



2016-2017

Walton County School District

Student Progression Plan

Carlene H. Anderson
Superintendent of Schools

School Board Members

Mark D. Davis
Kim Kirby
Jason Catalano, Chairman

Gail Smith
Bill Eddins, Jr.

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WALTON COUNTY SCHOOL DISTRICT
2016-2017 STUDENT PROGRESSION PLAN

I. INTRODUCTION

Included within this plan are policies and procedures relative to enrollment, promotion, retention, accelerated/decelerated placement, transfers, instructional programs, accelerated programs, extended year programs, dropout prevention/retrieval programs, student assessment and exceptional student education.

Students, parents, faculty, staff and administrative personnel are encouraged to become familiar with the contents of this plan. Recommendations for future changes are encouraged from all concerned. The administrative staff at all schools and the district office is available to receive any questions or concerns connected with the policies or procedures presented.

II. PURPOSE

The purpose of this document, the *Student Progression Plan* for the Walton County School District, is to provide school personnel, parents/guardians, students and other interested citizens the administrative procedures necessary to implement state legislative and local student progression requirements. Any procedure or policy contained in this *Student Progression Plan* may be waived upon approval of the Walton County School Board provided such waiver does not conflict with state or federal regulations or laws.

III. GOALS

The goal of the *Student Progression Plan* is to facilitate public awareness of the requirements for each step of the educational process from kindergarten through graduation. The plan encourages programs that provide for the attainment of district and state standards; it also provides options for those students who do not accomplish certain standards within a specific time period.

It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress. It is the ultimate goal of the legislature that every student read at or above grade level.

The Walton School District is committed to the implementation of a Response to Intervention framework for aligning efforts to improve educational outcomes and meet the academic and behavioral needs of all students. (Appendix C). The District will provide high quality instruction and intervention matched to student needs and use learning rates and levels of performance to inform instruction, including decisions regarding promotion, acceleration, retention and remediation. Response to Intervention features a four-step problem solving method and the systematic use of assessment data. This data will guide district, school, grade, class and individual levels decisions about the allocation of resources and intensity of interventions needed to improve learning and behavior.

IV. RESPONSIBILITIES

In developing and implementing the *Student Progression Plan*, the district has identified the following responsibilities:

1. It is the responsibility of the School Board and the administration of the Walton County School District to provide all students with instructional and remedial services forming a comprehensive program for student progression. The District's program uses universal screening and ongoing progress monitoring data to evaluate the effectiveness of instruction, identify students needing more intensive instructional support and monitor their response to the implemented interventions.

2. The Walton County School Board, through its administrators, will accept the responsibility of assisting teachers with resources and staff development to accomplish identified goals and will establish procedures for record keeping to certify the accomplishment of state and district requirements.
3. The Principal shall assume administrative responsibility for all records and required reports regarding students, the transfer of students in the school and the promotion or retention of students.
4. Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based upon evidence of academic progress, the implementation of the Next Generation Sunshine State Standards, the Florida Standards, the Walton District curriculum, and the establishment of a productive learning environment; e.g. discipline, fair treatment, positive incentives, etc.
5. Students must assume the responsibility for learning commensurate with their age and level of maturity. Students must be accountable for being at school and in class. Courtesy and good conduct are expected of all students.
6. Parents or guardians are responsible for their children's school attendance and for promoting an interest in learning. They are also responsible for the conduct of their children until the students reach age 18.

V. GENERAL PROVISIONS – GRADES K - 12

A. Required Instruction (pursuant to F.S. 1003.41 and 1003.42)

1. Next Generation Sunshine State Standards (NGSSS) and Florida Standards Schools will provide appropriate instruction to assist students in the mastery of the Next Generation Sunshine State Standards and Florida Standards for English Language Arts, Mathematics, Science, Social Studies, Foreign Languages, The Arts and Health/Physical Education. These standards form the basis for curriculum, instruction and evaluation of student performance.
2. Constitution of the United States and Florida Government The required one-half credit in American Government will include the study of the Constitution of the United States and Florida government, including study of the State Constitution, the three branches of state government and municipal and county government.
3. African American History Instruction in the history of African Americans will include 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 the contributions of African Americans to society. Such history will be presented in high school American History classes, eighth grade social studies and in other grades or classes where this content is already a part of the curriculum.
4. The Holocaust The history of the Holocaust and the systematic planned annihilation of European Jews by the Nazis during World War II will be taught in high school World History classes, in middle grades classes designated by the schools and DOE-developed teaching materials and in other grades or classes where this content is already a part of the curriculum. Teaching of the Holocaust should lead to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
5. United States History The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American History shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
6. Other required instruction In appropriate classes throughout the K-12 curriculum, schools will teach the following: The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and

inalienable rights of life, liberty and property (including its study and recitation at all grade levels during the state-designated week in September); the importance of the Federalist Papers in presenting the arguments in support of adopting our republican form of government; the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government; flag education, including proper display and salute; the elements of civil government; the elementary principles of agriculture; effects of alcohol and narcotics upon the human mind and body; kindness to animals; the history of Florida; the conservation of natural resources; the study of Hispanic contributions to the United States; the study of women's contributions to the United States; and the nature and importance of free enterprise to the United States economy. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when feasible.

7. Character Development and Law Education Instruction will concern the common duties and obligations necessary to ensure and promote an orderly, lawful, moral and civil society, thereby enhancing collective security and well being. Obedience to the law, sobriety, honesty, truthfulness, the work ethic, financial self-support, respect for the family and marriage, the need for children to have positive parental influences, the responsibility of both parents for the upbringing of their children and respect for authority must be included in the instruction, which will be a part of the curriculum in appropriate classes. A secular character-development program similar to Character First, Character Counts or Positive Behavioral Support stressing patience, attentiveness and initiative will be taught in the elementary schools. Character education will be incorporated within the appropriate courses in grades 6-12.

Character Development in grades 9-12 must include the following:

- i. Developing leadership, interpersonal, organization, and research skills
- ii. Creating a resume
- iii. Developing and practicing interview skills
- iv. Conflict resolution, workplace ethics and law
- v. Managing stress and expectations
- vi. Developing resilience/self-motivational skills

8. Comprehensive Health Education and Substance Abuse Prevention In appropriate classes in the K-12 curriculum, with teaching materials appropriate to the grade level and with values consistent with those of the community, instruction will include the following: nutrition education; substance abuse prevention that may include health, personal and economic consequences as well as decision making, resisting peer pressure, self-concept enhancement and identifying and dealing with situations posing a risk to one's health and possibly leading to abuse; the causes, transmission and prevention of HIV infection, AIDS and other sexually transmissible diseases; and reproductive health, interpersonal skills and parenting to reduce teenage pregnancy and promote healthy behavior. Instructional materials are available for inspection by parents or guardians of the children engaged in such classes.

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

Any child whose parent presents to the Principal a signed statement that the teaching of disease and its symptoms, development, and treatment and the use of instructional aids and materials of such subjects, conflicts with his or her religious beliefs will be exempt from such instruction. No child so exempt will be penalized by reason of such exemption.

9. Documentation for all required instruction will be lesson plans, course outlines, projects, papers, portfolios, performance tasks, examinations, other relevant instructional materials or products or any combination of these types of evidence.

10. The School Board may waive a required course for any student upon a written request of the parent or guardian and a written statement from a licensed, practicing medical physician certifying that the course will be physically or mentally harmful to the child.
11. Services for PK-12 children qualifying for exceptional student educational programs will be provided in accordance with Walton County School Board policies, PL 101-476 (IDEA), or Section 504 of the Rehabilitation Act of 1973.
12. Selected services for disabled students may be offered through agreements with Okaloosa and Bay District School Boards.

B. Attendance

Please refer to the Walton County School District Codes of Conduct for specific information regarding the daily monitoring of student attendance.

1. School attendance is mandated by state law and is essential to a student's academic progress. Poor academic performance is often caused by poor attendance. All students aged six (6) to eighteen (18) years are subject to mandatory school attendance unless those students aged sixteen (16) to eighteen (18) years have filed with the district a formal statement of intent to withdraw from school which includes acknowledgments that terminating school enrollment is likely to reduce the student's earning potential and that driving privileges may be withheld or terminated. The declaration must be signed by student and parent, and the school district must notify the student's parent or guardian of receipt of the child's declaration of intent to terminate school enrollment. A student who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age.
2. When a high school principal receives a request for an enrollment from a student who is 18 years of age or older, he/she will determine the proper school placement for that student.
3. Attendance at second schools (SPICE, Summer Camp, off-campus dual enrollment, etc.) will be maintained by administrators and staff employed by the institution, following district guidelines.
4. To maximize student performance by reducing the number of students classified as habitually truant, the designated school representative will investigate cases of non-enrollment and unexcused absences from school of all children subject to compulsory school attendance. After the fifth unexcused absence during a 30 calendar day period or 10 unexcused in a 90 day calendar period, the Superintendent or designee will notify the parent or guardian in writing of the unexcused absences.
5. Students who have developed a pattern of non-attendance shall be referred to the school's MTSS team to determine if early patterns of truancy are developing. If the MTSS team finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies. If an initial meeting does not resolve the problem, the MTSS team shall implement interventions that best address the problem. The interventions may include, but need not be limited to: 1) frequent communication between the teacher and the family; 2) changes in the learning environment; 3) mentoring; 4) student counseling; 5) tutoring, including peer tutoring; 6) placement into different classes; 7) evaluation for alternative education programs; 8) attendance contracts; 9) referral to other agencies for family services; or 10) other interventions.
6. If the parent or guardian does not respond adequately to the MTSS team recommendations, the student **may** be reported to the District Attendance Officer. The Attendance Officer may file a truancy petition in circuit court and notify the Department of Highway Safety and Motor Vehicles to withhold or suspend driving privileges and/or license.
7. After the fifteenth (15th) unexcused absence from school within ninety (90) calendar days, the student **will** be classified as a habitual truant, the truancy petition will be filed and the Department of Highway Safety and Motor Vehicles will be notified.

8. When a doctor's note is required following a student absence; the note must be submitted to the school within three (3) days after the student returns. The school will not accept doctor's notes after the three days have passed.
9. When a student is placed in Out of School Suspension, his/her absences cannot be counted as unexcused and he/she will receive an attendance code of "O" (other).
10. Students shall not be exempt from academic performance requirements based on practices and policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.
11. A student whose parent/guardian has been called for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting may be granted additional excused absences at the discretion of the Superintendent or his/her designee.

C. Transfer Students

1. Upon registration, a student entering a Florida school by transfer from another public, private, or parochial school or home education program shall provide evidence of the immunization and medical requirements stated in School Board policies and verification of academic status from the previous school.
2. Zoning waivers are required for students who reside in a neighboring county but wish to attend a Walton County school. A waiver must be obtained from the Superintendent of Schools of the transferring district and presented at the time the parent seeks to enroll the child in Walton County. If the school chooses to enroll the student, the parents will be asked to sign a zoning waiver conditions form prior to their enrollment.
3. Each student at the time of initial registration must provide in writing a statement concerning any previous school expulsions, arrests resulting in a charge and juvenile justice actions the student has had. Students wishing to enroll while currently under disciplinary suspension or expulsion from another district or state, or who have withdrawn following an offense that would normally result in suspension or expulsion if committed in Walton County, will not be enrolled until their original term of expulsion or suspension has been served or an amount of time equal to the standard Walton County suspension or expulsion for the offense has passed.
4. Any transferring student shall be assigned by the school Principal to a grade according to proof of age, previous school record or portfolios and/or placement tests. When no previous school records, achievement test results or portfolio assessments are available, entry assessment instruments may determine grade placement.
5. Official entry will be delayed for at least one day until placement can be determined.
6. Third, fourth or fifth grade students transferring from another Florida school or from a private school or home education program who did not take the FCAT Reading or Florida Standards ELA Assessment at grade 3 or grade 4 will be assessed using the SAT-10 or STAR Enterprise prior to grade placement to determine their reading proficiency. If testing reveals that the student is not proficient in reading, he/she may be placed at a lower grade level.
7. For transition purposes, any middle or high school student entering the Walton School District directly from a Department of Juvenile Justice (DJJ) facility, may be recommended for placement by the transition reentry team to a WCSD alternative learning program for initial placement. These students will remain within the alternative program for a minimum of nine (9) weeks and will be allowed to transfer to other District schools only when their Readiness to Transition has been determined to be acceptable by personnel from both involved schools in consultation with the student's parents/guardians. ESE students with a current IEP cannot enroll in Walton Academy until they have first attended a District school and an IEP review meeting has been held. ESE placements at Walton Academy are contingent upon the Academy's ability to accommodate the student's exceptionality.

D. English Language Learners (ELL)

1. For a student identified as an English Language Learner (ELL) and transferring from a school in another district, state or country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found in the *ESOL Program Guidelines and Procedures Manual*.
2. Home Language Survey (HLS) Responses/Assessment Criteria:
 - a. A student with all **NO** responses on the HLS is considered fully English proficient and placed in the regular program.
 - b. A student with any **YES** response is referred for additional English language proficiency assessment within twenty (20) days of enrollment.
 - c. A student with a **YES** response to question # 1 *only* is **temporarily** placed in general education classes until English language proficiency assessment occurs.
 - d. A student with more than one **YES** response is temporarily placed in the ESOL program and coded **LY**, until English language proficiency assessment occurs.
3. New students who enroll with no English language skills may be placed into an intensive English Immersion Class for up to nine weeks, contingent upon the school's ability to appropriately schedule and staff it.
4. No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL student will be addressed by the ELL Committee after a thorough review of the student's performance on a Native Language Assessment (Aprenda) if applicable, classroom performance, statewide assessment data, English language progress and parent and/or student interviews.

E. Promotion and Placement

1. **No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement.** Additionally, the School Board will adopt policies that minimize promotion of unprepared students to the next grade level in feeder schools that articulate with a school earning a performance grade of "F". The procedures included herein assure that students promoted within the district can benefit from the next grade level of instruction and that those who earn a diploma from high school have met or exceeded all the requirements described by the State of Florida and by the Walton County School Board. Promotion decisions are based upon the following:
 - Progress tests
 - Classroom assignments and performance tasks
 - Daily observation
 - State and district tests
 - Proficiency in reading, writing, and mathematics
 - Mastery of the Next Generation Sunshine State Standards
 - Mastery of the Florida Standards
 - Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions implemented with fidelity.
2. District verification of student mastery of the Next Generation Sunshine State Standards and Florida Standards will be teacher observation, class or individual assignments/projects, portfolios, skills checklists, performance tasks, examinations and/or state assessments.
3. A student must attend a class regularly, as established by School Board attendance policy. Students participating in Teenage Parent Programs may be exempt from minimum attendance requirements for verified absences due to pregnancy issues or parenting obligations, but shall be required to make up work missed during these absences.
4. Every student must participate in district and statewide assessment tests required by 1008.22 F.S.

5. If any student is provided with classroom accommodations and/or instructional modifications that are not allowable during the administration of State assessments, the district must inform the parent/guardian in writing, and the parent/guardian must provide signed consent for a student to receive classroom accommodations and/or instructional modifications that would not be permitted on the statewide assessments.
6. Student performance in English Language Arts, science, social studies and mathematics will be evaluated at each grade level and reported to parents or guardians. Each student who does not achieve a Level 3 or above on the statewide, standardized ELA assessment, mathematics assessment, or the Algebra I EOC must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and the strategies for providing academic supports to improve the student's performance. The areas of academic need and intervention strategies are identified through a problem-solving, response to intervention process. Multiple tiers of increasingly intense intervention services are implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments.
7. A student who is not meeting the school district 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 IEP, Section 504, ELL Plan;
 2. A school wide system of progress monitoring for all students (Level 4 or above may be exempt by principal); or
 3. An individual Progress Monitoring Plan.

Students not meeting performance expectations receive increasingly intense intervention services to support student academic proficiency. Students will receive a progress monitoring plan that identifies instruction and intervention support through a problem-solving, response to intervention process. Multiple tiers of increasingly intense intervention services are implemented to support student academic proficiency. Students are matched to the intervention tier based on screening, progress monitoring and diagnostic assessments.

Additionally, students who score a level 1 or 2 on the Florida Standards English Language Arts, the Florida Standards Mathematics assessment or Algebra I End of Course assessment may receive remediation the following year. This remediation may be delivered in an applied, integrated or combined course.

8. The District shall assist schools and teachers in the implementation of research-based reading activities.
9. Teachers shall issue interim progress reports to parents or guardians when it is apparent that a student might fail or is doing unsatisfactory work in any course or grade assignment.
10. An exceptional education student who has been properly staffed into a special program is assigned to a grade according to the recommendation of the IEP Committee. Promotion and placement of ESE students is defined more clearly in the Exceptional Student Education section.

F. Academically Challenging Curriculum to Enhance Learning (ACCEL)

- a. All schools must offer options to eligible students that provide an academically challenging curriculum or accelerated instruction. At a minimum, these options must provide for:
 - Whole-grade or mid-year promotions to students meeting district eligibility guidelines
 - Subject matter acceleration
 - Virtual instruction in higher grade level subjects
 - A Credit Acceleration Program (CAP) open to all students

- b. Additionally, schools are encouraged to offer, but not limit themselves to, the following ACCEL options:
- Enriched STEM course work
 - Industry certifications articulated to college credit
 - General curriculum enrichment programs
 - Flexible (multi-grade level) student grouping
 - Advanced academic courses
 - Combined classes (e.g. math/science joint credit for a single course)
 - Self-paced instruction
 - Curriculum compacting (only covering “new” material in a course)
 - Advanced content instruction
 - Telescoping curriculum (e.g. combining Spanish 3 and 4 into a single course)
 - Work-related internships or apprenticeships
- c. To qualify for the ACCEL program, a student must meet the following eligibility criteria;
- Level 4 or better performance in all areas tested by current statewide assessments OR equivalent scores on the district progress monitoring tool
 - Record of at least three years of above grade level performance
 - Unweighted GPA of 3.65 (secondary students)
 - All “A” performance (elementary students)
 - Fewer than 5 unexcused absences in the previous semester
 - Discipline record reviewed and judged acceptable
 - Recommendation from one or more of the student’s core subject teachers
 - Guidance verification that all academic and behavioral criteria have been met
- d. Additionally:
- Parents and students will be informed of the ACCEL options available and of the requirements for eligibility
 - Parents must be allowed to request student participation in the various ACCEL options
 - If a parent requests student participation in an ACCEL option and the student meets the eligibility requirements, the student must be provided the opportunity to participate
 - If a student participates in an ACCEL option subsequent to a parent request, a performance contract must be executed. This contract must be signed by the student, the parent and the principal and must include, but not be limited to, minimum attendance requirements, minimum student conduct requirements and minimum participation in program components (field trips, competitions, extracurricular activities, etc.).
 - If a principal initiates student participation in an ACCEL option, the student’s parent must be notified but a performance contract is not required.

G. Grading System

Kindergarten through Grade 12

A student’s average each nine weeks will be based upon a minimum of six (6) standards-based graded assignments. These assignments may include, but are not to be limited to, a combination of summative end-of-unit tests, homework averages (middle and high schools) and interim formative assessments. Formative assessments may be included within a larger, project-based individual or group exercise.

- a. Each student shall be assigned numerical grades that can be used to calculate nine weeks, semester, and yearly averages, with the following symbols being used:

ACADEMIC

A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress

F	0-59	Failure
I		Incomplete*

*Incomplete—If a student has make-up work due to excused absences or extenuating circumstances and has not completed all assignments by the end of the grading period, an “I” is assigned for the grade. Unless assignments have been completed or special arrangements made with the Principal, the “I” automatically becomes an “F” ten (10) days after the end of the grading period.

SELECTED NON-ACADEMIC SUBJECTS, PENMANSHIP, PERSONAL DEVELOPMENT, AND CONDUCT

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

- b. When included as part of the grade computations in grades 6-12, homework shall count no more than 10% of the final nine weeks average. Homework shall not be computed as part of the final nine weeks average for students in grades K-5. **Exception:** In schools with a Pre K-12 or 5-8 grade configuration, homework will be counted in the nine weeks average for no more than 10% for grade 5.
- b. Students are expected to make up all work missed during an excused absence within a reasonable time after returning to school or other such time as determined by the teacher
- c. or the Principal, and credit will be granted for all work completed. At least one (1) day shall be allowed for each day of missed work.

For students in elementary grades K-5, students shall be permitted to make-up work for unexcused absences and will be allowed to receive full credit for all made-up work.

- d. Students who have received an Out Of School Suspension will be provided assignments so they might return to school without being irretrievably behind in their work. The procedures and timelines for providing and grading these assignments will be determined by individual school policy. The maximum score that may be earned on these completed assignments will be 60%. Students whose earned grade on this work is less than 60% will receive the grade earned. Students whose earned grade is 60% or more will receive a grade of 60%.
- e. No student can be exempted from academic performance requirements, including examinations, based on student attendance.
- f. A student’s academic grade shall not be reduced as a disciplinary measure except in cases of academic fraud or cheating. A student’s grade may also be affected for work missed during a suspension, unexcused absence and/or excessive absenteeism only for the days when all students in the class were given grades.
- g. A complete explanation of the grading system shall be included on the report card.
- h. Initial and primary authority for determining the grade to be assigned a student shall rest with the classroom teacher. Upon request of a parent or guardian, the Principal shall review any grade given a student at the end of a reporting period. However, such grade cannot be changed or altered by the Principal unless:
- There was an apparent error in the grade calculation,
 - There were no data to support the grade, or
 - The grade was not consistent with School Board policy.

H. Parent Conferences

Parents are encouraged to confer with teachers on a regular basis. Teachers should request parent conferences in cases where recurring student problems are developing.

1. Each classroom teacher is assigned the initial and primary authority and responsibility to assess classroom performance for each student enrolled in his/her class.
2. Any review, requested modification, or appeal of teacher evaluations and assessments by the student's parent(s) or guardian(s) shall be conducted pursuant to the following:
 - a. A parent or guardian shall arrange a conference with the individual teacher whose assessment or evaluation is in question at a proper place and time for the parent(s) or guardian(s) to discuss the teacher's findings.
 - b. When a parent or guardian of the student is not satisfied with the outcome of the conference, the parent or guardian may appeal to the Principal of that school for a second review of the teacher's assessment and evaluation of the student. The Principal shall, upon request, arrange for a conference at a proper time and place with the following parties: the Principal, the teacher, and the parent(s) or guardian(s). The findings of the Principal following such conferences shall be final.

I. Dropout Prevention Plan

A district-approved dropout prevention plan which differs from regular educational programs and strategies may be implemented for students who, through screening procedures, are determined to be unmotivated, unsuccessful and/or disruptive and are properly staffed into the program. School sites, eligibility criteria, and grade placement and progression will be specified in each model. Student participation in dropout prevention programs shall be voluntary. The school district may assign students to a program for disruptive students.

J. Summer Programs

1. Summer programs, when offered by the Walton County School Board, shall be for credit, promotion, enrichment and/or continuous progress and shall conform to all provisions of the State Board Rules and the District School Board Policies.
2. Students may receive only one (1) credit in a year for participation in a summer program unless one of the following conditions apply:
 - a. An additional one-half (1/2) credit is earned in a non-academic course such as music, art, physical education, driver education or vocational education.
 - b. Additional credits are earned through dual enrollment courses, correspondence courses, distance learning (including approved courses from the Florida Virtual School) and/or performance-based courses which includes, but is not limited to, alternative education.

K. Report Cards

1. Report cards shall be issued at nine-week intervals and clearly depict the following:
 - a. Each student's academic performance in each class or course, which in grades K through 12 will be based upon examinations as well as written papers, class participation, and other academic performance criteria and must include the student's performance or nonperformance at his or her grade level.
 - b. Each student's conduct and behavior.
 - c. Each student's attendance, including absences and tardiness.
2. The final report card for the school year will contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or nonacceptable behavior and attendance, and promotion or nonpromotion.
3. Teachers shall issue an interim progress report during each grading period when it is apparent that the student may fail or is doing unsatisfactory work in a course or grade assignment.

4. Students will assume the responsibility of sharing and communicating with parents or guardians any information concerning their progress at school, particularly as reflected on interim progress reports and/or report cards sent home after each grading period.

L. Annual Reporting

Districts will annually report the progress of student's in English Language Arts, mathematics social studies, and science statewide standardized tests to their parents or guardians in writing in a format adopted by the district school board. Student evaluations must be based upon classroom work, observations, tests, district and state assessments and other relevant information. Additionally, districts must publish the following in local newspapers and submit copies to the State Board of Education by September 1 of each year:

- Policies and procedures on retention and promotion
- Number and percent of students in grades 3-10 scoring at levels 1 and 2 on the statewide, standardized English Language Arts assessment.
- Number and percent of students retained in grades kindergarten - 10, by grade
- Number of students promoted for good cause by each category of good cause
- Revisions made to promotion and retention policies and procedures from the previous year

VI. ELEMENTARY PROGRAMS – Grades K-5

A. Entry into Kindergarten and First Grade

1. A child is eligible for admission to public kindergarten if he/she has attained the age of five (5) years on or before September 1 of the school year. However, any five (5) year old who has not been in kindergarten previously during the school year and will not attain the age of six (6) by February 1, may not enter kindergarten after December 1. State law requires that a child who will be six (6) years of age by February 1 of any school year must attend school regularly during the entire school term.

An exception to this admission policy is permissible if a student transfers from a public school in another state which has a different age requirement for entrance into kindergarten.

Upon entering kindergarten, or initially entering any other grade in a public school, a student shall provide evidence of a medical examination and immunization against communicable diseases pursuant to 1003.22 F. S.

2. Acceptance of kindergarten credit from a non-public Florida kindergarten shall be dependent upon the following conditions:
 - a. Any student who has attended a non-public school must have met the Florida Statutes age requirements for receipt of kindergarten credits.
 - b. The student must have maintained regular attendance during an entire school term of at least 170 actual school days comprising a minimum of 540 net instructional hours.
 - c. The non-public school must submit a transcript of kindergarten skills achieved by the student and certify that all above requirements have been met.
3. A child who has been enrolled in a public school and is six (6) years old on or before September 1, or a child who is six (6) years old on or before September 1 and who has satisfactorily completed the requirements for kindergarten in a non-public school, may progress to the first grade according to this *Student Progression Plan* and 1003.21 F.S.
4. A student transferring from out-of-state to first grade who has not attained six (6) years of age before September 1 must meet the age requirements for public schools in the state from which he/she transferred.

B. Specific Promotional Criteria

Grades K - 5

Promotion from grades K—5 is based on evidence the student has met the Florida Standards and Next Generation Standards in English language arts, math, science and social studies as indicated by a final grade of “D” or above, or through evidence of meeting the standards as determined through class or individual assignments, projects, portfolios, skills checklists, performance tasks, norm-referenced and/or locally determined assessments.

Grade 3

Third grade students must achieve a score of Level 2 or above on the Florida Standards ELA Assessment as specified in s. 1008.25, F.S or meet the requirements for a Good Cause Waiver. The School Board may only exempt students from mandatory retention for good cause. Refer to the Waiver of Promotion Criteria in Section C of this document.

C. Waiver of Promotion Criteria

In grades K–3, students who are unsuccessful in meeting the grade level promotion criteria may be considered for a waiver of these criteria based upon the good cause exemptions defined by State Board Rule. Students may be exempted from mandatory retention for good cause (1008.25(5)(b) F.S.). Good cause exemptions shall be limited to the following:

- a. English Language Learner students who have had less than two (2) years of instruction in an English for Speakers of Other languages program based on the initial date of entry into a school in the United States (DEUSS).
- b. Students with disabilities whose individual education plan indicates participation in the state assessment program is not appropriate. State Board Rule 6A-1.0943 specifies that such students must have a demonstrated cognitive ability that prevents them from completing required coursework and meeting the Next Generation Sunshine State Standards and Florida Standards, even with appropriate and allowable course accommodations **and** require extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities.
- c. Students who demonstrate an acceptable level of performance on the SAT-10 alternative assessment or another reading or English Language Arts assessment approved by the State Board of Education. State Board Rule sets acceptable levels of performance as a score at or above the 45th percentile on the SAT-10.
- d. Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Florida Standards in English Language Arts equal to at least a level 2 performance on the Florida Standards ELA assessment.
- e. Students with disabilities who have an IEP or Section 504 Plan reflecting they have received intensive instruction in reading or English Language Arts for more than two (2) years but are still deficient in reading and have been previously retained in Kindergarten, Grade 1, 2 or 3.
- f. Students who have received intensive reading intervention for 2 or more years, but still demonstrate a deficiency in reading, and who were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
- g. Students who have had a progress monitoring plan and have received intensive remediation in reading or English Language Arts for two (2) or more years and were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two (2) years. If a student is promoted under this exemption, he/she must receive intensive reading instruction that includes an altered instructional day based upon a progress monitoring plan that includes specialized diagnostic information and specific reading strategies for each student. The district shall assist schools and

teachers to implement research-based reading strategies that have shown to be successful in improving reading among low-performing readers.

D. Proficiency Levels – Elementary Grades

Students will be identified as substantially deficient in English language arts, mathematics, social studies and/or science if their performance on grade level curriculum, assessments, observations, progress monitoring or other relevant data **consistently** indicates non-proficiency or non-mastery of standards. The primary evidence sources will be:

1. Grades given during each reporting period – grades of D or F on grade level curriculum indicate non-proficiency or non-mastery and require intervention.
2. Performance on State assessments in English Language Arts, Mathematics and/or Science – Level 1 or 2 scores indicate non-mastery and require intervention.
3. Performance on District Writing Assessment – A score below 60% requires intervention.
4. Other criteria to be considered includes:
 - a. Stanford 10 – bottom quartile
 - b. District Formative Assessments
 - c. STAR Enterprise
 - d. Teacher-created cold read assessments
 - e. Running Records

Pupil proficiency levels in English Language Arts, mathematics, science and social studies will be evaluated at each grade level. School personnel may waive instruction in all areas except English language arts, mathematics, science and social studies in order to schedule remedial instruction necessitated by the Progress Monitoring Plan.

If after intervention the student has not shown improvement, diagnostic assessments will be used to determine specific areas of deficiency and this data will contribute to the development of a Progress Monitoring Plan.

In cases where evaluations are missing (such as a student transferring from out of the district) or are inconsistent with a student's classroom performance, the teacher's professional judgment may be used to determine student proficiency. In such cases, teachers will consider a variety of evaluation data (e.g., classroom work, observations, tests, district and state assessments, equivalent portions of national norm referenced tests and other information which shows mastery of essential skills).

Any student who is retained may be assigned any time during the first reporting period of the next school year to the next higher grade upon recommendation of the teacher and approval of the Principal and parent, if it has been determined the standards have been met and the student will benefit from instruction at the higher grade level.

An ELL student may be retained only by the decision of an ELL Committee. ELL students who are Identified as being substantially below grade level in reading in English, but who are proficient in their Home Language may not be retained. A formal retention recommendation regarding an ELL student will be addressed by the ELL Committee after a thorough review of the student's performance on a Native Language Assessment (Aprendá) if applicable, classroom performance, statewide assessment data, English language progress and parent and/or student interviews.

E. Elementary Grading

- a. In Grades K-5 a grade of D or above indicates passing of grade-level curriculum for the grading period.
- b. In order to determine an integrated English Language Arts grade, yearly grades for writing composition, spelling, English grammar and reading will be averaged. When averaged, the subjects should reflect the following weights: 35% English grammar/writing, 5% spelling, 60% reading.

- c. A student shall pass English Language Arts, mathematics, science and social studies to be eligible for promotion from Grades K-5. A passing grade indicates mastery of the grade level curriculum which includes Florida Standards and the Next Generation Sunshine State Standards. All grades must reflect the students' independent mastery of standards. Refer to the Grading System explanation in Section VI - G of this document.
- d. A student's daily average must represent an accurate picture of the student's performance on grade level curriculum. 80% of the graded assignments must represent independently produced work.

F. Third Grade Mandatory Retention

Grade 3 parents will be notified, in writing, of their child's reading deficiency, current services provided, proposed remediation strategies, the mandatory 3rd grade retention requirement and consulted in the development of a Progress Monitoring Plan to provide the necessary remediation.

Additionally, parents must be notified that the Florida Standards 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 promotion. Parents will be told the district's specific criteria and policies for mid-year promotion to Grade 4 (possible at any time during the year of retention once the student has demonstrated the ability to read at grade level).

The student's reading proficiency will be reassessed by locally-determined assessments and/or teacher recommendations at the beginning of the grade following the intensive reading instruction and the student must continue to be given intensive reading instruction until the deficiency is remedied. The student **must** be retained if the deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or above on the Florida English Language Arts assessment for grade 3. Parents of those students must be notified in writing and given a list of services and supports that will be provided to the child. At grade 3, students with reading deficiencies can be exempted from mandatory retention for good cause.

Retained third grade students must be provided intensive interventions to ameliorate the student's specific reading deficiency, as identified by a valid, reliable diagnostic assessment. These interventions must include effective instructional strategies, the opportunity to participate in the district's summer reading camp and appropriate methodologies necessary to assist students to be able to read at or above grade level and ready for promotion to the next grade. Students who are retained, and students needing remediation or intensive instructional support, will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments.

As part of the intensive intervention procedure, the district shall:

1. Provide third grade students intensive instructional services to remediate identified deficiencies, such as participation in the school district summer reading camp and a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary and comprehension. Other strategies which may be provided include, but are not to be limited to: integration of science and social studies content within the 90 minute block, small group instruction, reduced teacher-student ratios, response to intervention strategies, more frequent progress monitoring, tutoring or mentoring, transition classes combining 3rd and 4th grade students and an extended school day, week or year. Parents will receive this information during meetings with the administration once their child has been identified for the programs.
2. Provide written notification to the parent that his/her child has not met required proficiency levels and the reason he/she does not qualify for a good cause exemption, including a description of the proposed interventions and support services.
3. Implement a policy for mid-year promotion of retained students who can demonstrate they are successful and independent readers, at or above grade level in reading and English Language Arts.

4. Provide retained students with a highly effective teacher as determined by the teacher's performance evaluation.
5. Establish an Intensive Acceleration Class at each applicable school for retained Grade 3 students who subsequently score at Level 1 on the required statewide standardized assessment with the intention of increasing their reading and English Language Arts skill level at least two grade levels in one school year. The Intensive Acceleration Class shall:
 - a. Be provided to any student in Grade 3 who scores at level 1 on the Florida Standards English Language Arts assessment and who was retained in Grade 3 the prior year because of scoring at level 1.
 - b. Have a reduced teacher-student ratio.
 - c. Feature uninterrupted reading instruction for the majority of the student contact time each day and include opportunities to master the Grade 4 Next Generation Sunshine State Standards and Florida Standards in other core subject areas.
 - d. Use a scientifically research-based reading program with proven results in accelerating student achievement within the same school year.
 - e. Provide intensive language and vocabulary instruction using a scientifically research-based program and including the use of a speech language therapist.

G. Accelerated Placement

1. The following procedures for waiver of promotion criteria must be followed:

- a. The student's teacher shall submit documentation to the school principal indicating that the promotion is appropriate and is based upon the student's academic record. The documentation shall consist only of the existing academic improvement plan (or progress monitoring plan), individual educational plan (if applicable), report card or student portfolio.
- b. The school principal shall review the documentation with the teacher and make a determination as to whether the student should be promoted or retained. If the principal determines the student should be promoted, the principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the principal's recommendation in writing.

2. Mid-Year Promotion

Students who have been retained in Grade 3 because of a continuing reading deficiency may be promoted at any time during the year of retention if they can demonstrate that they are successful and independent readers, reading at or above grade level and ready to be promoted to Grade 4. A portfolio must be developed to document student proficiency of Grade 3 Next Generation Sunshine State Standards and Florida Standards as well as applicable Grade 4 Next Generation Sunshine State Standards and Florida Standards. The portfolio will contain, but not be limited to, the following:

- Assessment and Progress Monitoring Results demonstrating proficiency
- Progress reports demonstrating proficiency within the core curriculum at both grades 3 and 4

The decision for promotion will be made by the principal following an Instructional Support Team meeting with input from the classroom teacher and parent.

3. In grades 4-8, waiver of promotion criteria shall be granted in a manner consistent with the good cause exemptions outlined in State Board Rule.
4. The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social and emotional effect of the decision should be considered. A committee consisting of the guidance counselor and teacher(s) of the student has the responsibility for making recommendations for accelerated placement to the Principal. **Initial third grade students are not**

eligible for accelerated placement because they are required to take the third grade Florida Standards Assessment.

The following procedures for accelerated placement must be followed:

- a. A parent or guardian must be given written notification from the Principal that his/her child is being considered for accelerated grade placement.
- b. A parent or guardian must provide written consent for the placement.
- c. A copy of the consent must be placed in the cumulative record.
- d. The student's cumulative record must indicate "accelerated placement."

H. Intensive Reading Instruction

1. Each elementary school shall regularly assess the reading ability of each K-3 student. Students who exhibit substantial deficiency in reading skills, as determined by the district and identified through locally determined assessments (e.g., STAR Enterprise, Stanford 10, Fox in a Box, Early Reading Screening Instrument (ERSI), DAR, ERDA) conducted before the end of kindergarten, grades one, two, or three or through teacher recommendation (based upon a combination of individual assignments, projects, portfolios, skills checklists, performance tasks and tests), must be given intensive, research-based reading instruction following identification of the deficiency. Parents will be immediately notified, in writing, of the exact nature of the reading deficiency, current services provided, proposed remediation strategies and the mandatory 3rd grade retention requirement. The student's reading proficiency will be reassessed by locally determined assessments and/or teacher recommendations at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction until the reading deficiency is remedied.
2. The student **must** be retained if the deficiency is not remedied by the end of grade 3, as demonstrated by scoring at level 2 or higher on Florida Standards English Language Arts assessment for grade 3. Parents of these students must be notified in writing and given a list of services and supports that will be provided to the child. Parents will be notified in writing that if a child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause. Students who received intensive reading remediation for two or more years and who were previously retained in grades K-3 for a total of two years and are promoted based on good cause will be provided an altered instructional day. These students will receive intensive reading instruction for a minimum of 120 minutes per day. The District School Board shall assist schools and teachers in implementing reading strategies that research has shown to be successful in working with low-performing readers.
3. Students who are retained in grade 3 will receive instruction within an intensive program that utilizes prescriptive instructional methods and supplementary materials different from those used during the year of retention and based on a review of all assessments, progress monitoring and outcomes from the prior year. The student's learning style will be considered in planning this instruction. These retained students will be placed with high performing teachers as determined by student performance data and above-satisfactory performance appraisals.
4. A student who has been retained two or more years (at any combination of grade levels) must be provided an alternative placement. The alternative placement should include an environment that is based upon the needs of the student and is not merely retention in or promotion to a regular classroom without supplemental services that meet the student's particular needs.

I. Instructional Requirements – Elementary Grades

1. Instruction in English Language Arts, mathematics, science, social studies, physical education, music, and fine arts will be regularly scheduled for all students in grades K-5. In grades K-5, an ELA block will be implemented that is a minimum of 120 minutes, including a 90 minute uninterrupted block of time for

reading instruction. At least 150 minutes of physical education must be provided each week in sessions that last no less than 30 minutes.

Students in grades K-5 are eligible to waive the physical education requirement if the student is enrolled or required to enroll in a remedial course or the student's parent indicates in writing to the school that: 1) the parent requests that a student enroll in another course from among those offered as options by the school district; or 2) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

2. Instruction in environmental education, nutrition, health education, alcohol and substance abuse prevention, conservation of natural resources, kindness to animals, flag education, agricultural principles, consumer education, and Florida history will be provided in appropriate classes. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when feasible. A character development program is also required for all elementary schools.
3. Pupil proficiency levels in English Language Arts, mathematics, science and social studies will be evaluated at each grade level. Students who are identified as non-proficient according to district criteria may be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in all areas except English Language Arts, mathematics, science and social studies in order to schedule remedial instruction necessitated by a Progress Monitoring Plan.
4. District assessments at the elementary level may consist of the District Writing Assessment, STAR Enterprise reading and math assessments, and District Formative Assessments throughout the school year in grades K-5.

VII. SECONDARY PROGRAMS – Grades 6-12

A. Promotion and Placement

Schools must progress monitor students scoring level 1 or 2 on the Florida Standards English Language Arts assessment at least three times per year to include a baseline, midyear and end of year assessment. In English Language Arts and math, screening, diagnostic assessment and progress monitoring assessment data are used in making decisions about core, targeted and intensive instructional needs.

Proficiency in English Language Arts, mathematics, science and social studies will affect promotion and placement. Pupil proficiency levels in English Language Arts, mathematics, social studies and science will be evaluated at each grade level. Students who are identified as non-proficient may be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in non-academic subjects in order to schedule remedial instruction necessitated by a Progress Monitoring Plan. Prior to any schedule change, parents will be involved through the MTSS process.

B. Secondary School Reform Programs

Middle and high school programs throughout the district must include:

- Procedures for placing and promoting students from out of state or from a foreign country
- Alternative methods for demonstrating competency in required courses, with special support for students who have been retained
- Applied, integrated and combined courses that meet individual learning styles
- Intensive reading and mathematics courses
- Grade forgiveness policies
- Summer programs for remediation or credit recovery programs
- Support for teachers seeking the reading endorsement and reading professional development for content areas
- Creative and flexible scheduling to meet student needs

- Procedures for middle and high school students to prepare a personal education plan
- Tools for parents to regularly monitor student progress and communicate with teachers

C. Proficiency Levels – Middle and High School

Students will be identified as substantially deficient in English Language Arts, mathematics, science and/or social studies if their performance on grade level curriculum, assessments, observations, progress monitoring or other relevant data **consistently** indicates non-proficiency or non-mastery of standards. The primary evidence sources will be:

1. Grades given during each reporting period – grades of D or F on grade level curriculum indicate non-proficiency or non-mastery and require intervention.
2. Performance on State assessments in English Language Arts, Mathematics and/or Science – Level 1 or 2 scores indicate non-mastery and require intervention.
3. Performance on District Writing Assessment – A score below 60% requires intervention.

If after intervention the student has not shown improvement, diagnostic assessments will be used to determine specific areas of deficiency and this data will contribute to the development of a Progress Monitoring Plan.

At the high school level, school personnel will identify students failing to pass **either** the reading **or** the mathematics portion of the tenth grade FCAT or equivalent English Language Arts portion of the Florida Standards assessment and the Algebra I EOC and prepare a specific remediation plan to address their deficiencies so they might earn a passing score on a subsequent retake opportunity.

D. Secondary Grading

1. A grade of D or above reflects mastery of 60 percent of the course performance standards (as identified in the appropriate course descriptions and grade level expectations) for the grading period.
2. If a student receives an unexcused absence, he/she will receive no higher than a grade of 60% for assignments missed during the unexcused absence unless he/she successfully completes strategies designed to remediate truant behavior.
3. ALL students in grades 6-12 will be given end-of-term examinations in **non-EOC** courses as follows:
 - First Nine Weeks – A comprehensive nine weeks test that will carry 20% additional weight toward the nine weeks grade.
 - Second Nine Weeks – A comprehensive semester test (covering both nine weeks) that will count 20% of the first semester grade.
 - Third Nine Weeks - A comprehensive nine weeks test (third nine weeks only) that will carry 20% additional weight toward the nine weeks grade.
 - Fourth Nine Weeks – A semester test (covering the third and fourth nine weeks) that will count 20% of the second semester grade.

ALL students in grades 6-12 enrolled in courses assessed by **state EOCs** will be given end of term assessments as follows:

- First Nine Weeks – A comprehensive nine weeks test that will carry 20% additional weight toward the nine weeks grade.
- Second Nine Weeks – A comprehensive semester test (covering both nine weeks) that will count 20% of the first semester grade.
- Third Nine Weeks - A comprehensive nine weeks test (third nine weeks only) that will carry 20% additional weight toward the nine weeks grade.

- Fourth Nine Weeks – A state administered EOC that will constitute 30% of the final course grade. A comprehensive semester test covering the third and fourth nine weeks will not be administered.

Upon principal approval, teachers may substitute a large project or alternative assignment for the first and third nine weeks test.

Emerald Coast Technical College administers semester exams each nine weeks due to the scope of class needs requiring extended course scheduling.

E. Miscellaneous Provisions

- To be eligible to participate in extracurricular activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale during the previous semester.
- The District School Board may develop and implement a digital curriculum for students in grades 6-12 to enable them to gain competencies in web communication and web design.

VIII. MIDDLE SCHOOL – GRADES 6-8

A. Promotion and Placement – Middle Grades

1. A student shall earn three academic course credits each year to be promoted from grade six or seven. Academic credits include English Language Arts, mathematics, science and social studies. Prior to being promoted from grade 8, a student must have earned three academic credits in each of the following areas; English Language Arts, mathematics, science, and social studies. These credits are inclusive of courses completed in grades six and seven. Additionally, students must have earned 1.5 physical education credits (one semester per year) prior to exiting the middle grades. A credit is defined as those skills/competencies contained within the Next Generation Sunshine State Standards or Florida Standards as guided by the course descriptions available in the Florida Course Code Directory. Credits may be completed in less than a year's time as long as all competencies are met and documented. A middle school student who has experienced accelerated placement because of exceptionally high achievement will be required to earn two credits in each of the four academic areas before being promoted from the 8th grade.

Students are required to complete a Personalized Education Plan (PEP) before being promoted from Grade 8.

The middle school policies for earning credits, accepting transfer credits and validating credits on transcripts will be the same as those at the high school level as described in Section IX-C of this Student Progression Plan. At the middle school level, course completion credit is awarded based upon verified student mastery of the appropriate Next Generation Sunshine State Standards, not 135 hours of seat time. Exceptions are courses for which high school credit is awarded.

2. A student must master 60 percent of the course Next Generation Sunshine State Standards or Florida Standards before receiving a passing grade. Mastery may be determined through teacher observation, class or individual assignments, projects, skills/standards checklists, portfolios, performance tasks, and/or examinations.
3. An ELL student may be retained only by the decision of an ELL Committee. ELL students who are identified as being substantially below grade level in reading in English, but who are proficient in their home language may not be retained. A formal retention recommendation regarding an ELL student will be addressed by the ELL Committee after a thorough review of the student's performance on a Native Language Assessment (Aprenda) if applicable, classroom performance, statewide assessment data, English language progress and parent and/or student interviews.

B. Instructional Requirements – Middle Grades

1. Instruction in environmental education, nutrition, health education, alcohol and substance abuse prevention, conservation of natural resources, kindness to animals, flag education, agricultural principles, consumer education, and Florida history will be provided in appropriate classes. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran’s Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when feasible.
2. Each student will receive the following instruction:
 - a. The following basic subjects are required of all students:

<u>Subject</u>	<u>Courses</u>
English Language Arts	3
Mathematics	3
Science	3
Social Studies	3
Physical Education	1.5

Students in grades K-8 are eligible to waive the physical education requirement if the student is enrolled or required to enroll in a remedial course or the student’s parent indicates in writing to the school that: 1) the parent requests that a student enroll in another course from among those offered as options by the school district; or 2) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

- b. One social studies course must be at least a one semester civics education course that a student successfully competes 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 historical documents such as the Articles of Confederation, the Declaration of Independence and the Constitution of the United States.

Each student’s performance on a statewide, standardized end of course civics education assessment shall constitute 30% of the final course grade. The middle school principal shall determine whether a student who transfers to the school and who has successfully completed a civics education course at his/her previous school must take an EOC in the course.

- c. One course in Career and Education Planning must be completed in grades 6, 7 or 8. During this course, each student will complete a Personalized Education Plan (PEP) through the use of the Florida Academic Counseling and Tracking for Students system (FACTS.org). The PEP must include a four-year graduation plan to guide his/her high school course selection with regard to appropriate electives. Beginning in 2014-2015, the PEP must include information provided by the Department of Economic Opportunity.

The School Board shall include plans to implement a career and professional academy in at least one middle school as part of the District Strategic Plan. The academy must ensure the transition of enrolled students to a high school academy currently operating in the District. Students must have the opportunity to earn an industry certification, high school credit and to participate in career planning, job shadowing and business leadership development activities. Middle school academies must also provide instruction in high growth, high demand and high pay occupations; integrate content from the core subject areas; integrate with intensive reading and mathematics requirements; provide opportunities to earn high school credit; provide access to virtual instruction courses; employ instructors who hold industry certification; offer externships and provide personalized student advisement.

- d. In order to provide courses which meet student needs, Algebra I will be offered at the eighth grade level and will satisfy the mathematics requirement for this grade. Content and evaluation for the course shall be consistent with curriculum frameworks and performance standards. Students enrolled in Algebra 1 will participate in the state EOC and will be awarded the grade earned in the course for middle school credit.

Schools may elect to offer Algebra IA in addition to Algebra I. Students earning a credit in Algebra 1A will be required to complete Algebra 1B. If a school elects to offer the Algebra I option in Grade 7, Geometry may then be offered in Grade 8.

Middle School students enrolled in any course for which a state EOC is provided will be required to take the EOC assessment. For these courses, state administered EOCs will count as 30% of the final course grade. The corresponding grade level standardized assessment may not be taken.

In order for a middle school student to earn high school or middle school credit in any course assessed by a statewide assessment, the student must pass the course with the statewide EOC calculated as 30% of the student's final course grade.

All students enrolled in Algebra 1A in Grade 8 will take the District comprehensive end of course examination at or near the completion of the course. If he/she successfully answers 60 percent or more of the questions, the student may elect to count the course toward high school graduation. The score on this credit examination will not affect the grade a student earns in the course. If credit is awarded the course grade will be included when the student's high school GPA is computed.

- e. Other courses may be offered for high school credit to middle school students provided the following conditions are met:
- Specific School Board approval is obtained for each course requested
 - Course instructors maintain the appropriate high school certification
 - Course content meets the high school Next Generation Sunshine State Standards or Florida Standards and Course Descriptions
 - The instructional time requirement for credit courses is met
 - Students are required to pass a district-approved comprehensive final exam before high school credit may be awarded. If they successfully answer 60% or more of the questions, they may elect to count the course towards high school graduation. The score on this credit examination will not affect the grade earned in the course. If credit is awarded, the course grade will be included when the student's high school GPA is computed. (A comprehensive final exam will not be administered for any course with a state assessed EOC).
- f. Computer literacy will be scheduled regularly for all students in Grades 6-8, and critical thinking and related skills will be incorporated into the academic curriculum. Civics instruction will be given as a separate course or as part of another social studies course.
- g. Comprehensive health education will be regularly scheduled. Such education will include, but not be limited to, substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, and personal health and hygiene.
- Students will also receive instruction that abstinence from sexual activity outside of marriage is the expected standard for all school age children and that abstinence from sexual activity is a way to avoid Acquired Immune Deficiency Syndrome and other communicable diseases.
 - Any student whose parent makes a written request to the Principal will be exempted from AIDS instructional activities.
- h. Student cultural development will be facilitated through exposure to regularly scheduled experiences to be selected from, but not limited to, art, music, foreign languages and exploratory vocational education.

IX. HIGH SCHOOL – GRADES 9-12

A. Promotion and Placement – High School

1. A student must have been duly promoted from Grade 8 in order to enter Grade 9.
2. To be promoted to Grade 10, a student must have earned five (5) credits.
To be promoted to Grade 11, a student must have earned a total of eleven (11) credits.
To be promoted to Grade 12, a student must have earned a total of eighteen (18) credits.
3. Students will be required to earn 24 credits to graduate. ESE students pursuing an Alternate Diploma will be promoted according to their IEP's.
4. An ELL student may be retained only by the decision of an ELL Committee. ELL students who are identified as being substantially below grade level in reading in English, but who are proficient in their home language may not be retained. A formal retention recommendation regarding an ELL student will be addressed by the ELL Committee after a thorough review of the student's performance on a Native Language Assessment (Aprenda) if applicable, classroom performance, statewide assessment data, English language progress and parent and/or student interviews.
5. Remedial instruction cannot be in lieu of graduation requirements in English and mathematics. School personnel may waive non-academic promotion requirements in order to schedule remedial instruction necessitated by a Progress Monitoring Plan.
6. Students in grades 11 and 12 who have met the graduation requirement with a high Level 2 score on the FCAT Reading assessment or Florida Standards assessment may be served through reading courses, content area courses without a specific professional development requirement or before or after school.
7. Students who have previously dropped out of school and have returned to finish their education within the regular instructional setting will be held accountable for the promotion and placement policies that were in effect at the time of their original enrollment. Students returning after discontinuing their education, however, will be required to pass the appropriate tenth grade FCAT test, Florida Standards assessment, or required EOCs before graduating.

B. Transfer of Credits

1. It shall be the responsibility of the Principal to classify a new student entering school. Temporary classification may be made on the basis of the report card, pending the receipt of the student's official transcript. A new student who does not have a report card or transfer record shall be placed in the grade indicated by the student or his/her parent or guardian for a probationary period, pending receipt of substantiating data from the previous school attended.
2. Due to changes in federal law and accountability requirements, the Walton County School District does not participate in any foreign exchange program. The Walton County School District does not meet requirements of federal law to accept foreign students entering the United States with an F-1 Visa. Foreign students with a B-1 or B-2 Visa are not eligible to attend public school. The Walton County School District does not assist in changing any visa status. No student will be admitted on an audit status or as non-diploma seeking. Students who have graduated are not to be enrolled in the Walton County School District
3. Credits should be interpreted so that requirements for promotion and graduation are not retroactive, provided the student has met all requirements for that grade placement in an accredited school from which the student is transferring. However, before receiving a Standard Diploma, a senior must have attained the minimum scores established by the Commissioner of Education on both the math and reading sections of the FCAT, Florida Standards assessment or required EOC assessment or, for students with disabilities, must have been granted a waiver for the required assessments. Beginning with the 2012-2013 school year, if a transfer student's transcript shows a mathematics credit in a course that requires passage of a statewide standardized assessment (Algebra I EOC), the student must pass the assessment unless he/she has earned a comparative score or passed a comparable assessment offered by the transferring school.

4. When compatible courses are offered at the high school level or at a postsecondary level through an approved dual enrollment program, the Principal will evaluate the transcript and determine course credits.
5. All evidence of work or credits earned at another school and offered for acceptance shall be based on an official transcript authenticated by the proper school authority.
6. The Walton County School Board will accept work or credits from public or non-public schools provided the schools have met accreditation or curricular criteria required by the Florida Statutes and/or the Florida State Board of Education and this *Student Progression Plan*. In the absence of documentation verifying a school's compliance with required criteria, a student may be assigned to a grade or course according to age, placement test(s), and/or previous school records.
7. High school credits will not be accepted from a private school, independent school, religious school or home education program unless the institution of record is fully accredited by a nationally recognized accrediting agency (e.g., Southern Association of Colleges and Schools (SACS), Middle States Association of Colleges and Schools (MSACS), New England Association of Schools and Colleges (NEASC), North Central Association of Colleges and Schools (NCACS), Northwest Association of Schools and Colleges (NASC), Western Association of Schools and Colleges (WASC)). Within the state of Florida, credits will also be accepted from institutions accredited by the Florida Council on Independent Schools (FCIS), the Florida Association of Christian Colleges and Schools (FACCS) and member agencies of the National Council for Private School Accreditation (NCPSA). NCPSA member agencies consist of: Florida Conference of Seventh-Day Adventist Schools, Colleges and Universities; Association of Christian Schools International; Association of Independent Schools of Florida; Christian Schools of Florida; International Christian Accrediting Association; Council of Bilingual Schools (COBIS); Episcopal Diocese of Florida; Florida Catholic Conference; Florida League of Christian Schools; Lutheran Schools of Florida – Georgia District; and the National Independent Private School Association. Such credit may be earned through correspondence courses, dual enrollment courses or online courses earned from the Florida Virtual School.
8. If the District determines that validation of the student's transcript is necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period. These students must first submit substantial and convincing documentation that an acceptable course curriculum was followed and work sufficient to earn a credit was completed.

Validation of credits shall be based upon performance in classes at the receiving school. Transferring students shall be placed at the appropriate sequential course level and will be awarded credit for previous courses if they earn a "C" at the end of the first grading period. For example, a grade of C in English II will validate the credit for English I transferred from a home education program. This procedure may validate English, math, science and social studies credits taken in a standard sequence.

If validation based on performance is not satisfactory, then any one of the following alternatives shall be used as determined by the teacher, principal and parent:

- a. Portfolio evaluation by the superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e. Demonstrated proficiencies on the FCAT, Florida Standards assessment or appropriate EOC assessment; or
 - f. Written review of the criteria utilized for a given subject provided by the former school.
9. No more than two (2) credits earned through correspondence credits will be accepted by the Walton County School Board. Such correspondence courses must match the Course Code Directory, Next Generation Sunshine State Standards or Florida Standards and have the approval of the Principal and/or guidance counselor. Credits through correspondence courses shall be accepted only from the University of Florida or from an educational institution fully accredited by a nationally recognized accrediting agency (e.g., SACS, MSACS, NEASC, NCACS, NASC, WASC). Courses scheduled through distance learning

programs are exempted from this limitation provided the Principal has approved a student's enrollment in such courses.

C. High School Diplomas and Certificates of Completion

1. The Walton County School Board shall assume the cost of all high school diplomas and certificates of completion. Individual pupil expenses relative to graduation, such as class rings, caps and gowns and graduation photos, are the responsibility of the student and are not limited by the Board.
2. Types of Exit Documentation:
 - a. Standard Diploma - A Standard Diploma shall be awarded when a pupil has successfully completed the graduation requirements as described in this *Student Progression Plan*. Schools may attach a Florida Gold Seal endorsement to a Standard Diploma or award differentiated diplomas to students exceeding the prescribed minimums (1003.43 F.S.). Diplomas shall also designate students who have completed four or more accelerated college credits, a career education certification or a Florida Ready to Work Credential.
 - Scholar Designation – A Scholar Designation may be attached to a Standard Diploma when, in addition to the minimal requirements for a Standard Diploma, the student has:
 - Earned a credit in Algebra II and one credit in statistics or an equally rigorous course and passed the Algebra II common core assessment
 - Passed the Biology I EOC, earned one credit in chemistry or physics and one credit in an equally rigorous course
 - Passed the U.S. History EOC
 - Earned two credits in the same foreign language
 - Earned at least one credit in an AP, IB, AICE or dual enrollment course
 - Pass the Geometry EOC (2014-15 and beyond cohorts only)
 - Merit Designation - A Merit Designation may be attached to a Standard Diploma when, in addition to the minimal requirements for a Standard Diploma, the student has:
 - Attained one or more approved industry certifications
 - Bilingual Literacy - Beginning with the 2016-17 school year, students demonstrating excellency in listening, speaking, reading and writing in a language other than English will earn a gold or silver Florida Seal of Biliteracy award as determined by the Commissioner of Education.
 - b. ACCEL Program (18 credits minimum)
Students may qualify for early graduation and earn a standard high school diploma by meeting all requirements outlined for a standard high school diploma except:
 - Physical education is not required
 - Students are only required to earn 3 elective credits
 - Online course is not required
 - c. Alternate Diploma – An Alternate Diploma shall be awarded when a student who is classified and properly staffed as having an intellectual disability; an autism spectrum disorder; a language impairment, an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired has successfully completed the appropriate graduation requirements as prescribed in this *Student Progression Plan*. A parent or guardian of each exceptional student eligible for an Alternate Diploma shall be advised in writing prior to entry into Grade 9 that, upon request, the student may be given an option of meeting all requirements for a Standard Diploma. This option shall be reviewed annually by the IEP committee. The awarding of an alternate diploma or a GED (unless earned through the Performance-Based Exit Option Model) does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education through the semester the student reaches age 22.

- d. Certificate of Completion - A Certificate of Completion shall be granted after a minimum of twelve years of formal education, excluding kindergarten, to a student who has successfully completed the district requirements and credits for graduation but has failed to pass both the Reading and the Mathematics sections of the FCAT or appropriate EOC assessment and/or has failed to earn the required GPA for graduation. Receipt of a Certificate of Completion does not prohibit a student from earning a Standard Diploma at a later time.

A Special Certificate of Completion shall be granted when a student meets the requirements for an Alternate Diploma but has failed to demonstrate mastery of appropriate performance standards. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies.

A College Placement Test Eligible Certificate of Completion may be granted to a student who has met all requirements for a standard high school diploma except for earning passing scores on the Grade 10 FCAT or appropriate EOC assessment or concordant scores on the ACT or SAT. The CPT-Eligible Certificate of Completion entitles a student to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate.

- e. State of Florida High School Performance-Based Diploma – A State of Florida High School Performance-Based Diploma shall be awarded when a student has successfully met the conditions and requirements of the Performance-Based Exit Option Model as described in this *Student Progression Plan*, including earning a passing score on the GED test and the Grade 10 FCAT, Florida Standards assessment or appropriate EOC assessment. Participating students may not graduate prior to their kindergarten cohort. Parental notification and consent is required.

D. Requirements for Graduation

A student who has met the following requirements shall be issued a Standard Diploma:

1. General Requirements

- a. A student entering prior to 2013-14 must pass both the Reading section of the 10th Grade Florida Comprehensive Assessment Test and the Algebra I EOC assessment. Beginning with students entering 9th grade in the 2013-14 school year, students will be required to pass the grade 10 ELA assessment and pass the Algebra I EOC or earn comparative scores. Students will be required to earn the scores that were required for high school graduation at the time the student first attempted the tests. *School districts must notify parents of students with disabilities when classroom accommodations cannot be made on the FSA, FCAT or EOC assessment. Schools must obtain parental consent to make these accommodations in the classroom.* Graduation requirements for students with disabilities are defined more clearly in the Exceptional Student Education section.

A student who has not earned passing scores on the Grade 10 FCAT Reading, equivalent Florida Standards assessment or Algebra I EOC assessments must participate in each retake of the assessment until he/she earns passing scores or achieves concordant scores on standardized assessments. A student who has taken the Grade 10 FCAT Reading, equivalent Florida Standards assessment or Algebra I EOC assessment without earning a passing score may substitute a concordant score on the ACT, SAT or other state-approved assessment. Concordant scores are to be determined annually by the Commissioner of Education and students who attain them may be awarded a standard diploma provided all other graduation requirements are met.

Students who enter a public school at the 11th or 12th grade level from out of state or from a foreign country must meet the following requirements to receive a standard high school diploma:

1. Earn a 2.0 cumulative GPA.
2. If the student is in the 11th grade – pass the Grade 10 FSA or FCAT Reading or Algebra I EOC.
3. If the student is in the 12th grade – attain ACT or SAT scores which equate to the passing scores on the Grade 10 FSA or FCAT Reading or Algebra I EOC assessments.

Any home school student who has ever been enrolled in a Florida public school must pass the 10th grade FSA, FCAT (or required EOC assessments) to receive a diploma and cannot meet the graduation requirements through a concordant score alone.

Students who have been enrolled in an ESOL program for less than two years and have met all requirements for a standard high school diploma except for earning passing scores on the Grade 10 FSA or FCAT, the appropriate EOC assessments or concordant scores on the ACT or SAT are eligible to receive immersion English language instruction during the summer. After receiving the instruction, students may retake the FSA, FCAT or EOC assessments and, if successful, earn a standard diploma.

- b. Students must master 60 percent of the standards in each course in order to be awarded a credit. Assessment of course performance standards, the Next Generation Sunshine State Standards, and Florida Standards may be through teacher observation, classroom assignments, projects, portfolios, performance tasks, examinations and/or other methods.
- c. Students may substitute career-technical courses for courses required for graduation in accordance with guidelines in the *Florida Course Code Directory*. These career-technical program substitutions shall not exceed two credits in each of the non-elective subject areas of English, mathematics, and science. All such career-technical courses shall be reported for funding purposes at the level appropriate to the basic program for which the career-technical course is being substituted.
- d. In order to receive a Standard Diploma, the minimum cumulative GPA required for graduation will be 2.0 on a 4.0 grading scale as follows:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

- e. WUSD will calculate GPA by semester grade for all courses not assessed with a statewide standardized end-of-course assessment. Courses with statewide standardized end-of-course (EOC) assessments will be calculated by full course grade. These EOC courses include Biology I, Geometry, Algebra I, Algebra II and U.S. History.
- f. At the end of each semester, the Principal must identify each student in Grades 9-12 who has a cumulative GPA of less than 0.5 above the required graduation level and must notify the parent or guardian that this student is at risk of not meeting the GPA requirement for graduation. This notification must also include an explanation of district policies that will assist the student in meeting the GPA necessary for graduation.
 - A student may elect to retake a course in which he/she made a "D" or "F." The forgiveness policy for required courses shall be limited to replacing a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course, including Florida Virtual School summer credit recovery courses. The forgiveness policy for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or another course. Any course grade not replaced according to the district forgiveness program shall be included in the calculation of the cumulative grade point average required for graduation.

First priority for course enrollment will be given to students taking courses for the first time to meet graduation requirements and students seeking grade forgiveness will be added on a space-available basis. Students will be allowed only one attempt at grade forgiveness per course unless special circumstances exist and principal approval is obtained.

Students may utilize the grade forgiveness policy to replace a grade of "C" or below in a high school course taken for credit while in middle school.

NOTE: The Florida Virtual School summer credit recovery courses are not currently approved by the NCAA. Counselors should take care when scheduling current or prospective athletes into these courses.

- A student in Grades 9-12 who is failing a course or who has a GPA below 2.0 may be scheduled for parent/teacher/student conferences, referred for academic and career advisement, issued periodic progress reports, placed with volunteer/peer tutors, enrolled in a study skills class and/or recommended for summer school (if available).
- g. A student must be enrolled in a Walton County high school for at least one academic year immediately before graduation in order to receive a diploma unless their enrollment results from a family relocation from another school district, state or country. Students in the Adult High School Program may be exempt from this policy and will be evaluated on an individual basis.
- h. Students who are 0.5 credits short of meeting graduation requirements may participate in graduation ceremonies if the student is currently enrolled in a credit recovery or other credit acquisition program which will allow the student to earn the 0.5 missing credits before the beginning of the next school year. The student must be in good standing with the course 30 days prior to graduation.

2. Credit Requirements

- a. Twenty-four (24) credits are required for graduation. Graduation requirements may also be met through the completion of an international Baccalaureate or an Advanced International Certificate of Education curriculum. Credits may be earned through a combination of standard, equivalent, applied or integrated courses.
- b. One-half (1/2) credit may be earned in all courses, including those offered on a full-year basis.
 - A student enrolled in a full-year course will receive one-half (1/2) credit if he/she successfully completes either the first or second half of the course but fails the other half and the averaging of the numerical grades obtained in each half would not result in a passing grade for the year.
 - A student enrolled in a full-year course will receive full credit if he/she successfully completes either the first or second half of the course but fails the other half and the averaging of the numerical grades in each half results in a passing grade for the year, provided that any additional requirements, such as class attendance, homework, participation, and/or other indicators of performance, shall be successfully completed by the student.
 - Numerical grades for each half of a full-year course will not be averaged when the program specifies that semester grades are final as do some alternative programs and the adult diploma program.
- c. Students who have earned the requisite number of credits and have otherwise met all requirements for graduation with a Standard or other approved diploma may elect to graduate early (in less than 8 semesters).

Each school shall notify the parent of a student who is eligible to graduate early and may not prohibit a student who meets the requirements from doing so.

A student who graduates early may continue to participate in school activities and social events and participate in graduation events with the student's cohort as if still enrolled in high school. The student will be included in class ranking, honors and award determinations for the student's cohort.

A student who graduates early must comply with school board rules and policies regarding access to school facilities and grounds during normal operating hours.

3. Credit Limitations

- a. Compensatory or remedial education courses taken in grades 9-12 may be counted for elective credit only, with the exception of College Success Courses taken in response to the Postsecondary Readiness Act. No more than two (2) elective credits may be awarded for compensatory or remedial courses unless required as part of a mandated progress monitoring plan.
- b. No more than one-half (1/2) credit toward high school graduation will be allowed for exploratory vocational education courses.
- c. No more than three (3) credits toward high school graduation will be allowed for practical arts home economics classes.
- d. Students may not be enrolled in Level 1, compensatory or remedial courses unless assessment of the student indicates that a more rigorous course of study would be inappropriate. Acceptable assessment data include, but are not limited to, scores on statewide assessment and district norm-referenced tests, final grades in previous mathematics, language arts and science courses, and teacher judgment.

If a parent or guardian refuses permission to place the student in a Level 1 course, the district will allow enrollment in a higher level course on a trial basis. If, however, the student does not perform satisfactorily in the higher level course, he/she will be removed from the higher level course and placed in a Level 1 course. The parents will be notified of this decision in writing and will be informed of their right to initiate School Board Student Discrimination and Grievance Procedure.

4. Course Requirements.

Students must meet the following course requirements.

English	four (4) credits (with major concentration in composition and literature). Beginning with incoming ninth graders in 2013-2014, the four credits must be in ELA I, II, III and IV. ELA Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement
Mathematics	four (4) credits (to include Algebra I and Geometry). The following courses, or series of courses, are equivalent to Algebra I and may be combined for graduation purposes: <ul style="list-style-type: none">• Applied Mathematics I and Applied Mathematics II• Integrated Mathematics I and Integrated Mathematics II• Algebra IA and Algebra IB• Algebra I Honors• Pacesetter Mathematics I Industry certification courses that lead to college credit may substitute for up to two math credits.
Science	Three (3) credits (two with lab components, one of which must be Biology and two credits in equally rigorous courses). Agriscience Foundations 1 will count as a science credit for graduation Industry certification courses that lead to college credit may substitute for up to one science credit.
American History	one (1) credit (to include content of the Declaration of Independence and its philosophical foundation of government, the arguments in support of

adopting the republican form of government as they are embodied in the most important of the Federalist Papers, and the essentials of the United States Constitution and how it provides the structure of the government; also to include African American history)

World History	one (1) credit (to include a comparative study of the history, doctrines, and objectives of all major political systems; also to include the teaching of the Holocaust)
Economics	one-half (½) credit (to include a comparative study of the history, doctrines, and objectives of all major economic systems). Financial Literacy must be included within the Economics curriculum.
American Government	one-half (½) credit (to include a study of the Constitution of the United States and Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government)
Fine or Performing Arts	One (1) credit (to include fine and performing Arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination. This requirement may also be satisfied by the completion of two years in an ROTC program)
Physical Education and Health	One (1) credit (All schools in the District will utilize the HOPE Physical Education Variation course to meet this requirement. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons will satisfy the one-credit requirement for physical education provided the student earns at least a “C” on a Personal Fitness competency test developed by the Department of Education. This requirement may also be satisfied by the completion of two years in an ROTC program. Marching band or dance class may substitute for ½ credit in Physical Education.)
Electives	<p>Eight (8) credits in elective courses as authorized by law and by rules of the State Board of Education.</p> <p>Electives must be coordinated to focus upon areas of student interest and must include opportunities for students to earn college credit, including industry certification programs.</p> <p>At least one course within the 24 graduation credits must be completed through online learning. A Driver’s Education course cannot be used to meet this requirement. An online course taken during grades 6 through 8 fulfills this requirement. The course may be offered through Walton Virtual School, the Florida Virtual School, or a provider approved by the State Board of Education, or an online dual enrollment course. This course cannot be offered exclusively after hours or in addition to a normal daily class load. Seniors transferring from out of state, and Students with Disabilities for whom online instruction is inappropriate may be exempt.</p> <p>Students may satisfy the online course requirement for high school graduation through earning an industry certification in information technology and/or passage of an online content assessment, without enrollment in or completion of the corresponding course by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes.</p>

Standard Diploma students in the tenth grade not enrolled in an Honors or accelerated AP/IB/Dual Enrollment program will be strongly encouraged to enroll in a program leading to an industry certification.

Health Science students who have achieved at least two occupational completion points may receive one science credit in Anatomy and Physiology in accordance with 1003.42 F.S.

Algebra 1A and 1B along with Applied Math 1A and AB will only count as I math credit for university admission and the Florida Bright Futures Florida Academic and Florida Medallion awards. They will continue to count as two credits for graduation purposes.

For courses where statewide, standardized EOC assessments or other standardized EOC assessments are required, the EOC assessment will count 30% of the final course grade. This policy applies to the following courses; Algebra I, Geometry, Biology I, U.S. History, Algebra II (when available), and middle school Civics.

To apply this policy, no credit will be awarded for these courses until the end of the year, at which time the Final Yearly Average will be calculated by counting the semester 1 average as 35%, the semester 2 average as 35% and the end of course assessment as 30%.

All students enrolled in high school as of the 2012-2013 school year who earned a passing grade in Biology I or Geometry before the 2013-2014 school year shall be awarded a credit in that course if the student passed the course. The student's performance on the EOC assessment is not required to count as 30% of the student's final course grade.

5. Participation in Extracurricular Activities

- a. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. Such activities may include, but are not limited to, sports, music festivals, speech, debate, art and drama competitions, academic competitions and approved club activities.
- b. Students must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in the courses required for graduation.
- c. Eligibility for the first semester of a school year will be based on the previous year's policy. In middle and high school, students must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, through the end of the previous semester. Additionally, student athletes must execute and fulfill the requirements of an academic performance contract between the student, the school district, the governing organization for athletics, and the student's parents or guardian, if the student's cumulative grade point average falls below 2.0, or its equivalent, on a 4.0 scale in the courses required by 1003.43 F.S. At a minimum, the contract must require that the student attend summer school, or its graded equivalent, between grades 9 and 10 or grades 10 and 11, as necessary.
- d. The student must have a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses listed as graduation requirements by 1003.43 F.S. (Section VIII-F(4) of this document) during his or her junior or senior year.
- e. Students exempt from attending a full school day must maintain the same GPA requirements.
- f. A student must maintain satisfactory conduct. No student shall be eligible to participate in any extra-curricular activity if the student is being supervised by either the Florida Department of Juvenile Justice or the Florida Department of Corrections. This supervision includes, but is not limited to, pre-trial and post-trial (or plea) supervision.
- g. The failure of a student to pay for lost or damaged instructional materials may include suspension of the pupil from participation in extracurricular activities.
- h. A student who transfers to another school during the school year will be eligible to participate in extra-curricular activities at the new school providing the transfer has occurred prior to the beginning of practice for the activity.
- i. Please see the Walton County School District Student Code of Conduct for specific information on interscholastic extracurricular activity (athletics) eligibility.

6. Honor Student Designation

- a. Beginning with the incoming ninth grade class in 2012-2013, a district-weighted grade point average will be used to calculate class rankings and honor student graduation status. Courses following a college-level curriculum will receive a full extra weight point while all other district-approved weighted courses (honors, level 3 and selected career education courses) will receive 0.5 extra weight points (Appendix A).

Weighted point values will be assigned to courses according to the following table:

Grade Earned	Grade Point Value Unweighted	Grade Point Value Full Weight Point	Grade Point Value 0.5 Point Weight
A	4	5	4.5
B	3	4	3.5
C	2	3	2.5
D	1	2	1.5
F	0	0	0
I	0	0	0

- b. Honor student designation will be based on a weighted “cum laude” system according to the following district-wide GPA standards:

4.50 and above	Summa Cum Laude (with highest honors)
4.20 - 4.49	Magna Cum Laude (with high honors)
4.00 – 4.19	Cum Laude (with honors)

- A student’s final weighted honors GPA for graduation purposes will be calculated at the end of the seventh semester for 24-credit graduates and at the end of the fifth semester for 18-credit graduates. In order to be considered an Honors Graduate, students must remain enrolled in the same year-long course at the same grade level and receive a grade for the eighth semester or have completed their four required subject area courses by the end of the seventh semester. High school courses taken in middle school count in the determination of honor graduate status.
- Each three-semester-hour college-credit course provides 0.5 high school credit applicable toward graduation. A two-semester-hour course, for instance, is 0.333 high school credits while a four-semester-hour course equals 0.667 high school credits. Certain intensive dual enrollment courses will be worth 1.0 credit. These courses are listed in the Articulation Agreement between the Walton School District and Northwest Florida State College.
- If a student withdraws from a college course with a grade of “W,” the course will not be computed in his/her GPA.
- Honor graduates will be uniformly recognized at each of the high school graduation ceremonies. Each ceremony will verbally recognize those students who are graduating summa cum laude, magna cum laude or cum laude by identifying each student as such when they receive their diplomas or as a separate part of the ceremony.
- Featured student speakers for high school graduation ceremonies will be chosen from the pool of graduating honor students for each class. One student speaker will be chosen by a majority vote taken from the current year’s honor graduates.
- 24-Credit Graduates - At the end of the seventh semester, honor graduates will be determined by averaging the following highest 17 credits:

3.5	English Credits
2.5	Social Science Credits
3.5	Math Credits
2.5	Science Credits
1.5	Foreign Language Credits of the same language
<u>3.5</u>	<u>Elective Credits</u>
17.0	Total Credits

- 18-Credit College Preparatory Graduates – At the end of the fifth semester, honor graduates will be determined by averaging the following 14.5 credits:

3.0	English Credits
2.5	Social Science Credits
2.5	Math Credits
2.5	Science Credits
1.5	Foreign Language Credits of the same language
<u>2.5</u>	<u>Elective Credits</u>
14.5	Total Credits

- 18-Credit Career Preparatory Graduates – At the end of the fifth semester, honor graduates will be determined by averaging the following 14.5 credits:

3.0	English Credits
2.5	Social Science Credits
2.5	Math Credits
2.5	Science Credits
2.5	Credits in single vocational and career education program OR career and technical certificate dual enrollment OR 4.5 credits in vocational and career courses
<u>1.5</u>	<u>Elective Credits UNLESS 4.5 credits earned as referenced above</u>
14.5	Total Credits

7. Exceptional Student Education: Grading, Promotion, Participation in Statewide Assessment and Graduation

An Individual Education Plan (IEP) Team must indicate performance standards that are to be mastered by students with disabilities (SWD). SWD must master grade level Next Generation Sunshine State Standards with those allowable accommodations addressed in the IEP unless a different determination is made by the IEP Team. Accommodations may change the way a student is taught or tested; accommodations do not change what the student is expected to learn.

Modifications of course content or modifications in grades are not appropriate for SWD pursuing regular Next Generation Sunshine State Standards or Florida Standards to graduate with a Standard Diploma. Grades should be an accurate report of the student's demonstrated learning. Grading policies reflected in the Student Progression Plan for the general school population apply to students with disabilities.

Students who are unsuccessful in meeting the grade-level promotion criteria may be considered for good-cause exemption as defined by State Board Rule. Refer to section entitled *Waiver of Promotion Criteria and Accelerated Placement*.

All students, including students with disabilities, are entitled to pursue Next Generation Sunshine State Standards or Florida Standards that will lead to graduation from high school with a standard diploma. Students with disabilities must meet graduation requirements set forth by the State of Florida and the local school district.

Students with disabilities participating in the general education curriculum based on Next Generation Sunshine State Standards or Florida Standards will participate in statewide assessments. No student will be exempt from statewide assessments; however, the Individual Education Plan (IEP) Team may determine that

that the Florida Alternate Assessment is more appropriate for some students. This determination is based on the State's exemption criteria enumerated below.

1. Does the student have a significant cognitive disability?
2. Is the student unable to master the grade level general state content standards even with appropriate and allowable instructional accommodations, assistive technology and/or accessible instructional materials?
3. Is the student participating in a curriculum based on state standards access points for all academic areas (where applicable)?
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize and transfer skills across settings?

Florida Alternate Assessment for students with significant intellectual disabilities identifies three levels of participation - Independent, Supported, or Participatory.

- Independent – students who are expected to achieve independence as adults, hold a job, and often live independently.
- Supported – students who are expected to achieve independence with supports as adults, hold a job, and have supported living arrangements; and
- Participatory – students who are expected to need ongoing care as adults and may be able to participate in work and leisure activities.

For students meeting the requirements for the Florida Alternate Assessment, realistic and feasible post-school outcomes and measurable goals must be identified in the Individual Education Plan. Instruction for SWD participating in the Florida Alternate Assessment must be based on Access Points to the Next Generation Sunshine State Standards or Florida Standards. Access Points delineate skills at lower levels of functioning and describe the areas of academics, life work, social and emotional behavior, and independent functioning needed by some students with disabilities. Promotion is based on the student's mastery of the Access Points.

At the annual IEP meeting in the year of the student's fourteenth birthday, the team considers the appropriate diploma option for the SWD. The team will decide whether the student will pursue graduation from high school with a standard diploma or graduation from high school with an alternate diploma. This decision may be readdressed at any subsequent meeting of the IEP Team.

A SWD for whom the IEP Team determines that an end of course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credit. For SWD who have met all other requirements for graduation with a Standard Diploma, except a passing score on the FCAT, equivalent Florida Standards assessment or required EOC, the IEP team may determine that the FCAT, equivalent Florida Standards assessment or required EOC cannot accurately measure a student's disability taking into consideration all allowable accommodations, and may waive the score for graduation purposes.

Alternate Diploma Options

Alternate diplomas are available to students with disabilities who are unable to meet the requirements for a standard diploma. Any student earning an alternate diploma is not precluded from seeking a standard diploma or from receiving a free appropriate public education through the first semester of the student's twenty-second (22nd) birthday.

The State of Florida provides general guidelines for alternate diploma options. More specific requirements are set by each school district.

Two alternate diploma options are available for students with disabilities. All school districts in Florida must offer Option 1. Districts may choose to offer Option 2. The Department of Exceptional Student Education can advise you of the diploma options offered in your school district.

Graduation Requirements for Certain Students with Disabilities

Each school board shall, pursuant to Section 1003.438, Florida Statutes, prescribe special requirements for graduation for students who have been properly identified as a student with disabilities who has an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; an other health impairment; a traumatic brain injury; an emotional or behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard of hearing or dual sensory impaired. The school board shall make provision for each student to use basic, vocational, and exceptional student education courses as appropriate for meeting graduation requirements. Any such student completing the special requirements shall be awarded an alternate to a standard diploma in the form prescribed by subsection 6A-1.0995(2), FAC.

Diploma Procedures: Each school board shall develop procedures for ensuring that students may select and move between the alternate diploma options prescribed in subsection (1) of this rule, *if the options are provided by the school district*, and between courses of study leading to a Standard diploma or alternate diploma, as appropriate.

- (a) The IEP Team shall document whether the student is pursuing a course of study leading toward a standard diploma or an alternate diploma on the IEP developed during the student's eighth grade year, or an IEP developed during the school year of the student's fourteenth birthday, whichever comes first. This decision shall be reviewed annually.
- (b) Nothing contained herein shall be construed to limit or restrict the right of a student with a disability solely to an alternate diploma. The parents of each student eligible for an alternate diploma shall be notified through the IEP process of the options available under this rule.
- (c) Alternate diploma requirements shall be included in the district student progression plan adopted pursuant to section 1008.25, Florida Statutes.

Alternate Diploma Option 1: Each school board's requirements for demonstration of mastery of specified skills and competencies shall ensure that the student has earned a 2.0 GPA or an equivalent rating of satisfactory in a minimum of 24 credits in the following courses:

- (a) Minimum of eighteen (18) cumulative credits in the following: academic skills: reading/language arts, mathematics, social studies, science and job preparation skills;
- (b) Minimum of one (1) credit in physical or specially designed physical education and health education; and,
- (c) Minimum of three (3) credits in electives.

Alternate Diploma, Option 2: Each school board's requirements for demonstration of mastery of specified employment and community competencies shall ensure:

- (a) The student has earned a 2.0 GPA in a minimum of twelve (12) credits in academic, career technical education, employment, job training aligned with program of job skills, across settings;
- (b) The student has achieved all the annual goals and short-term objectives that were specified on the individual educational plan (IEP) related to employment and community competencies;
- (c) The student is employed in a community-based job for the number of hours a week specified in the student's training plan, for the equivalent of one (1) semester, and paid at least a minimum wage in compliance with the requirements of the Fair Labor Standards Act; and,
- (d) The student has mastered the employment and community competencies specified in the student's individualized training plan. This plan is to be signed by the student, parent, teacher, and employer prior to placement in employment. The plan shall identify the criteria for determining and certifying mastery of the competencies, the work schedule and the minimum number of hours to be worked per week, and a description of the supervision to be provided for the student.

E. Miscellaneous Provisions

1. Only students who receive a Standard Diploma, an Alternate Diploma, a Certificate of Completion or a State of Florida High School Performance-Based Diploma will be eligible to participate in official graduation exercises.

2. No more than seven (7) full credits (plus one-half (1/2) non-academic credit earned in a summer program) shall be awarded in any given 12-month period. However, this limitation does not apply when additional credits are earned through the following alternative methods:
 - a. performance-based courses, including but not limited to the alternative education and adult high school programs;
 - b. dual enrollment;
 - c. correspondence courses;
 - d. credit by examination;
 - e. community service credit; and/or
 - f. approved distance learning, including The Florida Virtual High School courses.

Upon recommendation by a counselor and a written request from a parent or guardian, the Principal may waive this limitation for a student with extenuating circumstances.

3. Credit for practical arts or exploratory vocational education and/or for performing fine arts shall be made available in the ninth grade, and students shall be scheduled into ninth grade courses as a priority.
4. All entering ninth graders are required to have a Personal Education Plan (PEP) even if entering from a home school or private school program or from out of state. Students entering high school without a PEP must be given assistance in creating a plan by the end of the first nine weeks.

All PEPs must be reviewed yearly to track student progress and to modify them as necessary.

5. Students will be advised of the requirements necessary for participation in a Bright Futures scholarship program: the Florida Academic Scholarship, the Florida Gold Seal Vocational Scholarship, or the Florida Merit Scholarship. The amount and type of scholarship award may be based on a student's high school GPA, ACT scores, the courses the student took in high school, the type of program in which a student enrolls and the number of credit hours for which the student enrolls.
6. Each high school shall advise each student of programs through which they can earn college credit, including AP, IB, AICE, dual enrollment, career academy courses, courses that lead to a national industry certification and the availability of virtual courses. Beginning with the 2011-2012 school year, each high school shall offer an IB program, an AICE program or a combination of at least four courses in dual enrollment or AP, including one course each in English, mathematics, science and social studies. Virtual instruction may be used to meet this requirement.
7. Any course in Grades 9-12 using currently adopted curriculum frameworks or course descriptions may contain a component of volunteer community service. Credit for high school graduation may be earned for volunteer and nonacademic activities that have been approved by the State Board of Education. A maximum of one-half credit in social studies and one-half credit elective may be awarded to a student who completes 75 or more hours of nonpaid voluntary community or school service work. Credit may not be earned for service provided as a result of court action.
8. Schools shall provide career and curricular counseling that includes recommended high school coursework to prepare students for success in college-level work. Before a student graduates from high school, the school shall assess his/her preparation to enter the workforce. The student and his/her parent or guardian will be furnished the results of the assessment.

Career technical programs are governed by certifications that may require more stringent attendance requirements than regular programs.

9. Competencies gained for the two 0.5 credit courses for Grades 9-12, Practical Computer Skills and Practical Keyboarding Skills, will substitute for the competencies gained in the 1.0 credit course, Keyboarding and Document Processing. These two replacement courses will meet the Gold Seal requirements for Business Education job preparatory programs.
10. When offered by the school, students may participate in programs concerning character development, law education, objective study of the Bible and religion, traffic education, free enterprise and consumer education, patriotism, drug abuse resistance education, comprehensive health education, care of nursing home patients, instruction in acquired immune deficiency syndrome and voting instruction.

11. Students will be advised that, although a foreign language is not a graduation requirement, two (2) credits are needed for admission to a Florida public university, to receive two of the Florida Bright Futures scholarships and to earn a Scholar's Designation on a Standard Diploma. Courses in American Sign Language (ASL) will be accepted as foreign language credit for high school graduation. Students must be advised that postsecondary schools outside the state of Florida may not accept ASL courses for foreign language credit.
12. Instruction in health concerns and environmental education will be provided in science and other appropriate courses.
13. All class changes must be made within ten (10) school days into a new semester. With the approval of the Principal, however, a teacher or counselor may request a schedule change at any time if such change is in the student's best interest.
14. Colleges and universities strongly advise students to take a full day of academic courses their senior year as it is critical to the college admissions process. However, twelfth grade students who remain on track for normal graduation with required credits who have met the state graduation requirements for standardized testing (FCAT, equivalent Florida Standards assessment, EOC) and have earned a cumulative unweighted GPA of 3.00 at the end of their junior year will be allowed to register for a maximum of one No-Class period. The No-Class will be granted for the first or seventh period only. Transfer students will be eligible for No-Class participation if they have met the above criteria upon enrollment.
15. Private school students will not be allowed to enroll in any classes at a Walton County school on either a full or part-time basis. Middle or high school private school students shall be eligible to participate in an interscholastic or intrascholastic sport that is zoned for the physical address at which they reside if:
 - a. The private school is not a member of the FHSAA, has less than 125 enrolled students and does not offer an interscholastic or interscholastic program of its own.
 - b. The student's parents register him/her for each sport, in writing, at the school by the deadline established by the district school board.
 - c. The parents are responsible for transporting their child to and from the public school. The public school, private school, school board and FHSAA are exempt from civil liability arising from any injury occurring during such transportation.
 - d. In one calendar year, the student must only participate at the public school in which he/she first registered or made themselves a candidate for an athletic team by engaging in practice.
 - e. The athletic director at each public school shall maintain the student records necessary for eligibility, compliance and participation.
 - f. The private school makes participating student records, including, but not limited to, academic, financial, disciplinary and attendance records available, upon request, to the FHSAA.
 - g. The student applies to participate in this program through the FHSAA program application process.
 - h. The student meets the same district eligibility criteria for participation in extracurricular activities regarding GPA, course failures and satisfactory conduct as required of public school students.

Private school students who were enrolled during the 2009-2010 school year will be granted continued enrollment (upon request) until their graduation.

X. ALTERNATIVE METHODS FOR CREDIT AND/OR GRADUATION

A. Articulated Acceleration

Articulated acceleration will be available to qualified students and will serve to shorten the time necessary for a student to complete the requirements associated with a degree or increase the depth of

study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, advanced placement, credit by examination and the International Baccalaureate Program.

B. Dual Enrollment/Early Admission

1. The Walton County School District may offer high school credit for college courses that have been assigned Florida Statewide Course Numbering System numbers, provided there is a written cooperative agreement to that effect between the Walton County School District and the Florida college or university and provided each student has been recommended by the high school and accepted as a dual enrollment student by the college or university. Students dually enrolled in an eligible private postsecondary institution which is located and chartered in Florida, as provided in 1005.02 F.S., may use the private institution course numbers. A comprehensive list of all courses eligible to be offered for dual enrollment credit may be accessed at the Florida Department of Education Dual Enrollment Course List web site (<http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf>).

The superintendent of schools and president of the community college shall establish an articulation committee to complete an interinstitutional articulation agreement prior to fall registration each year. The agreement must include a ratification of all existing articulation agreements, courses and program available to dual enrollment students, eligibility criteria for student participation, responsibilities for student screening and monitoring, responsibility for transportation to off-campus sites and the process for converting college credit hours earned to high school credit based upon mastery of course outcomes.

Students approved for dual enrollment must demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. Dual enrollment of vocational courses may be approved if the student demonstrates a minimum cumulative GPA of 2.0 on a 4.0 scale, readiness for vocational level coursework and is enrolled in an approved program of study leading to a degree or certificate from a complete job-preparatory program. Vocational dual enrollment shall not be used to sustain students in isolated vocational courses.

Students may participate in dual enrollment courses beginning the summer between their ninth and tenth grade years. Exceptional students may be granted a waiver and allowed to dual enroll during their ninth grade year only if the following conditions are met:

- Their parents/guardians make a special petition to the principal to be considered for a waiver.
- The student and parents/guardians conference with the high school guidance counselor and sign a statement that they understand the difficulty level of college courses and the possible repercussions of creating a college transcript.
- Recommendations for participation are obtained from the middle school principal and eight grade subject area teachers
- The student has demonstrated prior academic success by making a C or better and earning high school credits as an eighth grader.
- Northwest Florida State College approves the student for dual enrollment classes.

Additionally, qualifying students may enroll in technical dual enrollment courses in grade 9 if the course is taken as part of a regular sequence of courses leading to a technical certification. These courses are available only at the Emerald Coast Technical College and enrollment must be approved by the ECTC Guidance staff.

Students must maintain their initial conditions of eligibility (GPA) in order to maintain their approval for dual enrollment classes. Their eligibility may be withdrawn if they are deemed disruptive in the classes.

Dual Enrollment Courses Offered On High School Campuses:

- Must meet the same course competencies as those offered on a college campus
- Must use the same or comparable instructional materials
- Cannot be combined with non-college credit high school courses (honors or AP level)
- Must administer a college-provided EOC assessment

Such students are exempt from the payment of registration, matriculation and lab fees. Students enrolled in postsecondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials.

For dual enrollment courses offered on high school campuses and university campuses, students will be required to enroll in courses offered on high school campuses except under extenuating circumstances, which will require prior approval.

2. Early admission is a form of dual enrollment through which eligible secondary students enroll in an eligible postsecondary institution on a full-time basis in courses that are creditable toward both the high school diploma and the associate or baccalaureate degree. To be considered for early admission, a student must have met the requirements of State Board of Education Rules, as well as the following requirements:
 - a. The student must be recommended by the Principal or Superintendent.
 - b. The student must be accepted by a Florida public post-secondary institution or an eligible dependent institution as defined in 1005.02 F.S.
3. A student who meets the conditions of early admission may be excused from attendance for all or any part of his remaining high school program. He/she remains eligible to participate in the honors program.
4. For students dually enrolled or in early admission, the Principal is authorized to approve the fulfillment of graduation requirements and to award a diploma to the student at the graduation of his regular class, or at a later convenient time, based on the following:
 - a. The student has completed the number of post-secondary credit hours determined by the Articulation Coordinating Committee as required for each credit awarded toward high school graduation.
 - b. The student's permanent cumulative record shows adequate notations covering the work completed under the college program.
 - c. The student has completed all courses and credits required by School Board rules and presented in this *Student Progression Plan*.
 - d. All dual enrollment students must be enrolled in a full daily schedule through a combination of regular high school classes and/or off campus (or evening) college courses.
5. Career dual enrollment is a curricular option of elective credits towards earning the high school diploma and completing a career-preparatory certificate program and is available through district career centers and community colleges. Career and technical dual enrollment requirements for Emerald Coast Technical College include:
 - Students must have a 2.5 unweighted GPA in core courses
 - Students must demonstrate readiness for career-level course work
 - Students must meet entry-level program-specific requirements for TABE scores in order to dual enroll
 - Students must meet the attendance requirements of their program of enrollment.

Instructional hours in career educational programs are also known as "clock hours". As a guideline, 135 instructional hours (120 with block scheduling) is equivalent to one secondary credit. Career certificate programs are broken into discrete sets of competencies called occupational completion points (OCPs). Most OCPs are divisible by 75 clock hours so, for example, a 150 clock hour OCP should be equivalent to one secondary credit.

To be eligible for the Gold Seal Scholarship, students must earn three secondary credits in a single Career technical program.

Students who complete a Post-Secondary Adult Vocational Career Technical Education (PSAV CTE) dual enrollment program and achieve the designated industry certification may also be eligible for college credit in A.S. and A.A.S. degree programs through statewide articulation agreements.

C. Virtual Instruction

A student must meet all of the following criteria in order to qualify for virtual instruction:

- The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys;
 - The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order;
 - The student was enrolled during the prior school year in a virtual instruction program under s. 1002.45, the K-8 Virtual School Program under s. 1002.415, or a full-time Florida Virtual School program under s. 1002.37(8)(a);
 - The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year;
 - The student is eligible to enter kindergarten or first grade; or
 - The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.
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- **Florida Virtual School Full Time** – The Florida Virtual School may provide full-time instruction for students in kindergarten through grade 12. To receive full time instruction a student must meet eligibility criteria. Virtual school students receiving full-time instruction in kindergarten through grade 12 must take all required statewide assessments. FLVS-FT is a public school that is not administered by the Walton County School District. To enroll, students must withdraw from their current Walton County school and make a direct application to FLVS-FT.
 - FLVS-FT students will be eligible to participate in interscholastic extracurricular activities under the same guidelines as home school and private school students. Additionally:
 - Students in good standing may transfer from FLVS-FT to a public school during the first grading period and immediately participate in extracurricular activities.
 - Students not meeting academic eligibility requirements in a public or private school must complete at least one grading period while enrolled in FLVS-FT before becoming eligible to return to the public or private school and participate.
 - **Walton Virtual School Full-Time (also District Virtual Instruction Program)** – The DVIP is a public school administered by the Walton County School District that also provides full-time instruction in grades K-12. The DVIP follows the Walton County School District calendar and students must be approved by the DVIP Program Director. The Florida Virtual School curriculum is used and the instructors are employed by the Florida Virtual School. Virtual school students receiving full-time instruction in kindergarten through grade 12 must take all required statewide assessments. To enroll, students must withdraw from their current Walton County school, make application on the FLVS web site and submit enrollment information to the Walton School District Office of Virtual Education.
 - **Walton Virtual School** – The Walton County School District offers the Walton Virtual School as a full-time School Choice option for eligible public or home school students in grades 6-12. Eligible K-12 students may also take middle or high school WVS classes on a part time basis. Classes are taught by certified, highly-qualified teachers employed by the Walton County School District. The WVS follows the Walton County School District calendar and students must be approved by the DVIP Program Director. The Florida Virtual School curriculum is used. Virtual school students receiving full-time instruction must take all required statewide assessments. To enroll, students must withdraw from their current Walton County school, and submit enrollment information to the Walton School District Office of Virtual Education.
 - Students enrolled in Walton Virtual School must abide by FL Statute 1002.45 and comply with the compulsory attendance requirements of s. 1003.21. Student attendance must be verified by the school district.

- Students enrolling in Walton Virtual School may be withdrawn from a course within 14 days with no grade. Later withdrawals will result in a WF grade. District teachers may remove students before or after the 14 day grace period. Walton Virtual School follows the school calendar of 180 days. Home school students will follow all rules and policies required for participation.
- **Florida Virtual School Classic** - Qualified K-12 students may earn middle or high school credits through successful completion of the on-line activities required by the Florida Virtual School curriculum. Courses offered through this program are challenging and intended only for serious, computer-literate students. The school will approve a student's enrollment in a FLVS course if the student is determined to have levels of maturity and motivation sufficient to meet the independent study requirements of the course. Verification signatures from the principal or guidance counselor, and parent are required. All students must be enrolled in a full daily schedule of courses at their brick and mortar school. Students approved for courses through the Florida Virtual School will report to an assigned area (with a staff monitor) each day to complete their work. Courses taken in addition to a full schedule must be completed after school utilizing the student's own resources. Florida Virtual School individual course enrollments will be available primarily for home school students, hospital homebound students, students desiring classes not offered by their school and students with irresolvable schedule conflicts.
- **Miscellaneous Virtual Instruction Elements**
 - All required state assessments taken by virtual students must be taken at the public school the student would normally attend if enrolled in traditional instruction.
 - WVS, DVIP and FLVS-FT students may participate in interscholastic extracurricular activities under the same guidelines as described for home school students in this Student Progression Plan.

D. Advanced Placement, International Baccalaureate and Advanced International Certificate of Education

Advanced Placement (AP) courses offered by the College Board, International Baccalaureate (IB) courses offered through an approved IB program and Advanced International Certificate of Education (AICE) courses are methods where students may earn postsecondary credits while still in high school. Participating colleges and universities set their own standards for awarding postsecondary credit to students who score well on AP, IB or AICE end-of-course examinations. Qualified secondary students shall be exempt from the payment of any fees associated with administering exams in either program.

E. Credit by Examination (Postsecondary Level)

Credit by Examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally-standardized general or subject area examinations (e.g., CELL exams). Minimum scores required for an award of credit are stated in the statewide articulation agreement.

F. Home Education

1. A student entering a Walton County school for the first time, or transferring, from a home education program shall provide evidence of the immunization and medical requirements stated in School Board policies. A student entering initially or reentering from a home education program shall provide results of portfolio assessments and/or achievement tests for each year that the student was enrolled in the home education program.
2. Home school students are not eligible for Exceptional Student Education and related services.
3. Home education students enrolling in grades 9-12 will be awarded high school course credits only under the circumstances described in Section IX-C of this *Student Progression Plan*. In order to be accepted by the Walton School District, transfer credits must have been earned at a school recognized by one of the accrediting agencies listed in that section.

4. If the District determines that validation of the student's transcript is necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period. These students must first submit substantial and convincing documentation that an acceptable course curriculum was followed and work sufficient to earn a credit was completed.

Validation of credits shall be based upon performance in classes at the receiving school. Transferring students shall be placed at the appropriate sequential course level and will be awarded credit for previous courses if they earn a "C" at the end of the first grading period. For example, a grade of C in English II will validate the credit for English I transferred from a home education program. This procedure may validate English, math, science and social studies credits taken in a standard sequence.

If validation based on performance is not satisfactory, then any one of the following alternatives shall be used as determined by the teacher, principal and parent:

- a. Portfolio evaluation by the superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e. Demonstrated proficiencies on the FCAT or appropriate EOC assessment; or
 - f. Written review of the criteria utilized for a given subject provided by the former school.
5. Home school students may earn high school credits through full-time enrollment in the Walton Virtual School. Enrollment in the Walton Virtual School is open to any student residing within the District's attendance area if the student meets at least one of the following conditions: a) The student spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February FEFP surveys. b) The student is a dependent child of a member of the United States Armed Forces who was transferred with the last 12 months to Florida from another state or from a foreign country pursuant to the parent's permanent change of station orders. c) The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under s. 1002.415. d) The student has a sibling who is currently enrolled in a virtual instructional program and the sibling was enrolled in that program at the end of the prior school year. e) The student is eligible to enter kindergarten or first grade.
 6. Third, fourth or fifth grade students transferring from another Florida school or from a private school or home education program who did not take the FSA or FCAT Reading Assessment at grade 3 or grade 4 will be assessed using the SAT-10 or STAR Enterprise prior to grade placement to determine their reading proficiency. If testing reveals the student is not proficient in reading, he/she may be placed at a lower grade level.
 7. Eligible home education students may participate in dual enrollment, vocational dual enrollment, early admission, credit by examination and Florida Virtual School programs. Home school student participation within the public school setting will be limited to interscholastic extracurricular activities (and any required courses associated with them) only. Participating students must continue to demonstrate sufficient academic progress in their course work, including maintaining an overall 2.0 GPA on all courses taken through an accredited institution.
 8. A home education student must be able to participate in curricular activities that are required for extracurricular activities. Accessibility and participation requirements for home education students are the same as for public school student participation in extracurricular activities. The home education student is eligible to participate at the public school to which the student would be assigned according to district school attendance area policies or which the student would choose to attend pursuant to district or interdistrict controlled open enrollment provisions. During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program. Any regular student who has been unable to maintain academic eligibility for participation in extracurricular activities is ineligible to participate as a home education student until he/she has successfully completed one grading period in home education fulfilling the requirements for extracurricular eligibility.

9. To withdraw a student for enrollment in a home education program, a parent/guardian must notify the Superintendent of Schools, in writing, of the intent to provide home education for the student. A copy of the notification of intent to provide home education must be taken to the school in which the student is enrolled in order for the student to be withdrawn. The school will then contact the Home Education Contact to verify that the student has been enrolled in a home education program to complete the withdrawal process. The notification of intent to provide home education should be mailed to:

Superintendent of Schools
145 Park Street, Suite 3
DeFuniak Springs, FL 32435

G. General Education Development Test (GED)

1. Any student desiring to be awarded a State of Florida diploma based on successful completion of the General Education Development test, shall be at least eighteen (18) years of age on or before the date of taking such an examination.
2. The Superintendent is authorized to waive the age eighteen (18) requirement for students who are at least sixteen (16) years of age on or before the date of taking the examination when, in the judgment of the Superintendent, such waiver is justified and one or more of the following conditions have been met:
 - a. The individual is not an active student in the Walton County School District,
 - b. The student's parent or guardian requests permission for the student to take such test,
 - c. Extreme family financial hardship exists,
 - d. A death in the immediate family results in the need for the student to drop out of school or to seek full time gainful employment,
 - e. A certificate from a practicing, Florida-licensed medical physician states that regular high school course(s) will be physically or mentally harmful to the student.
3. Special assistance to obtain a high school equivalency diploma pursuant to 1003.435 F.S. may only be given when all requirements for graduation are completed except for the required cumulative grade point average.
4. The procedure for obtaining a GED Waiver is as follows:
 - a. The student will obtain a letter from the Student Services department authorizing NWFSC or WCDC to enroll the student in GED courses.
 - b. The student will receive counseling from the Emerald Coast Technical College guidance staff concerning alternate graduation programs available
 - c. The student will return the waiver letter, signed by the ECTC guidance staff, to Student Services
 - d. The Superintendent will sign the waiver letter

H. Performance-Based Exit Option Model

1. The Performance-Based Exit Option Model permits currently enrolled overage high school students who are at risk of not graduating with their kindergarten cohort group due to credit deficiency or low GPA to earn a State of Florida High School Performance-Based Diploma by passing both the reading and math sections of the grade 10 FSA or FCAT, earning appropriate concordant scores or appropriate EOC assessment along with passing the GED Test. Students must currently be enrolled in a PK-12 program and be at risk of not graduating with their kindergarten cohort group. Concordant ACT and SAT scores may be substituted for FCAT scores.
2. To be eligible to participate in this strategy, students must:
 - Be at least 16 years of age and currently enrolled in a PK-12 program
 - Continue to be enrolled in courses that meet high school graduation requirements

- Be overage for their grade and thus in jeopardy of not graduating with their kindergarten cohort group, yet otherwise capable of meeting graduation requirements
- Demonstrate a reading level of seventh grade or higher at the time of selection and ninth grade or higher at the time of testing
- Achieve the minimal required score on a GED pre-test
- Maintain attendance and grade requirements according to the student Performance-Based Exit Option Model Contract.
- Remain in the program for at least one academic semester.

I. Credit by Examination (Secondary Level)

Up to four (4) academic credits toward high school graduation may be earned through a credit examination program, provided the credit courses are currently being offered in Walton County schools.

1. Before qualifying for the credit examination program, a student must have been enrolled at least two semesters in a Walton County secondary school, have earned an overall cumulative GPA of 3.5 or higher, and have received academic advisement.
2. A written request for credit by examination that designates the official course title(s) and is signed by the student's parent(s) must be submitted to the Principal.
3. To receive credit, the student must score a minimum of 80 on an examination which thoroughly tests the content of the academic course for which the student seeks credit. The score on the examination, provided it is 80 or higher, will be recorded as the final grade for the course. A student cannot request a second examination for credit in the same course.
4. School personnel will schedule and administer examinations for credit within eight (8) weeks after the first request but no more than twice in one school year.
5. A small fee may be charged for each credit examination.

J. Additional Year of School

A student who is entitled to a Certificate of Completion may, as an alternative, elect to remain in high school for up to one (1) year, on a full-time basis, to participate in a special program of instruction designed to remediate the student's identified deficiencies.

K. Adult High School Program.

1. School personnel must inform students aged 16-19 who withdraw from high school, enroll in an adult education program, and attend one or more classes that they will be allowed to reenter the Walton School District only in the Adult High School Program. The Superintendent may grant students aged 16 and 17 special permission to enroll in an alternative education program or school on a space available basis only if extenuating circumstances exist.
2. Any person aged 16 and older who has legally withdrawn from an elementary, middle, or high school and who desires to earn secondary credits that lead toward graduation with a Standard Diploma may enroll in the Adult High School Program on a space available basis. Students must meet current Florida requirements for graduation in order to receive a Standard Diploma.
3. Credit in physical education is not required for graduation and shall be substituted with an elective credit. The school board may waive the lab component of the science requirement when facilities do not exist or are inaccessible. Any course listed within the *Florida Course Code Directory* in the areas of art, drama, dance or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation.
4. Only credits earned through an authorized adult high school diploma program will be accepted by the Walton County School District as transfer credits toward requirements for graduation. Official transcripts will be required.

L. Job Preparatory Program

A Walton County student participating in a job preparatory program may be exempt from taking one or more courses required in the program under the following conditions:

1. The instructor must verify that the student has mastered the competencies required in the course.
2. This verification must be documented by tests, written and/or hands-on, administered by the teacher.

M. Credit Acceleration Program (CAP)

Students may earn high school credit towards graduation by passing the statewide standardized end-of-course assessment, Advanced Placement Examination, or the College Level Examination (CLEP) associated with the course. Students are not required to complete or be enrolled in these courses before taking the associated assessment.

Appendix A

Courses Earning Honors Graduate Weight Points

Courses Earning 1.0 Extra Honors Graduate Weight Points

All courses where students receive a potential college credit after successful completion. This would include courses taken through the following formats: Dual Enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education and Dual Enrollment courses in Career-Technical Education earned at an approved post-secondary institution.

Courses Earning 0.5 Honors Graduate Weight Points

All District Honors Level Courses and any other courses given a Level 3 designation in the State of Florida Course Code Directory. This includes Level 3 courses taken as part of a Career-Technical Education program approved by the Walton county CTE Director.

Appendix B

Response to Intervention (Rtl)

The Response to Intervention (Rtl) curriculum support model is a multi-tiered approach to providing services and interventions to students at increasing levels of intensity based upon frequent progress monitoring and data analysis. Student rate of progress over time is used to make educational decisions, including the possible determination of eligibility for exceptional education services. Although the instruction and interventions included within the Rtl model may involve many different levels of intensity and individualization, they are usually considered to fall within three broad classes or tiers. Tier I applies to those students who are working at or above grade level and are able to make acceptable progress without more intensive instruction or interventions. Tier II includes those students who need more intensive intervention, usually for a relatively short period of time. Tier III students are those who require immediate intensive interventions that may require an extended length of time.

The data used for Rtl decisions is largely derived from assessments that measure student achievement within the context of the classroom curriculum. Classroom progress monitoring uses a variety of methods such as portfolios, documented classroom observations, anecdotal records and classroom tests and is critical to the appropriate selection of interventions and the determination of the success or failure of the interventions.

Each school shall organize, implement and maintain a functioning team focused on a multi-tiered system of support (MTSS) that includes multidisciplinary members and meets on a regularly scheduled basis.

Tier I

Tier I instruction is the curricular foundation of the school and is based upon the following elements:

- A high quality program of instruction for ALL students based upon the federal, state and district curriculum standards
- The continuous use of high quality, research-based instructional strategies and materials
- A frequent and ongoing program of student assessment to determine their instructional strengths and needs
- Interventions done within the general framework of the classroom

The focus is on providing quality classroom instruction for ALL students until a large majority of them are showing academic success. Teachers are able to meet instructional goals by using flexible grouping, ongoing assessments and targeting specific skills.

Screening data are collected to determine which students have not achieved the benchmark skills required for the specific grade and time of year. A variety of screening instruments may be used, including FCAT scores, Florida Standards assessment scores, SAT-10, FAIR, FORF, MAZE, Discovery Assessments, STAR Enterprise, and classroom assessments. The task is to upgrade the general instruction in a manner that effectively addresses the needs of deficient students within the classroom setting as a part of the whole group. The teachers implement the required curricula in the classroom using sound, research-based methodologies including multiple and flexible group formats to meet student needs. Student progress is monitored throughout the year through classroom assessments, observations, grades, portfolios and anecdotal records.

Tier II

For a small percentage of students, regular focused instruction within the classroom is not enough of an intervention to meet their needs. They need additional classroom monitoring and small group interventions to address their deficiencies along with more formal assessments to diagnose them and monitor their success. They may need alternate materials or a different modality of instruction. The supplemental instruction of Tier II is designed to meet the needs of these students through additional individualized instruction, small group presentation and/or technology-assisted instruction to support and reinforce the skills taught in the regular classroom.

Students targeted for Tier II intervention are those whose performance is significantly lower than that of their peers in academic and/or behavioral areas. They may also be students who learn at a slower pace and are falling further and further behind their classmates. The use of differentiated instruction is the key to meeting the needs of these students.

The frequency and intensity of interventions increases dramatically from Tier I to Tier II. The intensity of the intervention must match the intensity of the need. Progress monitoring data should be collected weekly. Formal progress monitoring of students placed in Tier II and Tier III for reading will include the FAIR, FORF, Maze, Discovery Assessments and other assessments appropriate to the student's grade level.

Tier III

A small percentage of students receiving Tier II supplemental instruction will continue to have marked difficulty in acquiring the necessary skills. These students require instruction that is more explicit, more intensive and specifically designed to meet their individual needs. Tier III is designed for students with low content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Intervention at this level is more intensive, of longer duration and includes more direct, explicit instruction designed to meet the individual needs of a struggling student.

Tier III is the most intensive tier of the intervention process. The data and process requirements in Tiers I and II continue to be met. Tier III interventions are supplemental to this and are above and beyond the regular daily instruction. This may occur in a small group setting within the classroom, an after school program or an intensive skills class outside the classroom. If a student has moved from Tier II to Tier III during the school year due to a lack of progress and there is a possibility that he/she will need to enter an ESE referral process, it is critical that the teacher document the length and duration of all specific interventions implemented. This goes above and beyond the documentation required on the progress monitoring plan. Lack of success in Tier III does not automatically result in eligibility for special education.

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