



STUDENT PROGRESSION PLAN

2024-2025

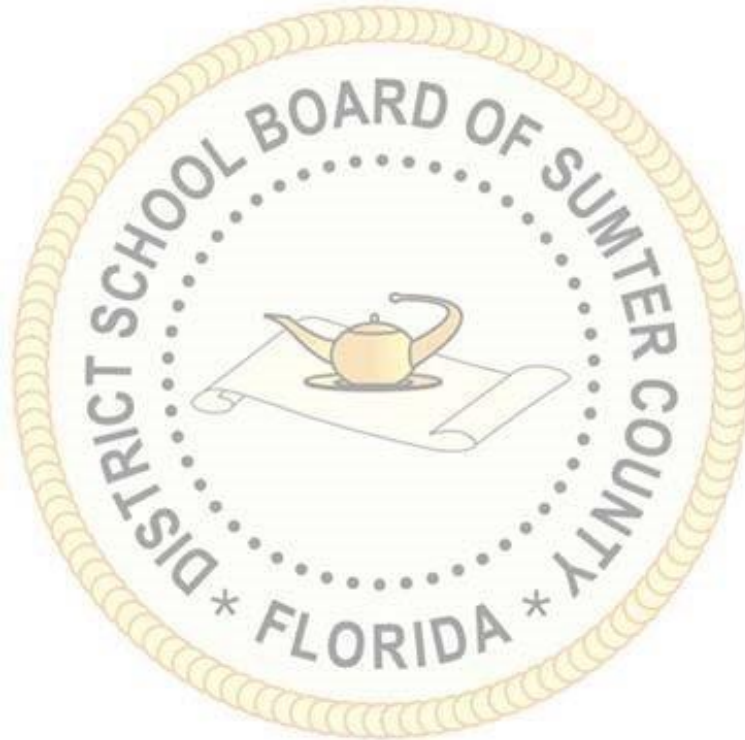
Richard A. Shirley, Superintendent

BOARD MEMBERS

- Sally Moss District 1
- Brett Sherman District 2
- David A. Williams District 3
- Russell Hogan District 4
- Kathie L. Richard District 5

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GENERAL INFORMATION

Grades Pre-K - 12, Exceptional Education,
& Adult Education

DRAFT

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DRAFT

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. A partnership of students, parents, staff, and community gives students the opportunity to reach their full potential as lifelong learners and contributing members of society.

The Sumter School District utilizes Florida's K-12 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, 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.

ENTRY REQUIREMENTS

A student entering the Sumter County Schools for the first time (Kindergarten or a transfer student from out of state) is required to furnish documentation of the child's date of birth in a manner provided by Florida statute, proof of immunization and a medical examination performed within one year of enrollment date. Students who qualify as homeless have up to 30 days from date of enrollment to provide immunizations and medical examinations, per Florida statute.

Kindergarten: Children five (5) years old on or before September 1 of the school year.

1st Grade: Children who have been enrolled in a public school and are six (6) years old on or before September 1 OR children who are six (6) years old on or before September 1 and satisfactorily completed Kindergarten requirements in a non-public school.

GRADE PLACEMENT

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

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, Home Education, 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. High school students seeking a diploma must show proof of credits earned toward graduation requirements.

If a middle school student does not possess an official transcript, or the student is a home education student not in an organized home education program, courses and grades 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 grade student should have passing grades to receive credit.

If a student does not meet the scholastic performance with 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.

If the validation does not indicate that the student has achieved the required proficiency level, the student may be placed at 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 in all grading periods during his/her senior year in the Sumter District high schools to be eligible for district honor student status.

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.

To receive a standard high school diploma, a transfer student must earn a 2.0 GPA, pass the statewide, standardized assessment for English Language Arts (ELA) or an appropriate alternate assessment and pass the statewide, standardized assessment for Algebra I 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. Home education students who meet specified academic and conduct requirements are eligible to participate in certain extracurricular activities at the public school to which the student is assigned. The requirements of the law will be monitored through the office of School Choice.

Florida students who receive instruction at home and are registered appropriately with their district office as Home Education Program, are eligible to participate in statewide assessments. Home Education students have access to industry certification, national assessments, and statewide-standardized assessments which are offered by the school district. Parents will be informed regarding the dates and locations of available offerings, but parents must first notify the district Home Education Office if they would like their child to participate. Notice must be given to the school district two months prior to the testing window. Parents or guardians may use an EOC assessment as a selected measure of their child's annual progress.

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 Total Math 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).

SUMTER VIRTUAL SCHOOL
Distance Learning
(Classes taught by Sumter County teachers)
PH: 352-793-2315 ext. 50312
Ellen Coomer
Specialist, School Choice
<http://www.flvs.net>

Florida Virtual School
Distance Learning K-12
(Classes taught by Florida Virtual teachers)

NORTH DAKOTA CENTER FOR DISTANCE EDUCATION
Division of Independent Study
1510 12th Ave. N. Fargo, ND 58105
PH: 701-231-6000 6-12

JAMES MADISON HIGH SCHOOL
6625 The Corners Pkwy
Norcross, GA 30092
PH: 800-349-6961
9-12

KEYSTONE NATIONAL HIGH SCHOOL
School House Station
420 West 5th Street
Bloomsburg, PA 17815
PH: 866-257-6011
Distance Learning

Homeschool.com
Homeschooling Community – Resources, online curriculums, etc. <https://www.homeschool.com/>
<http://www.flvs.net>

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, placed in a DJJ Facility, 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 appeal 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 will 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's K-12 Standards, digital literacy K-12, and other curricula as mandated in Florida Statute 1003.42 and Bill 6A-1.094124, 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.

READING INSTRUCTION

The approved K-12 Comprehensive Evidence-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 evidence-based instructional materials and how they will be used to address specific needs.

ASSESSMENT

As per Florida Statute, all students in grades ~~3~~ Pre K through 10 will be administered the Florida statewide, standardized assessment for ELA. Grades ~~3~~ Pre K -8 will be administered the Florida statewide, standardized assessment ~~f~~ for Math. Grades 4-10 will be administered the Florida statewide, standardized assessment writing component and grades 5 and 8 will take 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). Beginning in school year 2021-2022, students enrolled in the United States Government course are required to take the assessment of civic literacy. 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.~~ Appropriate remedial instruction must be provided to students who score below those levels.

In addition, students at all grade levels may 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~~K-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 receive 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

Each student must participate in the Florida statewide, standardized assessment program required under s. 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the school district ~~of~~ or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan (IEP);
2. A school wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

A student who has a substantial reading deficiency or a substantial mathematics deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include a minimum:

1. The student's specific, identified reading or mathematics deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

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.

READING AND MATHEMATICS DEFICIENCIES

Any student ~~in~~ Pre kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 409, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

The student's reading proficiency must be monitored, and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify the rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by a score of Level 2 or higher on the statewide, standardized assessment, 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 have the Reading Endorsement or Certification in Reading (Grades K-12), have completed the 40 hours reading requirement, or be serviced by someone who meets these requirements. 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.

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.

Students scoring Level 1 or Level 2 on the statewide-standardized assessment for mathematics subtest must receive remediation the following school year. Middle grade 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 SUPPORTS (MTSS)

Students who need instructional or behavioral 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 support reflecting the need for students to have fluid access to instruction and support of varying intensity levels.

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

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/School wide 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 ~~KK~~-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. Course failure in English Language Arts or mathematics during any grading period;
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
5. For students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25 or for students in kindergarten through grade 4, a substantial mathematics deficiency under s. 1008.25.

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, location, and provide the parent the opportunity to participate.—In Consultation with the parent.~~

ALLOCATION OF RESOURCES

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

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. (See Appendix 1)

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 recommendations 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.

NEW WORLD'S SCHOLARSHIP ACCOUNTS

Reading scholarship offers parents access to an educational savings account worth \$500 each, to pay for tuition and fees related to part-time tutoring, summer, and after-school literacy programs, instructional materials and curriculum related to reading and literacy. Reading scholarship accounts are established to provide educational options for students. Scholarships are contingent upon available funds, and on a first come, first-served basis, for 3rd grade retained students, 4th and 5th grade students scoring a Level 1 or 2.

REQUIRED 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 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 students 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 four school/working days after the end of each grading period. At all grade levels, report cards shall reflect measures of performance, conduct, attendance, and number of tardies. The final report card for the school year shall indicate the end-of-the year status regarding behavior, attendance, and promotion. All schools will issue mid nine-weeks progress reports for each student. In grades K-8, report card grades for subject areas in which the student is performing below grade level will be identified using an asterisk (*). In grades 9-12, an asterisk (*) will be used to show failure of a class due to attendance.

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 or Designee 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 or Designee may seek criminal prosecution for non-compliance with compulsory school attendance. F.S. 1003.21 provides further explanation, clarification and allowable exemptions to school attendance requirements.

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 ensure 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.

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 conditions. On the tenth (10th) absence and thereafter in a semester, a doctor's note will be required. 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 the required work.

School sponsored trips are an integral part of the instructional process. All school-sponsored trips will be marked as school sponsored and will be considered present for school attendance. These activities involve a teacher or staff member sponsoring the trip. While a trip could be related to school activities such as a college visit, an open show for animal exhibitors, and an audition for role in an outside activity, etc. Trips where a teacher/staff member is not directly responsible for, or aren't part of prescheduled events for the club, team, etc. will require a pre-arranged absence form to be counted as an excused absence, and will still fall under the attendance policy of the district/school, unless a temporary certificate of exemption is granted by the Superintendent or designee as per F.S. 1003.21

A student who participates in an activity or program sponsored by 4-H or Future Farmers of America (FFA) must be credited with an excused absence by the school in which he or she is enrolled in the same manner as any other excused absence is credited. Any such participation in an activity or program sponsored by 4-H or FFA may not be counted as an unexcused absence, for any day, portion of a day, or days missed from school. (b) Upon request from a school principal or the principal's designee, a 4-H or FFA representative shall provide documentation as proof of a student's participation in an activity or program sponsored by 4-H or FFA. F.S. 1003.24

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. Students who make up work missed during an unexcused absence, even for a suspension, may earn up to a grade of 59%. **Suspensions from school are unexcused absences.**

TARDIES AND CHECKOUTS

Each school will be responsible for annually developing a plan, which defines and establishes procedures for excessive 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 12. 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 grade K- 5, which is supervised, safe and unstructured free play.

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

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 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 Kindergarten through 12th 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 6-12)
- 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): (K-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 6th-12th. 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 the 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

DRAFT

ELEMENTARY EDUCATION

(Grades Pre-K – 5)

DRAFT

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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 the 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 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.

GRADE	DEFINITION	PERCENT	GRADE POINT VALUE
A	Outstanding Progress	90 – 100	4.0
B	Above average Progress	80 – 89	3.0
C	Average Progress	70 – 79	2.0
D	Below Average Progress	60 – 69	1.0
F	Failure	0 – 59	0.0
X-I	Incomplete	0-NG	0.0

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 on grade level or higher on a district approved assessment for Reading
- Achieving a 70% or higher for the year in Math Florida Standards and be designated as on grade level
- Scoring on grade level 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 on grade level or higher on a district approved assessment 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 on grade level or higher on a district approved assessment

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 on grade level or higher on a district approved assessment 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 on grade level or higher on a district approved assessment

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 grades no lower than S (satisfactory) when E, S, N, and U grades are used. Music, Physical Education, 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 provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, substantial deficiencies 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 most recent 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:

1. Made satisfactory progress in English Language Arts for student's grade level assignment as identified in the state's public K-12 curricular standards.
2. Made satisfactory progress in mathematics for a student's grade level assignment as identified in the state's public K-12 curricular standards.
3. Made satisfactory progress in science for student's grade level assignment as identified in the state's public K-12 curricular standards.

4. Made satisfactory progress in social studies for student's grade level assignment as defined in the state's public K-12 curricular standards.
5. Made satisfactory progress based on school, district, and state assessments
6. Made satisfactory progress in classroom and homework.

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.

1. Has not made satisfactory progress in English Language Arts for student's grade level assignment as identified in the Florida Standards;
2. Has not made satisfactory progress in mathematics for student's grade level assignment as identified in the Florida Standards;
3. Has not made satisfactory progress in science for a student's grade level assignment as identified in the Florida Standards;
4. Has not made satisfactory progress based on school, district, and state assessments;
5. Has not made satisfactory progress in classroom and homework;
6. Teacher's professional judgment, which indicates that it is in the child's best interest to be retained.

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 1*).

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

READING AND MATHEMATICS DEFICIENCY AND REQUIRED PARENTAL NOTIFICATION

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.

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

Reading intervention programs must do all of the following:

- a. Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- b. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.
- c. Be implemented during regular school hours.

Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

- Immediately following the identification of mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
 - a. Daily targeted small group mathematics intervention based on student need; or
 - b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
- The performance of a student receiving mathematics instruction must be monitored and instruction must be adjusted based on the student's need.

A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading or mathematics deficiency and initiate intensive reading or mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 409, F.S., which demonstrates that the student has been diagnosed with dyslexia or dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

A student's reading and mathematics proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment and/or the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial reading deficiency in reading.

The parent of any student who exhibits a substantial deficiency in reading or mathematics must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading or mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and the lack of achievement in reading or mathematics.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading or mathematics deficiency.
4. That if the child's reading deficiency is not remedied by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.
5. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
6. Strategies, including multisensory strategies and programming, through a read-at-home plan, or a home-based plan, the parent can use in helping his or her child succeed in reading or mathematics.
7. That the statewide, standardized English Language Arts 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.
8. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately

begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

9. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
10. Information about the student's eligibility for the New World's Scholarship Account under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communication must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemption. This notification must comply with the aforementioned notification for parent of a student with a substantial reading deficiency in and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

The Department of Education, in collaboration with the Florida Center for Mathematics and Science Education Research, shall compile resources that each school district must incorporate into a home-based plan provided to the parent of a student who is identified as having substantial mathematics deficiency. The resources must be made available in an electronic format that is accessible online and must include the following:

1. Developmentally appropriate, evidence-based strategies and programming, including links to video training modules and opportunities to sign up for family-guided home mathematics activities delivered periodically via text and e-mail, which a parent can use to help improve his or her child's mathematics skills.
2. An overview of the types of assessments used to identify mathematics deficiencies and what those assessments measure or do not measure, the frequency with which the assessments are administered, and the requirements for interventions and supports that districts must provide to a student who does not make adequate academic progress.
3. An overview of the process for initiating and conducting evaluations for exceptional education eligibility. The overview must include an explanation that a diagnosis of a medical condition alone is not sufficient to establish exceptional education eligibility but may be used to document how that condition relates to the student's eligibility determination and may be disclosed in an eligible student's individual education plan when necessary to inform school personnel responsibilities for implementing the plan.
4. Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
5. A list of resources that support informed parent involvement in decision making processes for a student who has difficulty in learning.

SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS

Students retained must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. The instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90minute block.
 - b. Targeted small group instruction.
 - c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for error correction and feedback.
 - d. Reduced teacher-student ratios.
 - e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need.
 - f. Tutoring or mentoring.
 - g. Transition classes containing 3rd and 4th grade students.
 - h. Extended school day, week, or year.
 - i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher performance evaluation.

PROMOTION TO GRADE 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, Standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring a Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained.

The district school board may only exempt students from mandatory retention for Good Cause. Good Cause exemptions are limited to the following:

1. Limited English proficient students who have had less than two years of instruction in an English Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicated that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan, or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading, who were previously retained in kindergarten, grade 1, grade 2, grade 3 for a total of two years. A student may not be retained more than once in grade 3.

ALTERNATIVE ASSESSMENTS FOR PROMOTION TO GRADE 4

A student who scores a Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment.

The earliest the alternative assessment may be administered for student promotion purposes is following the administration of the grade 3 statewide, standardized English Language Arts assessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered.

STUDENT PORTFOLIOS FOR PROMOTION TO GRADE 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the Florida's K-12 standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

1. Be selected by the student's teacher;
2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
3. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Florida's K-12 standards;
4. Be an organized collection of evidence of the student's mastery of the Florida's K-12 standards assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a Good Cause exemption, documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card or student portfolio. The school principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make that recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing.

SUMMER READING CAMPS

Retained third grade students must be provided with intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the district. Third grade students participating in the school

district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading.

SERVICES FOR STUDENTS PROMOTED TO GRADE 4 WITH A GOOD CAUSE EXEMPTION

A student who is promoted to grade 4 with a Good Cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

INTENSIVE READING ACCELERATION COURSE

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state standards in other core subjects through content-rich texts.
2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
3. Targeted small group instruction.
4. Reduced teacher-student ratio.
5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
6. A read-at-home plan.

MID-YEAR PROMOTION OF RETAINED GRADE 3 STUDENTS

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for student promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessments measures the state standards;
2. Satisfactory performance on state-approved alternative assessment;
3. Successful completion of portfolio elements that meet all of the following requirements:

- a. Be selected by the school district;
- b. Be an accurate picture of the student's ability and only include student work that has been independently produced;
- c. Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain 50 percent literacy and 50 percent informational texts; and
- d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

A Retained third grade students are eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 statewide, standardized English Language Arts assessment and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year, and, if necessary for additional school years.

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 thirty (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 Multi-Tiered System of Supports (MTSS) f Tier 1 interventions
10. Referral to MTSS program assistance

11. Retention

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 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 midyear promotion:

1. Exceptionally high achievement.
2. Evidence that the student will benefit more academically, socially, and emotionally from the advanced placement than from one based on chronological age.
3. Parent or guardian's permission and principal's recommendation and submission of empirical data to support the recommendation.
4. Approval of Superintendent

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.

DRAFT

MIDDLE SCHOOL

(Grades 6-8)

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MIDDLE SCHOOL (Grades 6-8)

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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 to determine 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 afterschool 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.

GRADE	DEFINITION	PERCENT	GRADE POINT VALUE
A	Outstanding Progress	90 – 100	4.0
B	Above average Progress	80 – 89	3.0
C	Average Progress	70 – 79	2.0
D	Lowest Acceptable Progress	60 – 69	1.0
F	Failure	0 – 59	0.0
X I	Incomplete	0-N/A	0.0-N/A

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.

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 or Geometry, 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.
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 semester civics education course that a student successfully completes that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence, and the Constitution of the United States.

- Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education shall constitute 30 percent of the student's final course grade.
- Beginning with students entering 6th grade in the 2016-2017 school year, students will take U.S. History in 6th grade, then take Civics and World History in 7th or 8th grade.

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 the most recent statewide ELA assessments and who have substantial reading deficiencies 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.
7. **Career Planning**- Pursuant to ~~HB (House Bill) 7071~~ FS 1003.4156, a student must complete a course in career and education planning in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course may be implemented as a stand-alone course or integrated into another course or courses. The course must be internet-based and include research-based assessments to assist students in determining educational and career options and goals. The course will result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle and high school.

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 in 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 (ELA), 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 English Language Arts (ELA), 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 receive 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 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 most recent 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 most recent 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:
 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 English Language Arts (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 have the Reading Endorsement or Certification in Reading (Grades K-12), have completed the forty (40) hours reading requirement or be serviced by someone who meets these requirements. 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 English Language Arts (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)

The school shall use evidence-based reading programs of instruction identified by the approved K-12 Comprehensive Evidence-Based Reading Plan. Progress Monitoring Reports must be provided to the district superintendent on the progress of students toward increased reading achievement. Teachers must be aware of the curriculum frameworks and performance standards adopted by the Department of Education and the Sumter County 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 (ELA), 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:

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. 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. Any other intervention listed on school level MTSS pyramid of Tier 1 interventions';
7. Referral to MTSS program assistance or Child Study Team;
8. Referral to the Exceptional Student Education Program;
9. Virtual instruction may be used as an alternative to a failed course;
10. Any student who accumulates 10 or more unexcused absences and/or meets criminal truancy criteria will be recommended for a placement review by the school principal; Students must meet the same requirements as in regular day program.

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.

SUMMER GRADE FORGIVENESS/ EXTENDED DAY INSTRUCTION

Instruction **may** be provided in the basic subject areas as needed (English Language Arts (ELA), 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 for grade forgiveness~~. After school instruction/extended day programs may be provided in addition to, or in lieu of, ~~summer school grade forgiveness~~, 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-extended day~~ 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 current semester grade (up to a 70/C with 90% attendance at designated schools 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.

GRADE FORGIVENESS/GRADING REPORTING TO PARENTS

~~The adopted regular school year grading system will be used for the summer grade forgiveness program. Students may earn up to a 70/C with successful completion of their prescribed grade forgiveness program. The process for this will include documentation with a form to be filled out by the grade forgiveness 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 grade forgiveness/extended day~~, the student has demonstrated mastery in all five basic subject areas (English Language Arts (ELA), 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 1820)*

SUMMER SCHOOL/EXTENDED DAY PROGRAM ALTERNATIVES

Schools for which alternatives to the traditional ~~summer school grade forgiveness/extended day~~ have been approved by the District School Board may, as a part of their approved plan, limit ~~summer school grade forgiveness/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.

The following criteria shall be considered to determine if a student is eligible for whole grade or midyear promotion in grades 6, 7 and 8:

1. Exceptionally high achievement
2. Evidence that the student will benefit more academically, socially, and emotionally from the advanced placement than from one based on chronological age
3. Parent or guardian's permission and principal's recommendation and submission of empirical data to support the recommendation
4. Approval of Superintendent

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 and/or Geometry, 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 Agri-science Foundations and/or Digital Information Technology for high school credit where they are offered.~~ In addition, a middle school student may take high school CTE courses (ex: Agriscience Foundations, Digital Information Technology, etc.) for high school credit where they are offered. Students should be informed of how these courses are sequenced in a career pathway.

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 during 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

Advancement via Individual Determination (AVID)

AVID is a college-preparatory program that prepares students to attend college upon high school graduation. School wide 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 binder (with calendar/agenda, Focus notes, assignments in all classes, and Tutorial Request Forms).
5. I will take Focus 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.

Unexcused Absences

Students who make up work missed during an unexcused absence, as defined in the “Attendance” General Section, even a suspension, may earn up to a grade of 59%.

Excessive Absences

Any student who accumulates 10 or more unexcused absences and/or meets criminal truancy criteria will be recommended for a placement review by the school principal.

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 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 6-12.
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)/SUMTER VIRTUAL SCHOOL (SVS)

Credits

A student may earn credits offered through the FLVS/SVS each year.

Courses

FLVS/SVS 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/SVS.

Enrollment Approval Requirements

Students requesting to take a course offered by FLVS/SVS must have counselor and parent approval.

Acceleration

Students intending to accelerate graduation by using the FLVS/SVS 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/SVS 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/Sumter Virtual Courses students may extend the duration of a FLVS/SVS course with school-based administrative approval.

HIGH SCHOOL

(Grades 9-12)

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(Grades 9-12)

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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 determine 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.

GRADE	DEFINITION	PERCENT	GRADE POINT VALUE
A	Outstanding Progress	90 – 100	4.0
B	Above average Progress	80 – 89	3.0
C	Average Progress	70 – 79	2.0
D	Lowest Acceptable Progress	60 – 69	1.0
F	Failure	0 – 59	0.0
X I	Incomplete	0-NG	0.0-NG

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.

FRESHMEN	(9th Grade)	Promotion or verified completion of 8th Grade
SOPHOMORE	(10th Grade)	5 Credits and one of the 5 must be English or Math
JUNIOR	(11th Grade)	10 Credits and 4 of them must be CORE
SENIOR	(12th Grade)	17 Credits and 8 of them must be CORE

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

~~A student who fails to meet first-semester cohort classification in the fall may have his/her grade classification reconsidered at the end of the first semester and will be promoted to the next grade level based on credits earned by the end of the first semester.~~

- ~~• Sophomore classification- 7 ½ credits~~
- ~~• Junior classification- 12 ½ credits~~
- ~~• Senior classification- 21 credits **OR** is enrolled in sufficient classes that if completed successfully would earn a total of 24 credits by the end date of the second semester of that year.~~

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, of the current year 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~~ **may** 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 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. Students entering high school prior to the 19-20 school year shall have courses (listed in the weighted GPA section of this document) calculated on the 5.0 scale in determining the weighted GPA. Starting with the 19-20 freshman cohort, college credit bearing courses (i.e., Cambridge, Advanced Placement, and Dual Enrollment) are calculated on the weighted 6.0 scale in determining the weighted GPA. State identified “Honors” courses, as well as ~~select Level 3~~ CTE courses, ~~approved by the District Curriculum Council~~, will be 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 (COHORT 2019-20 AND BEYOND)

For the purpose of district class ranking, a weighted grade point average will be used based on the following 5.0 scale for all non-college credit bearing weighted courses.

A = 5 grade points B = 4 grade points C = 3 grade points
D = 2 grade points F = 0 grade points

Beginning with the 2019-20 freshman cohort, all college credit bearing courses (AP, AICE, DE) will be based on the following 6.0 scale for the purpose of district class ranking.

A = 6 grade points B = 5 grade points C = 4 grade points
D = 2 grade points F = 0 grade points

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:

CTE/ELECTIVES (Cohort 2019-20 and beyond)

- Any CTE course designated as a Level 3 in the state course code directory will be weighted using the 5.0 scale.

WEIGHTED GPA NOTES:

- All academic AICE, AP and DE courses are weighted, varying based on cohort.
- Any course designated by the state as “Honors” is weighted, unless otherwise determined by the District Curriculum Council.
- Courses with a Dual Enrollment (DE), Advanced International Certificate of Education (AICE) or Advanced Placement (AP) equivalent will not be offered as honors. Some exceptions may be considered for special programs approved by the council.
- Career/Vocational dual enrollment courses will be weighted on the ~~5.0~~ 6.0 scale beginning in the 2023-2024 school year.

- Transfer credits with the designation “Honors” will be accepted as weighted.
- 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.

Students enrolled in an English Speakers of Other Languages (ESOL) program for less than two years may satisfy the grade 10 ELA assessment requirement for graduation through satisfactory performance on formative assessments or a portfolio of independently produced student work (Rule 6A-1.09422). Students may meet one of the two options below to meet the standardized grade 10 ELA assessment:

Option 1:

Assessment Tool	Proficiency Level
ACCESS for ELLs	4.0 or Higher on Reading <i>and</i> 4.0 or Higher Overall

Option 2:

Portfolio of Independently - Produced Student Work
1. Evidence should be selected by the student's teacher
2. Evidence should be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
3. Portfolio should include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met and may include chapter or unit tests from the core reading curriculum that is aligned with the ELA content standards, or teacher-prepared assessments.
4. Should be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA
5. Portfolio must be signed by the teacher and the principal as an accurate assessment of the required skills.

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~~ are encouraged to access and update and their 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, PSAT 8-9, 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 unweighted 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.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is a college-preparatory program that prepares students to attend college upon high school graduation. School wide 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 acceptance, enrollment, and success in a 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 courses of rigor (including honors and/or AP/DE/AICE).
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 Focused 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 Focus 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 may** be required to retake the Postsecondary Education Readiness Test (PERT). **Students have to have PERT before MAT 1033.**

First Semester	Second Semester	Total Credits Earned
1212300 Discrete Math Honors	MAT 1033 Intermediate Algebra (Dual enrollment- 3 college elective)	1 high school mathematics credit + 3 college elective credits
1200710 Mathematics for College Algebra (1 high school math credit)		1 high school mathematics credit
1001405 English IV Florida College Prep (1 high school English credit)		1 high school English credit

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

ACADEMIC 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.
- 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 / ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION

ADVISEMENT

- All students enrolled in an AICE/AP course must sign a contract within the Drop/Add period (*See Appendix 19*). Students are not allowed to drop after first ten days.
- ~~If a student requests to take more than 3 AICE/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 (10 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 AICE/AP course at the end of the nine weeks/semester, a parent/student/teacher conference is needed.
- Students ~~will~~ may be provided with an opportunity to take a CLEP test in order to earn college credit for certain AP/AICE courses 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 AICE/AP/DE 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 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 AICE, 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.
- Students/Parents should look at the requirements of colleges in which they are interested-, such as Advanced Placement/AICE/Dual Enrollment course transfer.

CAREER DUAL ENROLLMENT

Career Dual Enrollment offers high school students the opportunity to attend both their home base high school and Withlacoochee Technical College during the school day. If courses of interest are not available at WTC, students may choose CTE Dual Enrollment at Lake Technical College in Eustis. 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. Students may only enroll in courses which lead to a CAPE industry credential. Age restrictions apply to some programs. *(See Appendices for a list of Career Dual Enrollment Options.)*

CAREER DUAL ENROLLMENT FOR HOME EDUCATION STUDENTS

Pursuant to s. 1007.271(13), F.S., each postsecondary institution eligible to participate in the dual enrollment program pursuant to s. 1011.62(1)(i) must enter into a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student's parent.

If a home education student is eligible for dual enrollment, we recommend:

- A parent or guardian contacts the respective school district office to complete the **Homeschool Affidavit**
- Once the Affidavit is complete, a parent or guardian will need to contact the respective state college's Dual Enrollment Coordinator to learn how to enroll in courses
- Sumter County School District does not fund Dual Enrollment courses associated with homeschool.

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 that has a written articulation agreement with a postsecondary institution, offering the student college credit for program completion and/or earned industry credentials. 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, and Lake Technical College. Each institution has a specific method of awarding credits for Career Pathways. **Per SB 240, a student who completes at least three courses in a single career and technical education program or program of study and earns the state recognized industry certification linked to the program, shall be considered a CTE program completer and issued a program completion certificate,**

See the Appendices for agreements.

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 AA/AS degree. The list of Gold Standard Industry Certifications is available at <http://www.fldoe.org/academics/career-adultedu/career-technical-edu-agreements/industry-certification.stml>.

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 most recent 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 most recent statewide, standardized grade 9 or grade 10 English Language Arts 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 most recent 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 most recent 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 have the Reading Endorsement or Certification in Reading (Grades K-12), have completed the 40 hours reading requirement, or be serviced by someone who meets these requirements. 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.

Passing scores on the statewide, standardized English Language Arts 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.

- (e) Schools must progress monitor students scoring at Level 1 and 2 on the statewide, standardized grade 9 or grade 10 English Language Arts 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. (Optional)
- (g) 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. 1000412 INTENSIVE READING 1
 2. 1000414 INTENSIVE READING 2
 3. 1000416 INTENSIVE READING 3
 4. 1000418 INTENSIVE READING 4

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 AICE/ AP courses.

MATHEMATICS REMEDIATION

Each year a student scores Level 1 or Level 2 on the statewide, standardized Algebra I 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.

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.

SCHOLAR DIPLOMA DESIGNATION

~~9th Grade Cohorts 2011-2012, 2012-2013, 2013-2014~~

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

- ~~Earn 1 credit in Algebra II; or an equally rigorous math course;~~
- ~~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:

- Earn 1 credit in Algebra II; or an equally rigorous math course;
- 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.

INDUSTRY SCHOLAR DESIGNATION

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a ~~merit diploma~~ **Industry Scholar** 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).

FLORIDA SEAL OF BILITERACY

The Florida Seal of Bi-literacy 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 Bi-literacy 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.

The Florida Seal of Fine Arts

The Florida Seal of Fine Arts Program is established within the Department of Education to recognize high school graduates who have met exemplary benchmarks in fine arts coursework. Beginning with the 2024-2025 school year, the Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theatre, or the visual arts with a grade of "A" or higher in each course or earned three sequential course credits in such courses with a grade of "A" or higher in each course; and meets a minimum of two of the following requirements: 1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment, or honors course in the subjects listed in this paragraph with a grade of "B" or higher. 2. Participates in a district or statewide organization's juried event as a selected student participant for 2 or more years. 3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences. 4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts. Receives district, state, or national recognition for the creation and submission of an original work of art. For purposes of this paragraph, the term "work of art" means a musical or theatrical composition, visual artwork, or choreographed routine or performance. (b) The State Board of Education may establish additional criteria for the award of the Seal of Fine Arts.

GRADUATION REQUIREMENTS

Subject Area	Entered 9 th Grade in
	2014-15 through 2022-23
English	4 Credits
	ELA I, II, III, IV
	ELA honors, Advanced Placement, AICE and dual enrollment courses may satisfy this requirement
Mathematics*	4 Credits including Algebra I, Geometry or their equivalents or a higher-level mathematics course (See appendix 5 for equally rigorous)
Science*	3 Credits in Science
	One of which must be Biology 1, two of which must be equally rigorous science courses
	Two of the three must have lab components. One credit Biology I and two credits in equally rigorous courses. (See appendix 5 for equally rigorous)
Social Studies	1 Credit World History
	1 Credit United States History
	.5 Credit United States Government
	.5 Credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities (2 credits)
Practical Arts/ Performing Fine Arts	1 Credit in Fine or Performing Arts, Speech, and Debate, or Practical Arts (eligible courses specified in Course Code Directory)
Physical Education	1 Credit physical education to include the integration of health
Electives	8 Credits: Credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses
Total Credits	24
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale
High School Testing and Graduation Requirements (Subject to State Statute Adjustments)	Gr 10 ELA Florida Statewide Standardized Assessment Level 3
	Algebra I EOC: Level 3 and must be 30% of Course Grade ⁱ
	Geometry EOC- 30% of Course Grade ⁱⁱ
	Biology EOC- 30% of Course Grade
	U.S. History EOC -30% of Course Grade
	U.S. Government Civics Literacy Assessment
*	Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) or one Science credit (except Biology 1).
	An identified rigorous Computer Science course may substitute for up to one math credit (except for Algebra 1 or Geometry) or one Science credit (except for Biology 1). An identified Computer Science credit may not be used to substitute for both a mathematics and a science credit.
	A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit credits

For additional explanation, see notes to follow. [For Course Substitutions and Waivers, see Appendix 4]

For students enrolled in Algebra 1 during school year 2020-2021, the requirement that the EOC be calculated at 30% of the final course grade is optional based upon the individual student.

¹ For students enrolled in Algebra 1 during school year 2019-2020 and beyond, a level 3 on the Geometry EOC will be a concordant score for a level 3 on the Algebra 1 EOC.

GRADUATION REQUIREMENTS

Subject Area	Entered 9 th Grade in
	2023-24 and Forward
English	4 Credits
	ELA I, II, III, IV
	ELA honors, Advanced Placement, AICE and dual enrollment courses may satisfy this requirement
Mathematics*	4 Credits including Algebra I, Geometry or their equivalents or a higher-level mathematics course (See appendix 5 for equally rigorous)
Science*	3 Credits in Science
	One of which must be Biology 1, two of which must be equally rigorous science courses
	Two of the three must have lab components. One credit Biology I and two credits in equally rigorous courses. (See appendix 5 for equally rigorous)
Social Studies	1 Credit World History
	1 Credit United States History
	.5 Credit United States Government
	.5 Credit Economics
Personal Financial Literacy	.5 Credit (as of 5/18/2023)
Foreign Language	Not required for high school graduation, but required for admission into state universities (2 credits)
Practical Arts/ Performing Fine Arts	1 Credit in Fine or Performing Arts, Speech, and Debate, or Practical Arts CTE (eligible courses specified in Course Code Directory)
Physical Education	1 Credit physical education to include the integration of health
Electives	7.5 Credits: Credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses
Total Credits	24
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale
High School Testing and Graduation Requirements (Subject to State Statute Adjustments)	Gr 10 ELA Florida Statewide Standardized Assessment Level 3
	Algebra I EOC: Level 3 and must be 30% of Course Grade ¹
	Geometry EOC- 30% of Course Grade ²
	Biology EOC- 30% of Course Grade
	U.S. History EOC -30% of Course Grade
	U.S. Government Civics Literacy Assessment
*	Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) or one Science credit (except Biology 1).
	An identified rigorous Computer Science course may substitute for up to one math credit (except for Algebra 1 or Geometry) or one Science credit (except for Biology 1). An identified Computer Science credit may not be used to substitute for both a mathematics and a science credit.
	A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit credits

For additional explanation, see notes to follow. [For Course Substitutions and Waivers, see Appendix 4]

¹ For students enrolled in Algebra 1 during school year 2020-2021, the requirement that the EOC be calculated at 30% of the final course grade is optional based upon the individual student.

¹ For students enrolled in Algebra 1 during school year 2019-2020 and beyond, a level 3 on the Geometry EOC will be a concordant score for a level 3 on the Algebra 1 EOC.

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 and/or in a 6-12 social studies course. The Leadership Skills Development 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 of not graduating on time. The 9th grade AVID elective course or **AICE Thinking Skills** will replace Leadership Skills Development for students accepted into the AVID program.

MATHEMATICS

For students entering ninth grade in the 2013-2014 school year and beyond, students must earn four credits in math. A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.

For students entering ninth grade in 2012 – 2013 - four credits in mathematics, which must include Algebra I and Geometry. A student who takes Algebra I after the 2010-2011 school year must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student who takes Geometry after the 2010-2011 school year must take the statewide, standardized Geometry EOC assessment. A student is not required to pass the statewide, standardized EOC assessment in Algebra I or Geometry in order to earn course credit. A student's performance on the Algebra I or Geometry EOC assessment is not required to constitute 30 percent of the student's final course grade. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.

SCIENCE

All students enrolled in Biology, or an equivalent course must take the state Biology end of course assessment.

If a student transfers into a Sumter County school having taken Integrated Science 1 and/or 2, the student will be required to take Biology, or an equivalent, and take the Biology end of course assessment. (*See Appendix 5 for Science Equivalent Courses*)

Students 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.

8106810	AGRISCIENCE FOUNDATIONS EQ	1.0 credit
8106860	AGRICULTURAL BIOTECHNOLOGY 3 EQ	1.0 credit
8417100	HEALTH SCIENCE ANATOMY AND PHYSIOLOGY EQ	1.0 credit

OTHER REQUIRED COURSEWORK

Students are required to earn one credit in performing or fine arts, speech and debate, or a ~~practical arts~~ CTE 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 CTE Dual Enrollment 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 Fitness Lifestyle Design 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 ~~66-67~~.)

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

CAREER TECHNICAL STUDENT ORGANIZATION (CTSO) HIGH CREDIT

(Reference FL Statute **6A-1.09442**)

Beginning in the 2023-24 school year, a student in grades 6 through 12 may be awarded one high school credit upon providing his or her school with verifiable documentation showing an accumulation of at least one hundred thirty-five (135) hours of participation in CTSO activities that occur outside of regular class time. The 135-hour threshold may be accumulated over the course of one or more academic years. To count toward high school credit, CTSO experiences and activities must provide the opportunity for students to apply academic and technical content to career experiences. These activities may include events, projects, competitions, and workshops, including preparation or practice time for such activities, supervised agricultural experiences or any other activity that meets the definition of work-based learning. Students must complete the *Sumter CTSO Activity Log* for each CTSO in which hours are documented. The form must be signed by the student, parent, and CTSO advisor before submission to the school counselor. Upon submission of the completed documentation, one (1) high school credit will be awarded during the student's senior year. NOTE: This credit will be entered as an unweighted course.

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/Coop credits are limited to a~~

~~maximum of five (5) credits total in grades 11-12 (2 credits in 11th grade and 3 credits in 12th grade) during the regular 180-day school year and no more than one credit each summer. To earn one credit, the student must work a minimum of 5 hours per week.~~

OJT/Coop credits are limited to a maximum of **five (5)** credits total in grades 11-12 (2 credits in 11th grade and 3 credits in 12th grade) during the regular 180-day school year and no more than one credit each summer. 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. To earn 3 credits, a student must work a minimum of **15** hours per week. Students may not schedule work experience classes prior to the end of 4th period. 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 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 timecards or turn in timecards 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 timecards 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.

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:

- 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
- 420 on SAT
- 430 on PSAT/NMSQT
- 499 on Geometry EOC
- 16 on ACT
- **11 on CLT**

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

SAT and CLT 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 at 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 ELA statewide, standardized assessment or an alternative assessment that is determined to be the comparable validity of other standardized tests **and pass the Algebra 1 EOC or an alternative assessment that is determined to be the comparable validity of other standardized test.**

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 and Medal of Honor recipients 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.

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.**

~~The course 8009120 Principles of Agribusiness EC may be substituted for an economics credit.~~

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

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.

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 17.5] Two years in a NJROTC class (#1500450 and #1500460) waives the ~~0.5 full one-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.~~

A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry, or one credit of the science requirement, with the

exception of Biology I. An identified computer science credit may not be used to substitute for both a mathematics and a science credit. (See Appendix 5 COURSES EQUALLY RIGOROUS- MATH & SCIENCE)

A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credits.

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 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> <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.html> [certification.html](http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.html).

PRE-APPRENTICESHIP AND APPRENTICESHIP COURSES FOR HIGH SCHOOL CREDIT

Students who earn credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Department of Education under chapter 446 may use this credit to satisfy high school graduation credit requirements.

PHYSICAL EDUCATION HIGH SCHOOL WAIVER OPTIONS

Waiver options are available for Physical Education. These waiver options may be found at <http://www.fldoe.org/core/fileparse.php/7746/urlt/CCDNarrative1718.pdf>, page 25.

[For additional information on course substitutions and waivers, see Appendix 4]

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 8)~~

Each high school must offer either the International Baccalaureate, Advance International Certificate of Education Programs, dual enrollment, or 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 8)

~~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 be at a minimum:~~

Pursuant to 1007.273, Lake-Sumter State College (LSSC) will work with Sumter District Schools to establish an Early College Program which must be 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 ECP** at a mutually agreed upon location or locations. (See Appendix 9)

ACCELERATED GRADUATION PROGRAMS

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~~ Accelerated Programs Early Graduation Options) 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

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

EXCUSED ABSEN

CES

Excused absences as determined by the School Board, as defined in the general section of the Student Progression Plan, shall not be counted against the 135-hour minimum requirement.

UNEXCUSED ABSENCES

Any absence which does not meet the criteria referenced ~~above~~ in the General Information Section 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 59%.

Any student who accumulates 10 or more unexcused absences and/or meets criminal truancy criteria will be recommended for a placement review by the school principal.

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/she:
 - 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 ten or more unexcused absences in a semester 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 a 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.

SEMESTER EXAM EXEMPTIONS

A student may qualify for a course semester exam exemption if he/she meets the following criteria:

- In compliance with the district attendance policy,
- Has a "C" or better,
- AND has a qualifying score on a content correlated state or national assessment.

This policy does not exempt a student from the district mid-year assessments. It also does not prevent a student from taking an exam if it is in the student's best interest to do so.

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 have 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 English Language Arts 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 test or use an approved subject area concordant score 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 either the test option you select, 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 the test fee if you already paid. *(See Appendix 20 22)*

CONCORDANT SCORES FOR GRADE 10 ELA AND ALGEBRA 1 EOC

Grade 10 ELA Florida Statewide Standardized Assessment	
Available for all students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW) ¹	480
ACT English and Reading subtests ²	18
Available only for students who entered grade 9 prior to 2020–2021:	
SAT EBRW ¹	430
SAT Reading Subtest ³	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
Available for all students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math ⁴	430
SAT Math ⁵	420
ACT Math	16
FSA Geometry EOC ⁶	499
Available only for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97
Available only for students who entered grade 9 in 2019–20:	
PERT Mathematics	114

¹ Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

² The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

³ Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on the SAT Critical Reading administered prior to March 2016.

⁴ Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

⁵ Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

⁶ Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A 1.09422(6)–(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section on the next page for eligibility criteria.

Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), F.A.C. Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
SAT EBRW/RW ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36
Available for students who entered grade 9 between the 2010–11 and 2019–20 school years ⁵ :	
SAT EBRW/RW ²	430
SAT Reading Subtest ⁶	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2020–21 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

³ If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

⁴ The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration.

⁵ Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see [Rule 6A-1.09422\(8\)\(a\)2.](#), F.A.C.

⁶ Administered March 2016 through December 2023.

Table 4: Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011–12 and 2019–20 school years ² :	
PERT Mathematics	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Students whose graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 Assessment (those listed for all students who entered grade 9 between 2011–12 and 2018–19 and between 2011–12 and 2019–20) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment.

² Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see [Rule 6A-1.09422\(8\)\(b\)2.](#), F.A.C.

³ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation. Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by [Rule 6A-1.09422\(7\)](#), F.A.C., were eligible to use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the “Scholar Diploma Designation” section below for eligibility criteria.

Graduation Assessment Requirements and Passing Score by School Year Grade 10 ELA

School Year When Students Entered	Assessment	Passing Score	Score Scale	Score Scale Range
2022–23 and beyond	FAST ELA Reading	247	B.E.S.T.	179-308
2021–22 ₂	FAST ELA Reading	246 ₁	B.E.S.T.	179-308
350			Provisional ₃	284-412
2014–15 to 2020–21 ₄	FSA ELA	350	FSA	284-412
2013–14	FSA ELA	349 ₅	FSA	284-412

Algebra 1

First Participation in Algebra 1 EOC	Assessment	Passing Score	Score Scale	Score Scale Range
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325-475
Winter 2022–Fall 2023	B.E.S.T. Algebra 1 EOC	398 ₁	B.E.S.T.	325-475
497			Provisional ₃	425-575
Spring 2016–Fall 2022 ₄	FSA Algebra 1 EOC	497	FSA	425-575
Spring, Summer, Fall or Winter 2015	FSA Algebra 1 EOC	489 ₅	FSA	425-575

NEW PASSING SCORE FOR GRADUATION OR SCHOLAR DESIGNATION

Assessment	Eligibility	Passing Score (FSA scale)
Grade 10 FSA ELA	Entered Grade 9 in 2014-15 or after	350
FSA Algebra 1	First participated prior to Spring 2016 or beyond	497
FSA Geometry ⁴	First participated prior to Spring 2016 or beyond	499

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).

CERTIFICATE OF COMPLETION

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

1. been unable to demonstrate mastery of the ~~Florida Standards Assessment (FSA)~~ required state assessments 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.

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 ~~FSA~~ state assessment Waiver.

Students 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 the Special Certificate of Completion, please refer to the ESE section of this document.

ACCELERATED PROGRAMS AND EARLY GRADUATION OPTIONS

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 fulltime program. (*Note: See Appendix 10*). Students are exempt from the payment of registration, matriculation, and lab fees.
2. **Advanced International Certificate of Education Program (AICE):** The Advanced International Certificate of Education (AICE) Program is the curriculum whereby students are enrolled in programs of study offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. Examinations are administered at high school sites in May and June of each year. Students who successfully complete the course work in AICE receive credit toward high school graduation. Postsecondary credit for an AICE course shall be awarded at Florida public colleges/universities to students who score a minimum of E on an A-E scale on the corresponding AICE exam. Any score of 'U' will not equate to postsecondary credit. All students enrolled in the AICE course(s) are required to take the AICE 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. **Advanced International Certificate of Education (AICE) Diploma:** Completion of the AICE Diploma requirements will satisfy the requirements to earn the AICE Diploma. Students must complete seven courses, along with passing AICE exams, within the designated categories of Math/Science, Languages, Arts/Humanities, and Interdisciplinary. For specific information pertaining to course offerings and student advisement, contact the school guidance department. **Students who earn the AICE Diploma will meet the GPA and Test Scores for FAS Bright Futures.**

4. **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.
5. **AP Capstone** is an innovative diploma program from the College Board that equips students with independent research, collaborative teamwork, and communication skills. **AP Capstone** is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. The program gives students a chance to practice core academic skills they need to complete college. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career and beyond.
6. **Academic Dual enrollment** permits college ready students to attend the State College on a parttime 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 to the student free of charge. Students must pass the required components of the Postsecondary Education Readiness Test (PERT) or other college placement instrument, have an unweighted 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 10) Any Dual Enrollment coursework occurring outside of the morning cohort must be preapproved by district staff.
7. **Summer Co-op** 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).
8. **Career Dual Enrollment** permits high school students to attend both their home base high school and Withlacoochee Technical College or Lake 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. Students may only enroll in courses which lead to a CAPE industry credential.
9. **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)
10. High school credit courses may be offered to middle school students after reviewing assessment data, course performance, attendance, and teacher recommendations.
11. **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 11- College of Central Florida, Appendix 12- Lake-Sumter State College)
12. **Credit-by-Exam Equivalencies** are the 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.
13. **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.

- 14. 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.

15. ACCEL 18-Credit Standard Diploma- Academically Challenging Curriculum to Enhance Learning
Beginning with

Students Entering 9th Grade High School in 2013-2014 and Beyond through 2022-2023

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 24-18-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 (*See Appendix 4*), 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 3*) 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.

Students Entering 9th Grade in 2023-2024 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 18-credit standard diploma based on the grade 9 cohort year without the required physical education course and only 2.5 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 (*See Appendix 4*), 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 3*) 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.

16. Career and Technical Education Graduation Pathway

Beginning with the 2019-20 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. 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, ~~or online course~~, fine/performing/practical arts course, or additional electives. The student must complete two credits in CTE, and the courses must result in program completion AND industry certification. Additionally, the student must complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement. This diploma option requires a minimum 2.0 cumulative GPA on a 4.0 scale, and a minimum 18 credits earned.

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 their school counselor **and complete the require forms** 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 state 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 **weighted** grade point average **and a 3.0 or higher un-weighted 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. 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. Students demonstrating lack of proficiency in reading and/or mathematics and writing may be placed in an alternative site program. Placement will be recommended after evaluation of the student's previous retentions, grade point average, **FCAT-2.0 State Assessment Exam** 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;
7. 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;
8. Any other intervention listed on the school level MTSS pyramid of Tier 1 interventions;
9. Referral to MTSS program assistance for development of Tier 2 and Tier 3 interventions
10. Referral to the Exceptional Student Education Program;
11. Referral to the ACCEL 18 Credit Standard Diploma Option where appropriate;
12. Any student who accumulates 10 or more unexcused absences and/or meets criminal truancy criteria will be recommended for a placement review by the school principal.

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 high school students who need assistance to graduate on time.

SUMMER SCHOOL/EXTENDED DAY INSTRUCTION AND ATTENDANCE – CREDIT RECOVERY (SUMMER OR EXTENDED DAY)

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~~—is the same as comparable.

Credit will be earned based on ~~attendance requirements~~ **course completion** 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 schools 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 /SUMTER VIP FULL-TIME

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-12 or part-time virtual courses in grades 6-12 [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 [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 must be in Active (A) status for the purpose of establishing enrollment status. Students may drop a virtual course within the official drop date with no penalty, however 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 receive a grade of "59 F" for that course on their transcript. 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. 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.

6. Courses not offered on campus in a “brick and mortar” classroom will not be available in the virtual lab during the day without principal approval.
7. 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)]. If the student is Home Education, the parent will serve as the counselor.
8. 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.
9. Summer Session Enrollment
Students may complete Sumter Virtual School courses they are currently enrolled in 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.
10. Students taking virtual courses during the summer for promotion purposes who wish to attend a “brick and mortar” school at the start of the school year must be finished with the courses one week prior to the first day of school.
11. Students transferring from Sumter Virtual to a Sumter County “brick and mortar” school must have completed the courses in Sumter Virtual in order to receive credit. Students who have not completed the courses will be treated as a break in service and will be placed accordingly.
12. New enrollments for Sumter Virtual School will begin on July 1st.

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 the Student Progression Plan. Florida Virtual School course requests that are assigned the statuses: 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.

6. FLVS Full-Time Enrollment

Students electing to enroll in FLVS Full Time School (6 courses per semester) will be withdrawn from the district. Students electing to enroll in the FLVS part time (or "FLEX") 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)

DRAFT

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EXCEPTIONAL STUDENT EDUCATION

(Grades Pre-K –12)

RETENTION FOR PREKINDERGARTEN

Parents of a student with a disability who is enrolled in prekindergarten at the age of 4 and is fully funded through the Florida Education Finance Program may retain his or her child in consultation with the individual education plan team. A student with an individual education plan who is retained and demonstrates a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

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 1]*

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 2]* 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 2*)

****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 a standard diploma and whether the student is pursuing a diploma designation. 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 entering 9th grade will work towards a Standard Diploma. Standard Diploma Pathways:

- Standard Diploma-Standard Pathway (see High School section)
- Standard Diploma-Academic/Employment Pathway (Students may earn at least 0.5 credit via paid employment)
- 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- ACADEMIC/EMPLOYMENT PATHWAY

(Students may earn at least 0.5 credit via paid employment.)

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:

- All classes taken in General Education classrooms
- Classes taken in both ESE and General Education classrooms

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, MOCs [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 with 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(s). 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 thirty (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 of a student with a disability who disagrees with the commissioner's denial of an extraordinary exemption may request an 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:

1. A one-year exemption approved by the district superintendent;
2. A one, two or three year or permanent exemption approved by the Commissioner of Education;
3. 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 the 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 may continue in school to pursue a Standard Diploma until the student's 22nd birthday. A student receiving a Standard Diploma has completed his or her 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(s) 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. Accommodation meets the individual student's needs and ensures equal access to 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 6A6.03411(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.

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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

- Attend an underage interview with his/her guardian and an Adult Ed administrator
- Earn a minimum score of 145 on each of the four GED® Ready sub-tests (Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies)
- Have GED® Ready scores that are dated within one calendar year from the date the request for an underage waiver is submitted to the school district
- Have taken the GED® Ready sub-tests in a proctored environment **OR**
- Participate in Adult Education courses for a minimum of one term (if the student failed to attain a passing score on the GED® practice tests mentioned above)
- Receive a teacher/administrator recommendation
- Earn required scores on the TABE/CASAS Goals posttest
- Earn a minimum score of 145 on each of the four GED® Ready sub-tests (Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies).

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

APPEALS PROCESS FOR UNDERAGE WAIVER DENIALS

In the case that an underage waiver is denied by Sumter Adult Education, an underage GED® candidate may follow the following process to appeal.

1. Write a letter requesting an appeal of denial of an underage GED® waiver within 10 calendar days of the waiver denial. The letter must include the following information:
 - a. First and last name of candidate requesting the waiver

- b. Reasons to grant the waiver
 - c. Candidate signature and date
 - d. Parent/guardian printed name, signature and date
2. Submit the letter of appeal of denial of an underage GED® waiver to the Sumter Adult Education Administrator.
 3. The Sumter Adult Education Administrator will contact the candidate in writing within 10 calendar days to respond to the appeal and make the determination if the appeal is granted. Please contact one of the following people at Sumter Career and Adult Education if there are questions about the underage waiver process and approval.

Casey Ferguson
casey.ferguson@sumter.k12.fl.us

(352) 793-5719 Ext. 54210

Brie Ishee
brie.ishee@sumter.k12.fl.us

(352) 793-5719 Ext. 54211

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 one time within the same term and within 30 days of initial withdrawal.

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 administrator 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 enrolled in ABE or GED® programs are required to be pre- and post-tested with a state approved standardized test. Students must be tested within the first 12 hours of instruction. Sumter Adult and Community Education programs use the ~~TABE 11/12 and~~ CASAS tests to meet this requirement. The exception is students who achieved valid scores of **NRS level 5 or higher-9.0 or higher on the TABE pre-test.** The GED® test becomes the post-test.

Students who are enrolled in a postsecondary career/technical (PSAV) certificate program of 450 hours or more must complete a basic skills examination (TABE 11/12/CASAS Goals) 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 11/12~~/CASAS Goals 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 11/12~~/CASAS Goals to be awarded a career and technical certificate of program completions 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~~/CASAS Goals online will be the primary testing modality.

- A. Enrolled students are retested after a minimum of **60** hours of instruction.
Progress checks before 40 hours of instruction MUST have written administrator 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 year are retested upon reenrollment.
- D. If a student indicates he or she is leaving the program before the scheduled posttest time, the teacher should consult with the student to determine if it would be appropriate to post the test. **This is an extraordinary circumstance that requires written administrator 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 ~~CASAS Goals~~ ~~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 **CASAS Goals tests TABE** within six weeks of the program's start.
- b. The student will accomplish remediation in the **CASAS Goals TABE** areas which did not meet exit criteria during the career and technical program.
- c. Following remediation, the student will take the **CASAS Goals 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 it to the school administrator. The AIEP committee will meet and discuss the students' progress.
- e. If the student has been successful in meeting all required competencies in the technical program, participated in **CASAS Goals TABE** remediation, and taken the **CASAS Goals TABE** test twice, and it is determined that the documented disability is preventing him/her from achieving the necessary **CASAS Goals 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 within the first twelve hours of instruction.
- B. Progress checks are given after **70 -100** hours of instruction.
Testing at less than 70 hours of instruction must have written administrator 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.
- D. Post test scores may serve as pre-test scores for the next instructional period as long as the interim does not exceed 4 months.
- E. Students in ESOL (#9900040) must be post tested in reading and listening.
- F. Compare the reading pretest scale score to the reading posttest scale score to determine learning gains and/or completion for NRS reporting purposes.
- G. 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 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, background check and drug testing fees, CPR course if completed, and any supplies purchased and provided to student. If the student has not taken the TABE test, \$20 of the Term 1 application fee may be refunded.
2. No later than 9:00 a.m. on the following workday after the third day of class – upon written request, full refund of course and non-resident tuition, industry certification testing fees. NO REFUND of lab fees, OSHA fees, CPR course, fingerprinting and background check fees, drug testing fees, non-refundable application fee, or curriculum fees.
3. After 9:00 a.m. on the following workday after the third day of class – NO REFUND of any tuition/fees.

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