0.5 credit Personal Fitness class to complete the requirement.

**Gold Standard Industry Certification Substitutions for Mathematics and Science**

Industry certifications (IC) that lead to college credit may substitute for up to two (2) mathematics credits and up to one science credit toward high school graduation. The IC mathematics substitutions may not be used to substitute for Algebra 1 or Geometry requirements. The IC science substitution may not be used to substitute for the Biology 1 requirements. The school district will determine which industry certification exams (passing scores) can yield course substitutions for mathematics and science. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications tied to college credit in order to earn the maximum three substitution credits (two for math, one for science).

The eligible industry certifications that are tied to statewide college credit may be found at [http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml](http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml).

**Physical Education High School Waiver Options**

For students entering 9th grade in 2007-2008 school year and thereafter, waiver options are available for Physical Education. These waiver options may be found at [http://www.fldoe.org/core/fileparse.php/7746/url/CCDNarrative1718.pdf](http://www.fldoe.org/core/fileparse.php/7746/url/CCDNarrative1718.pdf), page 25.

*[For additional information on course substitutions and waivers, see Appendix 7]*

**ACCELERATION PROGRAMS**

Each high school must offer either the International Baccalaureate or Advance International Certificate of Education Programs, or a combination of dual enrollment and Advanced Placement courses that include one course each in English, mathematics, science and social studies. School districts may meet this requirement through virtual instruction if the virtual course significantly integrates postsecondary level content for which a student may earn college credit and for which a standardized end-of-course assessment is administered. *(See Appendix 11)*
Beginning with the 2014-2015 school year, Lake-Sumter State College (LSSC) will work with Sumter District Schools to establish a Collegiate High School Program (CHSP) which must at a minimum:

- Include an option for students in grade 11 or 12 participating in the program, for at least one full school year, to earn CAPE industry certifications; and
- Allow for successful completion of 30 credit hours through the dual enrollment program toward the first year of college for an associate degree or baccalaureate degree.

Sumter District Schools and LSSC will execute a contract to establish one or more CHSPs at a mutually agreed upon location or locations. *(See Appendix 12)*

**ACCELERATED GRADUATION PROGRAMS**

Any student who selected and is participating in an accelerated high school graduation option before July 1, 2013, may continue that option and all statutory program requirements of the accelerated high school option shall remain applicable to the student as long as the student continues participation in the option. Prior to selecting a program, a student and the student’s parent should meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must receive the written consent of the student’s parent. If an effort to meet with the student’s parent fails and that effort has been documented by designated school personnel, the student may select a program with the written consent of the student’s parent. A student may select a program without the written consent of the student’s parent only if the student is 18 years of age or older.

Any student interested in participating in an accelerated program 2014 and beyond may participate in either an accelerated 24 credit option or the 18 credit ACCEL option leading to early college. *(See ACCELERATION/ALTERNATIVES FOR GRADUATION)*

Selection of one of the graduation options may be completed by the student at any time during grades 9 through 12. If the student and parent fail to select one of the accelerated high school graduation options, the student shall be considered to have selected the general requirements for high school graduation.

**ATTENDANCE**

**Excused Absences** - Excused absences as determined by the School Board, as defined in general section of Student Progression Plan, shall not be counted against the 135-hour minimum requirement. 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, students who make up work missed during an unexcused absence, even a suspension, may earn up to a grade of a 59%.

High School students sixteen (16) years of age and older, other than properly identified ESE, ESOL, Migrant, or teenage parents, who have 15 unexcused absences in a 90 calendar day period may be placed in the Adult Education program or Sumter PREP Academy for one semester minimum upon recommendation by the Truancy Case Staffing Committee.

**Excessive Absences** - Excessive absences will be dealt with in the following manner:

1. Any high school student who has missed *ten (10) or more excused absences, ten (10) or more unexcused absences, or a combination of ten (10) or more excused and unexcused absences in a semester in any class may not receive credit for the class unless he:
   a. scores seventy-five (75) percent or better on the course semester examination, AND
   b. earns a passing average in the course for the semester after application of the school grading policy which determines the computation of nine weeks and semester examination grades to yield a semester average.
   * Five (5) or more for any course on a block schedule.
   ** Teacher made semester exams may be replaced with district assessments where appropriate.
2. The school administrator may waive the semester examination requirement for students with *ten (10) or more excused absences, a combination of *ten (10) or more excused or unexcused, but not *ten (10) unexcused absences, if good and sufficient reasons warrant waiver.* Five (5) or more for any course on a block schedule.
   a. Although school-wide conditions may call for some flexibility at the school level in setting the ending date for requests for administrative hearings, the request for a hearing should be filed with the school office three (3) days after the end of the first semester or by the end of post-planning for the second semester.
3. Any denial of credit under the district attendance policy may be appealed to the Superintendent or his designee(s) who shall review both the procedure used and the findings as they relate to the provisions of this section.
4. In the cases of students falling under the excessive absence policies, both excused and unexcused, the following grade calculation will be used:
   a. If the student meets the minimum testing requirement and he has a passing average, the school should record his actual semester numerical and letter grade average.
   b. If the student meets the minimum testing requirement, but does not have a passing semester average, the school should record his actual semester numerical and letter grade average.
   c. If the student does not meet the minimum score requirement on the semester examination and has a failing average, the school should record the actual semester average.
   d. If the student does not meet the minimum score requirement on the semester examination but has a passing average for the semester, the school should record a 59 as the semester numerical average and an F as the letter average.
High school students sixteen (16) years of age and older who accumulate twelve or more unexcused absences in a semester and have a cumulative grade point average of less than 1.5, will be recommended for placement to Sumter PREP Academy or Adult Education for the following semester. An appeal process shall be in place through which any impacted student may appeal Adult Education placement; no appeal shall be granted unless there is extraordinary evidence that the Adult Education placement is inappropriate for the student. The appeal process will be conducted at the school level. In lieu of adult education placement, second chance school enrollment may be recommended by the school, depending upon the student and his or her needs. This policy is not applicable to students with disabilities unless determined appropriate by the Individual Education Plan (IEP) Committee.

**REPORTING TO PARENTS**

**Test Results/Progress Reports** - Scores for achievement and assessment tests shall be communicated to parents or guardians. Each school shall establish procedures for notifying parents or guardians when it is apparent that a student is not making satisfactory progress and the number of credits earned reflects a variance in grade classification for the student. Each school shall notify parents at the midpoint of the nine week period if the student is, at that point, failing or in danger of failing for the nine weeks. At the end of each semester, the parents or guardians of each student in grades 9, 10, 11 and 12 who has a cumulative grade point average of 2.5 or less will be notified that the student is at-risk of not meeting the requirements for graduation. Exceptional effort should be made to apprise the parents of seniors of their academic status; these efforts should be well documented by counselors and teachers.

**TESTING - GRADUATION REQUIREMENTS**

Required state assessments will be administered to high school students. A passing score on the statewide, standardized assessment for ELA and appropriate EOC assessments will be required in order to graduate with a standard high school diploma. Students may retest during each state sanctioned testing period. Students can still graduate by receiving a comparable score on a standardized test for which the state has adopted a concordant score. A new student who enters the Florida public school system in grade 12 may either achieve a passing score on the statewide standardized or use an approved subject area concordant scores to fulfill the graduation requirement.

If a student is passing a course where he is awaiting a passing EOC score, then he shall walk at graduation. Parents will be notified once EOC scores are available and a diploma will then be given.

If a student is failing a course where he is awaiting a passing EOC score, then he shall NOT walk at graduation nor receive a diploma until the EOC scores are verified.

The ACT/SAT fee request form is provided by the district to assist students for whom payment of the test fee could be a barrier to high school graduation. This covers the test fee for the test option you select, EITHER the ACT (no writing) or the SAT (no writing). The basic registration fee covers one report to your high school and four college choices (at the time you register). District provided fees may not be used to pay for the late registration fee, additional college choices, test date, test center or test option changes, the standby fee or other services. Eligible students may use a maximum of ONE district provided fee. The fee is considered used once you web REGISTER. You cannot receive a refund for a test fee if you already paid. *(See Appendix 20)*
A student may use a score of 430 (or greater) on the new SAT Evidence-Based Reading and Writing section or a score of 24 (or higher) on the new SAT Reading test score (Reading subtest).*

Note: Students who were originally scheduled to graduate in 2003 are still eligible for a lower passing score of 1856 (scale score of 287) or higher on FCAT SSS Reading and 1868 (scale score of 295) or higher on FCAT SSS Mathematics.

Alternate Passing Score for FSA ELA, Algebra I and Geometry

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Eligibility</th>
<th>Passing Score (FSA scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10 FSA ELA</td>
<td>Entered Grade 9 in 2013-14 or prior¹²</td>
<td>349</td>
</tr>
<tr>
<td>FSA Algebra 1</td>
<td>First participated prior to Spring 2016³</td>
<td>489</td>
</tr>
<tr>
<td>FSA Geometry</td>
<td>First participated prior to Spring 2016³</td>
<td>492</td>
</tr>
</tbody>
</table>

¹ Students who entered grade 9 in 2013 (or prior), regardless of his or her first attempt taking the assessment, are eligible to use the APS for graduation purposes. Please note that students who took the Grade 10 FSA ELA assessment in the spring 2015 as about-grade level testers (e.g., grade 9 students receiving grade 10 instruction) are also eligible to use the APS, even though they are NOT in the 2013-14 cohort.

² Retained grade 10 students in the 2013-14 cohort who will take the grade 10 assessment this spring, even if it is for the first time, OR students who tested above grade level in spring 2015 and did not pass, they should take the FSA ELA Retake and be added to TIDE in The Retake administration. If these students are assigned the Grade 10 FSA ELA test (not the Retake) and receive the alternate passing score of 349, their reports will incorrectly indicate that they did not pass the assessment.

³ Students who took one of these assessments prior to the adoption of the new passing scores (Spring, Summer, Fall, or Winter 2015) are eligible to use the APS for Algebra 1 for graduation/CAP purposes, or the APS for Geometry for scholar designation/CAP purposes.

New Passing Score for Graduation or Scholar designation

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Eligibility</th>
<th>Passing Score (FSA scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10 FSA ELA</td>
<td>Entered Grade 9 in 2014-15 or after</td>
<td>350</td>
</tr>
<tr>
<td>FSA Algebra 1</td>
<td>First participated prior to Spring 2016 or beyond</td>
<td>497</td>
</tr>
<tr>
<td>FSA Geometry⁴</td>
<td>First participated prior to Spring 2016 or beyond</td>
<td>499</td>
</tr>
</tbody>
</table>

⁴ Scholar Designation only
STATE STUDENT PERFORMANCE STANDARDS

State Student Performance Standards for each academic program in grades 9-12 for which credit toward high school graduation is awarded must be mastered by each student and verified by the appropriate teacher(s).

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 ESE section of this document and eligible for the special diploma. Nothing provided herein, however, 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 refer to the Exceptional Education Section of this plan.

CERTIFICATE OF COMPLETION

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

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

\textit{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 2.0 Waiver}

Students entering ninth grade in the 2007-2008 school year, and thereafter, that complete high school under this option who fail to pass FSA or the Algebra I EOC, and fail to earn a concordant score on a state approved assessment shall not march. Numerous remediation opportunities will continue to be offered by schools 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 2.0 shall be made available through the Adult Education Program for students or others who have not previously qualified for a standard diploma.
**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 refer to the ESE section of this document.

**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:

1. **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. (*Note: See Appendix 13.*) Students are exempt from the payment of registration, matriculation, and lab fees.

2. **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 postsecondary 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 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 assessment records. The AP program requires a high level of commitment to completion of all requirements inside and outside of 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.

3. **Dual enrollment** permits college ready students in grades 11-12 to attend the State 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. Tuition is waived and instructional materials are provided the student free of charge. Students must pass the required components of the Postsecondary Education Readiness Test (PERT) or other college placement instrument, have a 3.0 or higher GPA, and pass the statewide, standardized assessments for ELA and Algebra in order to be eligible to participate in dual enrollment. **Courses taken as dual enrollment must be within the 24 credits required for graduation AND included on the Florida High School Subject Area Equivalency List.** (*See Appendix 8*) Any Dual Enrollment coursework occurring outside of the morning cohort must be preapproved by district staff.

4. **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).
5. **Career Dual Enrollment** permits high school students to attend both their home base high school and Withlacoochee Technical College during the school day. A student must have and maintain an unweighted 2.0 GPA to be eligible. Credit will be granted by the institution providing the instruction and recorded by the high school.

6. **Sumter Virtual School** permits a high school student to earn credits towards graduation in courses offered via the internet. Participation may be full time, part time, or in combination with brick and mortar school in a Sumter Virtual Learning Lab setting. (SVLL)

7. High school credit courses may be offered to middle school students after reviewing assessment data, course performance, attendance, and teacher recommendations.

8. **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 Sumter County Schools has an articulation agreement. Some institutions will award college credit for industry credentials without further testing. *(See Appendix 14- College of Central Florida, Appendix 15- Lake-Sumter State College, Appendix 16- Santa Fe College)*

9. **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.

10. **Accelerated Graduation Options** as described under the Course Requirements section of this progression plan allow students to obtain a high school standard diploma following successful completion of the prescribed components.

11. **Credit Acceleration Program (CAP)** is created for the purpose of allowing a secondary student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment (EOC), an Advanced Placement Examination, or a College Level Examination Program (CLEP). 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 end-of-course assessment. Advanced Placement Examination or CLEP. 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. Students who earn credit by examination must understand that course credit may not be recognized by some entities (i.e. *NCAA Clearing House*). In addition, if a student fails the course and elects to use a passing EOC score to CAP the credit, the failing grade will remain on the transcript and continue to be calculated in the grade point average.

12. **College-Level Examination Program (CLEP)** allows students with strong content background in a subject area to earn college credit through an examination program administered by the college they attend. Candidates for CLEP include students who have completed an AP course but did not earn a qualifying score on the AP exam and/or students who have taken several high school courses in one particular area. For more information on CLEP testing sites and dates, contact the admission or registrar’s office at the postsecondary institution. The district will provide an opportunity to CLEP in the following subject areas: English/Language Composition, US History, and Psychology if the student earned a C or higher in the AP course, AND scored a 2 on the AP exam.

13. **ACCEL 18-Credit Standard Diploma (Academically Challenging Curriculum to Enhance Learning)** Beginning with students entering high school in 2013-2014 and beyond, A student who meets the following requirements can be awarded a standard high school diploma: Florida’s high school standard diploma course requirements for a 24-credit standard diploma based on the grade 9 cohort year without the required physical education course and only three credits in electives, and a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. If at the end of the 10th grade a
student wishes to pursue the ACCEL Diploma, the student may be promoted to senior status if they meet all of the following requirements: Signed parental document of ACCEL credit requirements, 12 of the required 18 credits, a minimum GPA of 2.0, and has passed required state assessments. Any student who intends to graduate early must complete an “Intent to Graduate Early” (See Appendix 6) form and have it signed by the student, the parent, and the school counselor prior to August 31 of the year he/she expects to graduate.

EXCEPTIONS FOR GRADUATION

Each student in grades 9-12 must be enrolled in a full schedule (seven period/classes) each year except under unusual circumstances approved by the principal. Students classified as seniors (or other students approved by the principal) may earn more than seven credits. It is strongly recommended that they take at least one more credit than is needed for graduation.

Students wishing to graduate mid-year must notify school counselors by August 30 of their intent. This is also the deadline for Bright Futures and Financial Aid if the student plans to attend a postsecondary institution in January.

A regularly enrolled full-time day student shall not be allowed to earn more than nine (9) credits in the regular 180 day school program.

Dual Enrollment Credit from the community college will permit students to receive academic credit at both the high school and the college level.

In an approved alternative school placement, class time required for course credit and curriculum may be modified as permitted under Florida Statutes. Alternate methods of assessment of student performance standards may be utilized, in this setting, as well.

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. Class ranking and diploma designations will be determined for the purpose of school graduation ceremony upon final senior grade entry. Valedictorians and salutatorians will be named on the basis of this final calculated GPA. Students with outstanding results for tests which are required for graduation (FSA ELA 10 and Algebra I) will not be considered. 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 non-weighted credits taken in which the student is awarded an “A”, the students shall be named co-valedictorians. The GPA/class rank of any student graduating under an accelerated graduation option may not be advanced beyond that of a student comparably completing the 24 credit option. 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.
ACADEMIC INTERVENTIONS

For students who are not making satisfactory progress, a variety of interventions may be utilized at the school level in increasing intensity dependent upon individual student need. These may include but are not limited to the following:

1. Monitored using Progress Monitoring Plan District/State Progress Monitoring Plan;
2. Enrollment in a remediation/supportive program during the regular school day;
3. Enrollment in a remediation/supportive or course recovery program beyond the school day;
4. *Referral for summer school/extended day for those who qualify;
5. Additional academic assistance is available to high school students before and after school as needed;
6. *Enrollment in the Adult Education Program for those who qualify;
7. Students demonstrating lack of proficiency in reading and/or mathematics and writing may be placed in an alternative site “School for Success” program. Placement will be recommended after evaluation of the student’s previous retentions, grade point average, FCAT 2.0 level and other risk factors that may interfere with his/her ability to graduate with his/her cohort group. Assigned students will continue in this placement until performance expectations are met;
8. Allow for additional instruction. This option is necessary for those students who fail to master the Student Performance Standards as established by the state. Students may elect to return to the secondary school for up to one additional year of remedial assistance.
9. Students that are sixteen years of age and older, other than properly identified ESE, ELL, Migrant, or teenage parents, who have 15 unexcused absences in a 90 calendar period will be placed in the adult education program for a one semester minimum upon recommendation by the Truancy Case Staffing Committee;
10. Any other intervention listed on the school level MTSS pyramid of Tier 1 interventions;
11. Referral to MTSS program assistance for development of Tier 2 and Tier 3 interventions
12. Referral to the Exceptional Student Education Program.
13. Referral to the ACCEL 18 Credit Standard Diploma Option where appropriate.

*Students must meet same requirements as in regular day program.

GRADUATION ASSISTANCE PROGRAM

Beginning with the 2016-2017 school year, Sumter will be utilizing a 3 prong approach to addressing the needs of students at-risk for on time graduation:

- Freshman Transition - a mentoring program for all first time in high school students that will incorporate character education, leadership, study skills, computer proficiency, and early warning system screening;
- Exit Interventions - barriers to the exit process that include communication with families, student surveys, and meetings with counselors to discuss alternatives to quitting school;
- Alternatives/Interventions – an array of choices for 4th year in high school students who need assistance to graduate on time.
**SUMMER SCHOOL/EXTENDED DAY PROGRAM**

**Criteria for Admission:**

1. Students who fail to earn credit in one or more required subjects are deficient in grade point average, or need additional elective credits for promotion or graduation are eligible for summer school/extended day program on a space/priority basis.

2. Students with disabilities may be eligible for Extended School Year services based on the recommendation of the IEP Committee.

**Summer School/Extended Day Instruction and Attendance**

Instruction will be provided in the four basic subject areas (language arts, math, science, and social studies) if there are enough students to warrant a class. Students may take courses which they have previously failed. Such courses will be eligible for grade forgiveness as long as the course taken bears the same course number as that of the course failed.

Credit will be earned based on attendance requirements as outlined in the summer school guidelines. Students must be in attendance a minimum of ninety (90) percent of the summer school/extended day program and successfully complete their prescribed program of work to receive credit.

Students/parents may choose to use Florida Virtual School or private school alternatives to make up failed courses over the summer. However, these courses must be completed with a passing grade and the school notified prior to the first day of school in order to be promoted to the next grade.

**Summer School/Extended Day Grading and Reporting To Parents**

The adopted regular school year grading system will be used for the summer school/extended day program. Students may earn up to 10 points to be added to their grade (up to a 70/C with 90% attendance at designated school’s after school program). The process for this will include documentation with a form to be filled out by the after school teacher and signed by the regular school day teacher. In cases where the student participated in grade forgiveness, he/she must successfully complete the prescribed program of work after an improved grade. If, after the completion of summer school/extended day, the student has demonstrated mastery in all five basic subject areas (language arts, mathematics, science, social studies, and reading), he/she will be promoted to the next grade level. If the student fails to master the required academic areas, his/her record will be reviewed by the school, and determination of placement will be made. *(See Appendix 18)*

**SUMTER VIRTUAL SCHOOL**

Online courses through Sumter Virtual School will be offered to students.

1. The District shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The program shall provide virtual instruction to full-time students enrolled in full-time virtual courses in kindergarten through grade 12 or part-time virtual courses in grades K-12 [F.S. 1002.415(5)].
2. Sumter Virtual School courses shall be available to students during the normal school day and through the extended year program, as funding permits [F.S. 1001.42(23)]. It is the parent’s and student’s right to participate in a school district virtual instruction program.

3. Credits
   A student may earn credits offered through the Sumter Virtual School each year.

4. Courses
   Sumter Virtual School courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course, same semester curriculum at the same time. Students must follow the drop/add policies found in the student progression plan. Sumter Virtual School course requests that are assigned the statuses Course Requested (CR), Course Request Complete (CRC), Classroom Assigned (CA), Course Request Incomplete (CRI), Withdrawn, Passing (WP), Withdrawn, Failing (WF), Withdrawn, No Grade (W), and Not Activated (NA) do not count as active courses for the purpose of establishing full-time enrollment status. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.

5. Enrollment Approval Requirements
   Students requesting to take a course offered by Sumter Virtual School must have counselor and parent approval [F.S. 1002.20(6)].

6. Acceleration
   Students intending to accelerate graduation by using Sumter Virtual School courses must have a written plan that is approved by parents, and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet.

7. Summer Session Enrollment
   Students may enroll in Sumter Virtual School courses during the summer, as available. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.

8. Students transferring from Sumter Virtual to a Sumter County “brick and mortar” school will have the opportunity to complete the virtual course either on their own accord or in lab setting in their “brick and mortar” school.

9. Courses not offered on campus in a “brick and mortar” classroom will not be available in the virtual lab during the day.
Florida Virtual School (FLVS)

1. **Credits**
   A student may earn credits offered through the FLVS each year.

2. **Courses**
   FLVS courses shall be available to students during or after the normal school day and through summer school enrollment [F.S. 1001.42(23)]. A student may not enroll in the same course, same semester curriculum at the same time. Students must follow the drop/add policies found in Student Progression Plan. Florida Virtual School course requests that are assigned the statutes Course Requested (CR), Course Request Complete (CRC), Classroom Assigned (CA), Course Request Incomplete (CRI), Withdrawn, No Grade (WNG), Withdrawn, Passing (WP), Withdrawn, No Grade (W), and Not Activated (NA) do not count as active courses for the purpose of establishing full-time enrollment status. Additionally, any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active.

3. **Enrollment Approval Requirements**
   Students requesting to take a course offered by FLVS must have counselor and parent approval [F.S. 1002.20(6)].

4. **Acceleration**
   Students intending to accelerate graduation by using the FLVS courses must have a written plan that is approved by parents, and outlines the projected course plan for high school. The plan will identify projected courses taken within and outside of the regular attendance requirements, timelines, and location for accessing the internet.

5. **Summer Session Enrollment**
   Students may enroll in FLVS courses during the summer, as available. Any virtual course activated prior to July 1 cannot be counted in the course schedule for the school year beginning on July 1 – even if the course remains active. Students enrolled in a virtual course for the purpose of promotion, must complete that course no later than one week prior to the first day of school. Students transferring from Sumter Virtual to a Sumter County “brick and mortar” school will have the opportunity to complete the virtual course either on their own accord or in lab setting in their “brick and mortar” school. **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 Sumter County Schools has an articulation agreement. Some institutions will award college credit for industry credentials without further testing.

6. **FLVS Full-Time Enrollment**
   Students electing to enroll in FLVS Full Time School (6 courses per semester) will be withdrawn from the district. Student electing to enroll in the FLVS part time (or “classic”) program for a full class schedule of 6 courses will be required to register with the District as a Home Education student.
EXCEPTIONAL STUDENT EDUCATION

(Grades Pre-K –12)
EXCEPTIONAL EDUCATION

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PROMOTION, RETENTION AND PROMOTION FOR GOOD CAUSE FOR ELEMENTARY SCHOOL (GRADES PRE-K – 5TH AND MIDDLE SCHOOL (GRADES 6TH – 8TH) STUDENTS WITH DISABILITIES

The criteria for promotion and retention of elementary and middle school students with disabilities are the same as for general education students. Please refer to the elementary section of this document for guidelines for promotion and retention of all elementary students. The criteria for promotion and retention of middle school students with disabilities is the same as for the general education students (refer to middle school section). All students who meet the good cause criteria may be promoted as outlined in the general information section. [See Appendix 3]

Social promotion due to age, size or any other reason is strictly against the Federal No Child Left Behind mandates and the State of Florida rules. However, the Technical Assistance Paper (reference: DPS Memo #03-024) provided by the Florida Department of Education discusses three options available to districts for students (OTHER THAN THIRD GRADE STUDENTS) who do not meet district and state levels of proficiency for promotion. The options that may be considered for promotion are as follows:

- Remediate before the beginning of the next school year and promote
- Promote and remediate in the following school year with intensive remediation
- Promote for Good Cause

The fourth option is as follows:
- Retain and remediate the following school year

The Promotion/Retention Student Study Team should review the options outlined above and make a recommendation to the principal concerning the promotion/retention of students not meeting district/state proficiency guidelines. The Promotion/Retention Recommendation form (PP-SR-036) [See Appendix 3] must be completed for each student as appropriate. The GOAL for students not meeting proficiency levels is remediation, not retention. Every effort will be made to assure that all students have the opportunity to meet proficiency levels. (See Appendix 4)

**Students with an IEP that indicates the student receive instruction and assessments based on Access Points have no retention requirement from the state.**

HIGH SCHOOL (9th – 12th)

At the 8th grade IEP meeting, or before age 14, high school diploma options will be discussed. The parent in collaboration with the IEP team shall declare an intent to graduate with either a standard diploma or a certificate of completion. A student that does not satisfy the diploma requirements shall be awarded a certificate of completion. A student that meets the graduation requirements, but the IEP team determines that the student may defer the receipt of the standard diploma will participate in graduation ceremonies during the year that the student first meets the graduation requirements.
Beginning with the 2014-15 school year, students enter 9th grade will work towards a Standard Diploma. Standard Diploma Pathways.

- Standard Diploma-Standard Pathway (see High School section)
- Standard Diploma-Academic/Employment Pathway
- Standard Diploma-ACCESS Points Pathway for Students with Significant Cognitive Disabilities

(The IEP team may elect to defer the receipt of a standard high school diploma under certain circumstances.)

STANDARD DIPLOMA

Students with disabilities seeking a Standard Diploma must meet all requirements as defined in the High School section of this document.

The standard diploma options are explained in detail in the high school section of this document. A Standard Diploma may be achieved through the following means:

1. All classes taken in General Education classrooms
2. Classes taken in both ESE and General Education classrooms

Accommodations to basic and vocational courses are found in the “Accommodations” section of this document.

STANDARD DIPLOMA-ACCESS POINTS

Students with disabilities seeking a Standard Diploma using the Access Points curriculum must meet all requirements listed below:

- 4 Credits in English Language Arts
- 4 Credits in Math (At least 1 credit must be in Algebra I and 1 credit in Geometry.)
- 3 Credits Science (At least 1 credit must be in Biology)
- 3 Credits in Social Studies (1 credit in World History, 1 credit in U.S. History, .5 credit in U.S. Government, and .5 credit in Economics and Financial Literacy)
- 1 Credit in Fine Arts, Performing Arts or Practical Arts
- 1 Credit Physical Education (must include the integration of health)
- 8 Elective Credits
- 1 Online course
- 2.0 grade point average on a 4.0 scale

WAIVER OF THE ONLINE FLORIDA COURSE GRADUATION REQUIREMENT FOR CERTAIN STUDENTS WITH DISABILITIES

Beginning with students entering grade 9 in the 2011-12 school year, at least one course within the 24
credits must be completed through online learning. This requirement does not apply to a student who has an individual educational plan that indicates that an online course would be inappropriate.

If the IEP team decides that a student does not have sufficient time to become proficient in these tools to participate and progress in an online course for the coming school year, the IEP team should include goals, supports, services, and AIMs in the IEP for the purpose of assisting the student to become proficient in the use of the technologies needed for future participation in an online course. The IEP team will reconsider the student’s ability to participate in an online course at the next IEP review.

OPTIONS FOR STUDENTS WHO DO NOT PASS STATE ASSESSMENTS REQUIRED FOR GRADUATION

WAIVER OF THE STATEWIDE, STANDARDIZED ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

The school district must provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma. Students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. This includes the Florida Standards Assessment, all end-of-course assessments and the Florida Alternate Assessment.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.:
The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3) (c) 2. F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.

The IEP team may meet at any time to:

- Verify that the criteria have been met
- Document the team’s determination and information analyzed in making the decision

The team may review evidence that includes, but is not limited to:

- Classroom work samples
- Course grades
- Teacher observations
• Relevant classroom data derived from formative assessments
• Intensive remediation activities on the required course standards
• Higher-level, related coursework (honors, advanced placement, etc.)
• Related postsecondary coursework through dual enrollment
• Other standardized academic assessments, such as the SAT, the ACT or Postsecondary Education Readiness Test (P.E.R.T.).
• Portfolio

If a student receives a statewide, standardized assessment waiver, they will not be eligible to earn a scholar diploma designation.
For students who are assessed on the Florida Alternative Assessment, the following requirements must be met when waiving results: The development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs [modified occupational completion points], work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Beginning with students entering grade 9 in the 2014-15 school year any waiver of the statewide, standardized assessment requirements by the individual education plan team, must be approved by the parent.

SPECIAL EXEMPTION UNDER EXTRAORDINARY CIRCUMSTANCES

A student with a disability for whom the IEP team determines that a circumstance or condition prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by a statewide standardized assessment, a statewide standardized end-of-course exam, or an alternate assessment, shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program, is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption.

The IEP team, which must include the parent, may submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year but not later than 60 days before the current year’s assessment administration for which the request is made. The request must include all of the following information:

• A written description of the student’s disabilities, including a specific description of the student’s impaired sensory, manual, or speaking skills,
• Written documentation of the most recent evaluation data,
• Written documentation, if available, of the most recent administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment,
• A written description of the condition’s effect on the student’s participation in the statewide standardized assessment an end-of-course assessment, or an alternate assessment,
• Written evidence that the student has had the opportunity to learn the skills being tested,
- Written evidence that the student has been provided appropriate instructional accommodation,
- Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student’s IEP which are allowable in the administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments, and
- Written evidence of the circumstance or condition.

Based upon the documentation provided by the IEP team, the school district superintendent shall recommend to the Commissioner of Education whether an extraordinary exemption for a given assessment administration window should be granted or denied.

A copy of the school district’s procedural safeguards shall be provided to the parent. If the parent disagrees with the IEP team’s recommendation, the dispute resolution methods described in the procedural safeguards shall be made available to the parent. Upon receipt of the request, documentation, and recommendation, the commissioner shall verify the information documented, make a determination, and notify the parent and the district school superintendent in writing within 30 days after the receipt of the request whether the exemption has been granted or denied. If the commissioner grants the exemption, the student’s progress must be assessed in accordance with the goals established in the student’s IEP. If the commissioner denies the exemption, the notification must state the reasons for the denial. The parent if a student with a disability who disagrees with the commissioner’s denial of an extraordinary exemption may request and expedited hearing.

**SPECIAL EXEMPTION UNDER MEDICALLY COMPLEX EXEMPTION**

A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459, is medically fragile and needs intensive care. An exemption may be considered for a student who has a congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; is dependent on technology for activities of daily living; and lacks the capacity to take or perform on an assessment.

If the parent consents in writing, and the student’s IEP team determines that the student should not be assessed based on medical documentation that confirms that the student meets the criteria of being medically complex, the parent may select one of the following assessment exemptions options:

A one year exemption approved by the district superintendent

1. A one, two or three year or permanent exemption approved by the Commissioner of Education
2. For one, two or three year or permanent exemption approved by the Commissioner of Education, the information must be submitted to the Commissioner of Education no later than sixty (60) calendar days before the first day of the administration window of the statewide standardized assessment for which the request is made.

**STANDARD CERTIFICATE OF COMPLETION**

For complete information regarding Standard Certificate of Completion, please refer to the High School Section.
AGE REQUIREMENTS FOR STUDENTS WITH DISABILITIES

The Individuals with Disabilities Education Act (IDEA) requires that no later than one year before the child with a disability reaches the age of majority under state law (18 years of age), the child and the parents be informed of the following provisions:

- The school shall provide any notice required to be sent to both the child and the parents;
- All other rights accorded to parents transfer to the child;
- The school shall notify the individual and the parents of the transfer of rights; and
- All rights accorded to parents transfer to children who are incarcerated in an adult or Juvenile Federal, State, or local correctional institution.

This law applies to all children who are turning eighteen, except for a child with a disability who has been determined to be incompetent under State Law. However, unless otherwise notified, the parents of all children with disabilities will continue to be included in all meetings in which decisions are made concerning each student’s individual educational program.

A student with disabilities who has been awarded a Standard Certificate of Completion, a Special Diploma or a Special Certificate of Completion may continue in school to pursue a Standard Diploma until the student’s 22nd birthday. A student receiving a Standard Diploma has completed his high school program and may not continue in school.

If a student with disabilities 16 years of age or older drops out of school, and goes to adult education and then decides to leave adult education and return to high school, the student is eligible to do so if the student has not met graduation requirements for a Standard Diploma and has not reached the age of 22. Upon re-enrollment, an IEP review meeting will occur and the student’s individual needs will be addressed. Should it be impossible for the student to meet graduation requirements prior to age 22, the school is still required to enroll the student until the student’s 22nd birthday.

REPORTS TO PARENTS

Parents of students with disabilities will receive end of grading period progress reports regarding the student’s progress toward their annual IEP goals. The report will also indicate if the student’s progress is such that it is likely that by the duration date of the IEP the student will have mastered the annual goals. These progress reports are in addition to regular end of grading period report cards. Exceptional Student Education (ESE) teachers may have more frequent communication with the parent concerning student progress, if appropriate.

INCLUSION/MAINSTREAMING/MONITORING

The ESE student must be educated in the least restrictive environment that is consistent with his or her educational needs, and, when possible, be placed with regular education peers. When a student with disabilities is placed in a “mainstreamed” general education class, an ESE teacher will monitor his/her progress and success. It will be the responsibility of that ESE teacher to meet with the general education teacher at the mid-term and end of grading period (or as specified in the student’s IEP) to discuss the
student’s needs and to check to see if course accommodations/modifications are being implemented.

If the student is not successful in the mainstream classroom, despite accommodations/ modifications and/or any other considerations stated on the IEP, the IEP committee will reconvene to discuss the situation which may result in the student being scheduled into an ESE classroom as the least restrictive environment.

There is no federal or state mandate for inclusion of students with exceptionalities, but there is a mandate for providing education in the least restrictive environment. Florida’s and Sumter’s inclusion initiative is intended to enhance the mandate for education in the least restrictive environment, so that inclusion means less exclusion, and more inclusionary educational environments are provided.

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

The Florida Standards include access points for students with significant disabilities. These access points are expectations for students with significant cognitive disabilities to access the general education curriculum. Access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent, with the participatory level being the least complex.

COURSE ACCOMMODATIONS (K-12)

In Florida, all students with disabilities have the opportunity to work toward grade-level academic standards. Accommodations meet the individual student needs and ensure equal access to the academic content standards.

Accommodations are changes that can be made in the way the student accesses information and demonstrates performance. The IEP team determines what accommodations are necessary.

STATE AND DISTRICT ASSESSMENTS FOR STUDENTS WITH DISABILITIES

All Florida students participate in the state’s assessment and accountability system. The Elementary and Secondary Act of 2001 (ESEA) and the Individuals with Disabilities Education Act of 2004 (IDEA) both require students with disabilities to participate in statewide assessments with accommodations, where necessary.

Accommodations are authorized for any student who has been determined eligible as a student with a disability and has a current IEP or has a plan developed under 504 of the Rehabilitation Act.

The accommodations must be identified on the student’s IEP or 504 plan and must be based on current instructional accommodations and accessible instructional materials used regularly by the student in the classroom.

The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment is not appropriate even with accommodations.
The decision for a student with a disability to participate in the statewide alternate assessment is made by the IEP team and recorded on the IEP. The following criteria must be met:

- The student has a significant cognitive disability.
- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.
- The student requires direct instruction in academic areas of English language arts, mathematics, social studies and science based on access points in order to acquire, generalize and transfer skills across settings.
- The parent must sign consent in accordance with Rule 6A-6.0331(10), F.A.C.

GUIDELINES FOR DETERMINING APPROPRIATE ASSESSMENT ACCOMMODATIONS

Test manuals generally provide a listing of allowable accommodations that can be used for all students, including students with disabilities. Accommodations for state and district assessments currently allowed for students with disabilities are as follows:

- Flexible scheduling - Students may be assessed in several brief sessions kept within the time period of the testing schedule. Extended time may be provided as appropriate for the particular test being administered.
- Flexible setting - Students may take tests in individual or small group settings with a test proctor present.
- Flexible presentation - Students may be presented with test materials using alternative formats including Braille or large print, mechanical or electronic devices, the intervention of test administrators or proctors for the purposes of understanding directions, prompts, and other test stimuli within the limits of test validity. Signed or oral presentation may be made of items and directions other than reading items. Items, which assess reading, must be read by the student either visually or tactually. Students may use accommodated computer-based test forms (i.e., large print, zoom, color contrast, screen reader) as provided.
- Flexible responding - Students may use written, signed, or verbal methods of response. Written responses may include use of mechanical and electronic devices. Student responses may be transcribed to the answer sheet without any modification to the student’s response.

The determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of the student. Decisions on accommodations shall be made by the IEP committee and recorded on the IEP. Students with disabilities should be oriented to any test situation through test-taking instructions designed to familiarize them with testing format and procedures. Practice tests assist the students in relaxing for the actual assessment. Guidelines recommended for making accommodation decisions include:

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
- Accommodations must be the same or nearly the same as those used by the student in completing
classroom instruction and assessment activities.

- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

EXTENDED SCHOOL YEAR

The term **Extended School Year (ESY)** means special education and related services that are provided to a student with a disability beyond the normal school year of the public agency. The service offered must be in accordance with the student’s IEP and at no cost to the parents or student. These services must be addressed for every ESE student at the annual IEP Review Meeting. The determination of whether or not a student with a disability needs extended school year services, must be made on an individual basis by the student’s IEP committee.

ESY services are not needed nor required for all students with disabilities. ESY was designed for those students who would experience “severe regression” at times when school is not normally in session.
ADULT EDUCATION
ADULT EDUCATION

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GENERAL EDUCATIONAL DEVELOPMENT (GED®) TEST

The State Commissioner of Education shall award a State of Florida high school diploma to a candidate who meets all of the requirements as prescribed in State Board Rules.

MINIMUM AGE

Any candidate seeking a high school equivalency (GED®) diploma in Sumter County shall be at least eighteen (18) years of age on the date of examination, except in extraordinary circumstances in which the candidate may take the examination after reaching the age of sixteen (16) years of age. These extraordinary cases shall include:

A. young parents who have a child to care for at home;
B. individuals who are 16 and 17 years of age who are incarcerated in state Department of Corrections facilities or Department of Juvenile Justice facilities that are operated within the school district are allowed to take the high school equivalency examination (GED®) when deemed ready by the state Department of Corrections staff or by the juvenile justice provider, and;
C. any individual student who, because of emotional, physical or disciplinary exceptionalities, the Superintendent determines will be better served through the examination and not through the regular educational process.

Candidates under the age of 18 will be enrolled in the Adult Education program, unless extraordinary circumstances dictate otherwise as determined by the Superintendent. Before being recommended for an underage waiver to take the GED® test, the candidate will be required to participate in Adult Education courses for a minimum of one term, receive a teacher recommendation, earn required scores of 9.0 or above in reading, math, and language on the TABE posttest, and show “likely to pass” on all four sections of the GED® Ready practice test.

Regardless of the extraordinary circumstances, the student must prove competency on the official GED® Ready practice tests.

GED ADULT ATTENDANCE

GED® students are given a variety of options for GED® preparation courses. Attendance is mandatory for underage students enrolled in the program and is monitored for Florida driver’s license requirements. Any student enrolled in an Adult General Education course with six consecutive absences will be withdrawn for non-attendance. The student may re-enroll without incurring additional tuition but only within the same term.

Underage students who have 6 consecutive absences (without a doctor/hospital written letter) or 15 absences in a 90-day period will be submitted to the Florida Highway Safety and Motor Vehicle Department for license suspension.

To request reinstatement of the driver’s license, the student must attend classes for a minimum of 60 hours and submit a request to the Coordinator for reinstatement. It is the responsibility of the student to make the request.
MINIMUM TEST SCORES REQUIRED

Candidates must attain a minimum standard score of 145 on each of the four subtests to pass the GED® examination and earn a State of Florida high school diploma.

STUDENT TESTING

All adult general education students who receive 12 hours or more of instruction and are supported by federal funds are required to be pre- and post-tested with a pre-approved standardized test. Students must be tested within the first 12 hours of instruction. Sumter Adult and Community Education programs use the TABE and CASAS tests to meet this requirement. The exception is students who are not required to be post-tested for the final Literacy Completion Point (LCP) because the student has achieved valid scores of 9.0 or higher on TABE or earns the GED®.

Students who are enrolled in a postsecondary career/technical (PSAV) certificate program of 450 hours or more must complete a basic skills examination within the first six weeks after admission into the program. The exceptions to this required testing are students who have earned an A.A.S. degree or higher, students who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma or a student who is serving as an active duty member of any branch of the United States Armed Services, and students in registered apprenticeship programs. Certain industry certifications and/or licensures also exempt students from a basic skills examination. Students with documented disabilities may also be exempt from the basic skills examination.

The TABE 9/10 has been designated as the instrument to assess student mastery of basic skills for career and technical education programs. Students whose first language is not English are not exempt from mastery of basic skills because of language deficiencies. The alternative assessment CASAS can be used for initial testing. Limited English Proficient (LEP) students shall be given English language instruction and remediation in basic skills as needed to correct deficiencies. LEP students must achieve the minimum required basic skill score on the TABE 9/10 to be awarded a career and technical certificate of program completion in a career/technical program.

ADULT GENERAL EDUCATION

New students must be tested within 12 instructional hours of enrollment as part of program entry requirements. TABE Online will be the primary testing modality.

A. Enrolled students are retested after a minimum of 60 hours of instruction. Progress checks before 60 hours of instruction MUST have Coordinator approval.

B. The same test form may not be used at less than 120 hours of instruction. The same test form may not be used for pre and post testing.

C. The posttest may be used as the new pretest for the next phase of instruction. Returning students who have not been tested within the previous 6 months are retested upon reenrollment.

D. Students who have a TABE score of 9 or better are not retested in subject areas for which they already have a 9.0 or better.
E. If a student indicates he or she is leaving the program before the scheduled posttest time, the teacher or Career Specialist should consult with the student to determine if it would be appropriate to post test. **This is an extraordinary circumstance that requires Coordinator pre-approval.**

**CAREER AND TECHNICAL EDUCATION**

Certain job preparatory programs require students to be tested for basic skills in accordance with State Board of Education Rule 6A-10.040, Basic Skills Requirements for Postsecondary Career/Technical Certificate Education.

A. Students who are enrolled in a post-secondary adult program of four hundred fifty (450) clock hours or more shall complete a basic skills examination within the first six weeks after admission into the program.

B. Minimum basic skills grade levels in mathematics, language, and reading are defined in each career and technical program description adopted under State Board of Education Rule, *Vocational and Workforce Development Standards and Industry-Driven Benchmarks*.

C. TABE level A is given if the program completion is above 9th grade level. TABE level D is given if the completion level is below 9th grade and either level A or D may be given if the completion level is at 9th grade.

D. Students deemed to lack the required minimal level of basic skills as measured by one of the designated examinations should be provided with instructions specifically designed to correct the deficiencies.

E. After a student completes the remediation prescribed for basic-skills deficiencies, the student should be retested using an alternative form (if possible) of the same examination that was used in the initial testing. No student (see below for students with documented disabilities) shall be awarded a career and technical certificate of program completion until the student achieves the minimum level of basic skills defined in the curriculum framework.

F. A student will be exempt from the basic skills assessment requirement if he/she passes a state or national industry certification or licensure examination that is identified in State Board of Education rules and aligned to the career education program in which the student is enrolled.

G. Adult students with a documented disability and an Adult Individual Education Plan (AIEP) who are completing a technical program and have not been successful in reaching the required exit score(s) on the TABE tests, may have this requirement waived based on the following procedures:

   a. The student will receive accommodations per the AEIP. The student will take the TABE within six weeks of program start.
   b. The student will accomplish remediation in the TABE areas which did not meet exit criteria during the career and technical program.
   c. Following remediation, the student will take the TABE test(s) again. If scores still do not meet exit criteria, the student may initiate waiver procedures.
   d. The student will complete the waiver form and submit to the school administrator. The AIEP committee will meet and discuss the student’s progress.
   e. If the student has been successful in meeting all required competencies in the technical program, participated in TABE remediation and taken the TABE test twice, and it is determined that the documented disability is preventing him/her from achieving the necessary TABE score, the committee may approve the waiver.
f. The student may also be exempted if he/she passes the industry certification. See F above.
g. Data entry staff will input a special code to reflect the waiver.

ESOL

A. ESOL students must take the CASAS test prior to enrollment.
B. Progress checks are given after 70 - 100 hours of instruction. **Testing at less than 70 hours of instruction must have Coordinator approval.**
C. The same form may not be used for pre and post testing.
D. The teacher is responsible for administering the progress check and submitting results to the data clerk immediately upon retesting.
E. Post test scores may serve as pre-test scores for the next instructional period as long as the interim does not exceed 4 months.
F. Students in ESOL (#9900040) must be post tested in reading and listening.
G. Compare the reading pretest scale score to the reading posttest scale score to determine learning gains and/or completion for NRS reporting purposes.
H. Use the lower of the reading and listening scale scores to guide instruction.

WORKFORCE EDUCATION TUITION AND FEES

Sumter County Adult Education will follow Workforce Education guidelines and specified tuition rates for Adult General Education and Career and Technical Education determined on a yearly basis for Florida residents and out-of-state students. Tuition for Adult Education programs is $30 per term. Adult General Education programs do not require proof of residency.

Tuition for Adult General Education programs includes all diagnostic tests, a GED® 2014 test preparation book after 50 hours of attendance, a research-based blended curriculum, and instruction from certified teachers.

Tuition for career technical programs (PSAV) will be set at the rate of $2.44 per hour. Additional fees for books, lab materials, certification testing, and student insurance may be added to the tuition for each course. Florida residency does apply to PSAV classes. Students will provide two forms of proof of Florida residency in order to pay at the $2.44 per hour rate. If the student is unable to prove Florida residency, out-of-state tuition fees will apply.

Fees for Continuing Workforce Education classes and Lifelong Learning classes will be based on facility and instructor costs. There will be a minimum enrollment set for classes.
REFUND POLICY

ABE/ GED®/ESOL PROGRAM
   The class tuition is for one specifically defined session. There is no refund once the student has attended a class.

Continuing Workforce Education Courses
   There is no refund once the student has attended a class.

Lifelong Learning Courses
   There is no refund once the student has attended a class.

Career and Technical Courses
   In the event a student elects to withdraw, under normal circumstances, the following refund procedure applies to students enrolled in adult career and technical courses:

   1. Before start of class - full refund of course and non-resident student tuition and fees excluding non-refundable application fee and any supplies purchased and provided to student.
   2. Within 3 school days of start date – upon written request, full refund of course and non-resident tuition, industry certification fees and CPR card. NO REFUND of lab fees, OSHA course/certification fees, student insurance, and non-refundable application fee.
   3. After 3 school days – NO REFUND of any tuition/fees.

The student must request the refund in writing or provide documentation of extraordinary circumstances.