

## TABLE OF CONTENTS

I.	INTRODUCTION . . . . .	1
II.	PURPOSE . . . . .	1
III.	GOALS . . . . .	1
IV.	RESPONSIBILITIES . . . . .	2
V.	GENERAL PROVISIONS - GRADES K-12 . . . . .	2
	A. Required Instruction . . . . .	2
	B. Attendance . . . . .	4
	C. Transfer Students . . . . .	5
	D. English Language Learners (ELL) . . . . .	6
	E. Promotion and Placement . . . . .	6
	F. Grading System. . . . .	8
	G. Parent Conferences . . . . .	9
	H. Dropout Prevention Plan . . . . .	9
	I. Summer Programs . . . . .	9
	J. Report Cards . . . . .	10
	K. Annual Reporting . . . . .	10
VI.	ELEMENTARY PROGRAMS – GRADES K-5. . . . .	10
	A. Entry into Kindergarten and First Grade . . . . .	10
	B. Specific Promotional Criteria by Grade Level . . . . .	11
	Grades K-2 . . . . .	11
	Grade 3. . . . .	11
	Grades 4-5 . . . . .	11
	C. Waiver of Promotion Criteria . . . . .	11
	D. Proficiency Levels – Elementary Grades . . . . .	12
	E. Elementary Grading . . . . .	13
	F. Third Grade Mandatory Retention . . . . .	13
	G. Accelerated Placement . . . . .	15
	H. Intensive Reading Instruction. . . . .	16
	I. Instructional Requirements – Elementary Grades . . . . .	17
VII.	SECONDARY PROGRAMS – GRADES 6-12. . . . .	17
	A. Promotion and Placement . . . . .	17
	B. Secondary School Reform Programs . . . . .	18
	C. Proficiency Levels – Middle and High School . . . . .	18
	D. Secondary Grading . . . . .	18
	E. Miscellaneous Provisions . . . . .	19
VIII.	MIDDLE SCHOOL – GRADES 6-8 . . . . .	19
	A. Promotion and Placement – Middle Grades. . . . .	19
	B. Instructional Requirements-Middle Grades . . . . .	20

IX.	HIGH SCHOOL – GRADES 9-12 . . . . .	22
A.	Promotion and Placement – High School . . . . .	22
B.	Grading System – High School. . . . .	23
C.	Transfer of Credits . . . . .	23
D.	High School Diplomas and Certificates of Completion. . . . .	25
E.	Requirements for Graduation. . . . .	26
	General Requirements . . . . .	26
	Credit Requirements . . . . .	28
	Credit Limitations . . . . .	29
	Course Requirements . . . . .	29
	Participation in Extracurricular Activities . . . . .	33
	Honor Student Designation . . . . .	33
	ESE Grading, Promotion, Assessment and Graduation. . . . .	34
F.	Miscellaneous Provisions . . . . .	37
X.	ALTERNATIVE METHODS FOR CREDIT AND/OR GRADUATION . . . . .	39
A.	Articulated Acceleration . . . . .	39
B.	Dual Enrollment/Early Admission . . . . .	39
C.	Virtual School Programs . . . . .	40
D.	AP, IB and AICE . . . . .	41
E.	Credit by Examination (Postsecondary Level) . . . . .	42
F.	Home Education . . . . .	42
G.	General Education Development Test (GED) . . . . .	43
H.	Performance-Based Exit Option Model . . . . .	44
I.	Credit by Examination (Secondary Level) . . . . .	44
J.	Additional Year of School . . . . .	45
K.	Adult High School Program. . . . .	45
L.	Job Preparatory Program . . . . .	45
M.	Three-Year College or Career Preparatory Graduation Options . . . . .	45
N.	Credit Acceleration Program. . . . .	45
	APPENDIX A – Selected Level 3 Courses . . . . .	46
	APPENDIX B - Selected Non-Scholastic Courses . . . . .	46
	APPENDIX C - Response to Intervention . . . . .	47
	INDEX . . . . .	49

# WALTON COUNTY SCHOOL DISTRICT 2011-2012 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.

A number of processes and abilities taught in all subject areas are also important to student success in everyday life at home, in the community and in the workplace. These practical but highly important skills further define what students should know and be able to do and have been identified as standards under Goal 3 of *Florida's System of School Improvement and Accountability*. The first ten standards focus specifically on student achievement, and the first four of these standards are assessed on the Florida Comprehensive Assessment Test (FCAT). The Goal 3 Standards must be an integral part of daily classroom instruction and assessment in every subject area at every grade level. Instruction that focuses on the first ten of the eleven Goal 3 Standards helps students apply specific content knowledge in real-world situations and become successful as:

1. information managers
2. effective communicators
3. numeric problem solvers

4. creative and critical thinkers
5. responsible and ethical workers
6. resource managers
7. systems managers
8. cooperative workers
9. effective leaders
10. multicultural sensitive citizens

The eleventh Goal 3 Standard states that, throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

#### **IV. RESPONSIBILITIES**

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

- A. 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.
- B. 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.
- C. 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.
- D. 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 and the Walton district curriculum, and the establishment of a productive learning environment; e.g. discipline, fair treatment, positive incentives, etc.
- E. 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.
- F. 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) Schools will provide appropriate instruction to assist students in the mastery of the Next Generation Sunshine State Standards for Language Arts, Mathematics, Science, Social Studies, Foreign Languages, The Arts and Health/Physical Education. The Next Generation Sunshine State Standards form the basis for curriculum, instruction and evaluation of student performance. Beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education at all grade levels.
  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.
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 initial enrollment from a transfer student who is 18 years of age or older, he/she will determine the proper school placement for that student.
3. High school students whose absences result in class attendance of fewer than 67.5 hours during an academic semester (60 hours for courses offered in a block period), cannot receive credit in a course unless they demonstrate mastery of the performance standards in the course of study by successfully completing: 1) an after-school program for purposes of credit retrieval; 2) individual assignments/performance tasks; and/or 3) a comprehensive test which covers student performance standards, including the Next Generation Sunshine State Standards, and is approved by the Principal. The tests utilized for this policy will be the semester 1 (half year) assessment and the semester 2 (comprehensive) final assessment required for the course. Absences due to school sponsored functions and excused by the Principal in accordance with policy will not count against the 135/120 hour (67.5/60 hours per semester) minimum requirement. Students are exempt from this policy when they are properly staffed into a teenage parent, dropout prevention, alternative, or other performance-based program.
4. 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.
5. To reduce 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.

6. Students who have developed a pattern of non-attendance shall be referred to the school's child study team to determine if early patterns of truancy are developing. If the child study 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 child study 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.
7. 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).
8. 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.
9. 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 NGSSS Reading Assessment at grade 3 or grade 4 will be assessed using the SAT-10 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, shall be recommended for referral to Walton Academy for initial placement. These students will remain at Walton Academy 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 must first enroll in a District school and an IEP review meeting must be held prior to their placement in Walton Academy. ESE placements would be contingent upon Walton 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 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*.
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 as outlined in the various Grade Level Expectations
  - 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 will be teacher observation, class or individual assignments/projects, portfolios, skills check lists, 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. Each student who does not meet specific levels of performance as determined by the School Board in reading, writing, science and mathematics for each grade level, who scores below level 3 on the reading or math FCAT or who scores below proficient on a required End of Course Assessment (EOC) must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need and strategies for appropriate intervention and instruction.
5. If any student is provided with classroom accommodations and/or instructional modifications that are not allowable during the administration of the FCAT or required EOC, 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 reading, writing, language arts, science and mathematics will be evaluated at each grade level and reported to parents or guardians. Students who are identified as nonproficient according to district criteria or who do not meet specific levels of performance on statewide assessments as determined by the Commissioner of Education will be provided intensive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. Universal screening and ongoing progress monitoring will be used to evaluate the effectiveness of instruction, identify student levels of performance and rates of progress and monitor their response to the interventions. Nonproficient students will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Remedial and supplemental instructional resources must first be allocated to students who are deficient in reading by the end of Grade 3 and, secondly, to students of any grade level who fail to meet the achievement performance levels required for promotion. A nonproficient student must continue remedial or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.
7. 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.
8. Schools are required to develop and implement a Progress Monitoring Plan for each student failing to meet performance standards, including scoring below Level 3 on the FCAT Reading and Mathematics Assessments. The school must develop the plan in consultation with the student's parents. Schools must utilize one of the following plans to target instruction and identify ways to improve a student's achievement:
  1. A federally required student plan such as an IEP;
  2. A school wide system of progress monitoring for all students; or
  3. An individual Progress Monitoring Plan.

Students not meeting grade level 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 below Level 3 on the FCAT Mathematics Assessment must receive remediation the following year. This mathematics remediation may be delivered in an applied, integrated or combined course.

If a student's documented deficiency has not been remediated by the end of the school year, the student may be retained. If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met, the student graduates from high school or is not

subject to compulsory school attendance.

9. The District shall assist schools and teachers in the implementation of research-based reading activities.
10. 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.
11. 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. Grading System

### Kindergarten through Grade 12

A student's daily average each nine weeks will be based upon a minimum of eight (8) graded assignments that are completed independently by the student.

- 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, homework shall count no more than 10% of the final nine weeks average.
- c. 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 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.
- 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.

### **G. 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.

### **H. 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.

### **I. 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 include, but are not limited to, alternative education and the Adult High School Program.

## **J. Report Cards**

1. Report cards shall be issued at nine-week intervals.

Report cards will 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.

## **K. Annual Reporting**

Districts will annually report the progress of student's in reading, writing, mathematics and science statewide assessment 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 FCAT Reading Assessment by grade
- Number and percent of students retained in grades 3-10 by grade
- Number of students promoted for good cause by each category of good cause
- Revisions made to promotion and retention policies 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. 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.
3. 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.

## **B. Specific Promotional Criteria by Grade Level**

### **Grades K-2**

Promotion from grades 1 and 2 is based on evidence the student has met the Next Generation Standards in reading and math as indicated by a final grade of “D” or above, or through evidence of mastery of the standards as determined through class or individual assignments, projects, portfolios, skills checklists, performance tasks, norm-referenced and/or locally determined assessments.

### **Grade 3**

Promotion from third grade is based on evidence the student has met the Next Generation Standards in four or more academic subjects, three of which must be reading, language arts and mathematics. Science and social studies are considered academic subjects. Mastery is indicated by a final grade of “D” or above, or through evidence of mastery of the standards as determined through teacher observation, class or individual assignments, projects, portfolios, skills checklists, performance tasks, norm-referenced and/or locally determined assessments,

### **AND**

evidence the student achieved a score of Level 2 or above on the FCAT Reading Assessment as specified in s. 1008.25, F.S or met 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.

### **Grades 4-5**

Promotion from grades 4 and 5 is based on evidence the student has met the Next Generation Standards in four or more academic subjects, three of which must be reading, language arts and mathematics. Science and social studies are considered academic subjects. Mastery is indicated by a final grade of “D” or above, or through evidence of mastery of the standards as determined through class or individual assignments, projects, portfolios, skills checklists, performance tasks, norm-referenced and/or locally determined assessments.

## **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.
- 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, even with appropriate and allowable course modifications **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. State Board Rule sets acceptable levels of performance as a score at or above the 45th percentile on the SAT-10 **or** the 51<sup>st</sup> percentile on a parallel form of the SAT-9. The earliest the alternative assessment may be administered for promotion purposes is after the Grade 3 FCAT reading scores have been received from the state or the last two weeks of school, whichever comes first.
- d. Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Next Generation Sunshine State Standards in reading equal to at least a level 2 performance on the FCAT. The Third Grade Assessment Portfolio created by Beacon Educator in partnership with Just Read, Florida! and following guidelines set forth by the state will be utilized to verify level 2 performance.
- e. Students with disabilities who have an IEP or Section 504 Plan reflecting they have received intensive remediation in reading for more than two (2) years but are still deficient in reading and have been previously retained in Kindergarten, Grade 1, Grade 2 or Grade 3.
- f. Students who have had a progress monitoring plan in reading 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 reading, mathematics, science and/or writing 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 FCAT Reading, Mathematics and/or Science – Level 1 or 2 scores indicate non-mastery and require intervention.
3. Performance on FCAT Writing and/or District Writing Assessment – A score below 3.5 requires intervention.
4. Other criteria to be considered includes:
  - a. FAIR Progress Monitoring performance – Levels of High Risk or Moderate Risk require intervention.
  - b. Gates-MacGinitie Reading Test (Total Reading) – bottom quartile
  - c. Stanford 10 – bottom quartile
  - d. **Discovery Education** Benchmark Assessments-Level 1

Pupil proficiency levels in reading, writing, mathematics, and science will be evaluated at each grade level. Students who are identified as non-proficient according to district criteria will be provided intensive remediation through a Progress Monitoring Plan created through consultation with the parents. School

personnel may waive instruction in all areas except reading, writing, mathematics and science 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 language arts grade, yearly grades for writing composition, spelling and English grammar will be averaged. When averaged, the subjects should reflect the following weights: 2/3 English grammar and writing composition and 1/3 spelling.
- c. A student shall pass four (4) or more academic subjects, three (3) of which must be reading, language arts and mathematics, to be eligible for promotion from Grades 3, 4, and 5. Reading, language arts, mathematics, science and social studies are considered academic subjects. A passing grade indicates mastery of the grade level curriculum which includes Next Generation Sunshine State Standards. All grades must reflect the students' independent mastery of standards. Refer to the Grading System explanation in Section V-F 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 3<sup>rd</sup> 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 FCAT 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 FCAT reading 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, participation 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. Conduct a review of students who did not score above Level 1 on the FCAT Reading Assessment and did not meet the criteria for one of the good cause exemptions. For each retained student, a portfolio will be established to monitor and record the intervention services provided throughout the year (not to establish competency to support a good cause promotion).
2. Provide intensive instructional services to remediate identified deficiencies including a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but not be limited to: small group instruction, reduced teacher-student ratios, response to intervention strategies, more frequent progress monitoring, tutoring or mentoring, transition classes combining 3<sup>rd</sup> and 4<sup>th</sup> grade students, an extended school day, week or year and summer reading camps approved by Just Read Florida. Parents will receive this information during meetings with the administration once their child has been identified for the programs.
3. 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.
4. Implement a policy for mid-year promotion of retained students who can demonstrate they are successful and independent readers, at or above grade level, and are ready to be promoted to Grade 4. Successful students may be promoted at any time but those promoted after November 1 must demonstrate proficiency above that required to score at Level 2 on the Grade 3 FCAT with a reasonable expectation that their progress is sufficient to master appropriate Grade 4 reading skills.
5. Provide retained students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
6. Provide parents with at least one of the following instructional options: supplemental tutoring in addition to the reading block, a "Read at Home" plan or a mentor, tutor with specialized reading training or utilization of the response to intervention tiers of increasing assistance.
7. Establish a Reading Enhancement and Acceleration Development (READ) Initiative that shall: be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools, be provided during regular school hours in addition to regular reading instruction and provide a state-identified reading curriculum that:
  - a. Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
  - b. Provides skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension
  - c. Provides scientifically based and reliable assessment
  - d. Provides initial and ongoing analysis of each student's reading progress
  - e. Is implemented during regular school hours
  - f. Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects

8. Establish an Intensive Acceleration Class at each applicable school for retained Grade 3 students who subsequently score at Level 1 on the FCAT Reading Assessment with the intention of increasing their reading proficiency 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 FCAT Reading Assessment and who was retained in Grade 3 the prior year because of scoring at level 1 on the FCAT Reading Assessment.
  - b. Have a reduced teacher-student ratio.
  - c. Feature uninterrupted reading instruction for the majority of each day and include opportunities to master the Grade 4 Next Generation Sunshine State 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.
  - f. Include weekly progress monitoring.
  - g. Report student progress to the Department of Education at the end of the first semester.
9. Report to the State Board of Education as requested on the specific reading interventions and supports implemented at the district level.
10. Provide a student who has been retained in Grade 3, received intensive services and still is not ready for promotion the option of placement in a transitional program designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency. This program will have a reduced student/teacher ratio and feature scientifically based core reading and supplemental programs.

**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 as well as applicable Grade 4 Next Generation Sunshine State 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.

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., Discovery Education Assessments, Florida Assessments for Instruction in Reading (FAIR), Gates-MacGinitie Reading Tests (GMRT), 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 3<sup>rd</sup> 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 FCAT Reading 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. Families Building Better Readers will be used to provide strategies to assist parents in helping their child succeed in reading. 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. Additionally, a "Read at Home" plan outlined in a parental contract, including participation in Families Building Better Readers workshops, will be developed and parents will be encouraged to participate in the plan.
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 language arts, reading, 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, a 90 minute, uninterrupted block of time shall be set aside 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 reading, writing, mathematics, and science will be evaluated at each grade level. Students who are identified as non-proficient according to district criteria will be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in all areas except reading, writing, mathematics and science in order to schedule remedial instruction necessitated by a Progress Monitoring Plan created through consultation with the parents.
4. District assessments at the elementary level shall consist of the District Writing Assessment, **Discovery Education Benchmark Assessments**, and the Florida Assessments for Instruction in Reading (FAIR) progress monitoring throughout the school year in grades K-5.

## VII. SECONDARY PROGRAMS – Grades 6-12

### A. Promotion and Placement

At a minimum, secondary students who score at Level 1 on the FCAT Reading Assessment must be enrolled in and complete an Intensive Reading course the following year.

- Secondary students who score at Level 1 or Level 2 on the FCAT Reading Assessment and have intervention needs in the areas of decoding and/or fluency must have an extended block of reading intervention through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class, both taught by a single teacher who holds the reading endorsement or a certification in reading. This intervention course should include on a daily basis: whole group explicit instruction, small group differentiated instruction, monitored independent reading practice, infusion of Next Generation Sunshine State Standards specific to the linked subject area and a focus on informational text at a ratio matching that assessed on the FCAT.
- Fluent Level 2 students may be served in content area classes taught by teachers who have completed the CAR-PD program, the reading endorsement or hold a certificate in reading. This course should include on a daily basis: whole group explicit instruction, small group differentiated instruction, monitored independent reading practice, infusion of Next Generation Sunshine State Standards specific to the linked subject area and a focus on informational text at a ratio matching that assessed on the FCAT.
- Schools must progress monitor students scoring below Level 3 on the FCAT Reading Assessment at least three times per year to include a baseline, midyear and end of year assessment. In both reading and math, screening, diagnostic assessment and progress monitoring assessment data are used in making decisions about core, targeted and intensive instructional needs.
- A secondary student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading

remediation requirement; however, the student must have an approved academic plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Proficiency in reading, writing, science and mathematics will affect promotion and placement. Pupil proficiency levels in reading, writing, mathematics and science will be evaluated at each grade level. Students who are identified as non-proficient will 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.

## **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 an electronic personal education plan (EPEP)
- 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 reading, mathematics, science and/or writing 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 FCAT Reading, Mathematics and/or Science – Level 1 or 2 scores indicate non-mastery and require intervention.
3. Performance on FCAT Writing and/or District Writing Assessment – A score below 3.5 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 appropriate 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 not be allowed to make up, for credit, any work missed during the unexcused absence. A zero (0) will be assigned for such assignments unless he/she successfully completes strategies designed to remediate truant behavior.

3. ALL students in grades 8-12 will be given end-of-term examinations in each course as follows:
  - First Nine Weeks – A comprehensive nine weeks test that will carry no 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 no additional weight toward the nine weeks grade.
  - Fourth Nine Weeks – A district-approved comprehensive end of course test (covering the full year) that will count 20% of the second semester grade.

Grades 6 and 7 students will be tested in the same manner except that the second semester test (fourth nine weeks) will cover the third and fourth nine weeks only.

In subjects for which a state end of course assessment is developed, the EOC will be given in addition to the above examinations and will count 30% of the final course grade in its first year of administration.

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

Walton Career Development Center administers semester exams each nine weeks due to the scope of class needs requiring extended course scheduling.

#### **E. Miscellaneous Provisions**

1. 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.
2. Students in grades 6-12 who fail two (2) or more courses in one grading period will not be allowed to participate in extracurricular activities, regardless of their GPA, during the subsequent grading period. For purposes of this provision, a grading period shall be defined as one attendance semester (18 weeks or 90 school days) as defined by the Florida High School Activities Association.
3. 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 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; 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 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 8<sup>th</sup> grade. The annual PE requirement may be waived for individual students when necessary to meet school improvement objectives designed to fulfill state mandates. Circumstances leading to such waivers must be described in the school improvement plan and waiver renewals must be applied for annually.

Students are required to complete an electronic Personalized Education Plan (ePEP) before being promoted from Grade 8. Walton County students must have their initial ePEP posted by March 1 of their eighth grade year.

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 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. Students in Grade 7 will have their reading and/or literacy skills assessed near the end of the school year with a district-determined instrument (Discovery Assessments, FAIR, etc.). Those whose performance score is substantially below grade level (equivalent to FCAT Level 1) will be retained, regardless of their performance in their academic coursework. Parents will be notified in writing of their child's retention or exemption from retention due to good cause.

Students who face retention as a result of this policy will be given the opportunity to take the Stanford-10 as an alternative assessment. Students in Grade 7 who are absent during the initial administration must demonstrate reading proficiency by scoring at or above the 45<sup>th</sup> percentile on the reading section of the Stanford-10 before being promoted to Grade 8. Grade 7 students failing to demonstrate the required proficiency level may be promoted for good cause if they are:

1. English Language Learner students who have had less than two years of instruction in an English for Speakers of Other Languages program
2. Students with Disabilities whose Individual Education Plan indicates participation in the state assessment program is not appropriate. Such students must have a demonstrated cognitive ability that prevents them from completing required coursework and meeting the Sunshine State Standards, even with appropriate and allowable course modifications **or** require extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities
3. Students who demonstrate an acceptable level of performance by scoring at or above the 45<sup>th</sup> percentile on a parallel form of the Stanford-10 **or** by scoring above a level 1 on the Grade 7 FCAT Reading Assessment **or** by showing Annual Learning Gains through an appropriate increase in their Developmental Scale Score on the FCAT (when it is received)
4. Students who have an IEP, Section 504 Plan or a Progress Monitoring Plan that includes reading for two or more years and were previously retained for a total of two years at any combination of grade levels

Students retained as a result of this policy will be scheduled into a 90 minute Intensive Reading class for the following year and will be required to repeat the Grade 7 curriculum, regardless of the grades received in the courses.

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.

## **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>
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. Beginning with students entering Grade 6 in the 2012-2013 school year, 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.

During the 2013-2014 school year, each student's performance on a statewide, standardized end of course civics education assessment shall constitute 30% of the final course grade. Beginning with the 2014-2015 school year, a student must earn a passing score in order to pass the course and be promoted from the middle grades. 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 7 or 8. During this course, each student will complete an electronic Personalized Education Plan (ePEP) through the use of the Florida Academic Counseling and Tracking for Students system (FACTS.org). The ePEP must include a four-year graduation plan to guide his/her high school course selection with regard to appropriate electives.

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 high 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 in order to satisfy the Algebra 1 graduation requirement. 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 and must pass it to earn high school credit. Successful completion of the

high school course (and earning a middle school credit) is not contingent upon performance on the EOC assessment.

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 towards 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 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.
- 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. Half-year promotions are permissible when requisite credits are earned, if approved by the Principal of the school. However, no student may go ahead of his peer group through half-year promotions unless the student has received approval from the Superintendent to pursue early completion of graduation requirements.

5. An exception to these requirements is permissible when a student is properly enrolled in a district-approved alternative education or dropout prevention program.
6. 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.
7. 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.
8. In high schools, meeting the graduation requirement on FCAT, EOCs and concordant scores on other assessments may not be used to exempt students from required remediation. Students in grades 11 and 12 who have met the graduation requirement with a high Level 2 score on the FCAT Reading Assessment may be served through reading courses, content area courses without a specific professional development requirement or before or after school.
9. Walton Career Development Center offers specific courses as Modified Occupational Completion Points (MOCPs) to assist high schools in meeting the graduation requirements of Students with Disabilities. Course offerings are determined by scheduling requirements and space availability at the Center. WCDC should be involved in course selections through review of a draft IEP prior to the IEP meeting or by having a representative present at the meeting.
10. 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 tenth grade FCAT test (or required EOCs) before graduating.

#### **B. Grading System – High School**

1. High school students whose absences result in class attendance of fewer than 67.5 hours during an academic semester (60 hours for courses offered in a block period), cannot receive credit in a course unless they demonstrate mastery of the performance standards in the course of study by successfully completing: 1) an after-school program for purposes of credit retrieval; 2) individual assignments/performance tasks; and/or 3) a comprehensive test which covers student performance standards, including the Next Generation Sunshine State Standards, and is approved by the Principal. The test utilized for this policy will be the semester 1 (half year) assessment and the semester 2 (comprehensive) final assessment required for the course. Absences due to school sponsored functions and excused by the Principal in accordance with policy will not count against the 67.5/60 hours minimum requirement. Students are exempt from this policy when they are properly staffed into a teenage parent, dropout prevention, alternative, or other performance-based program.

#### **C. 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 or required EOC assessment. The Principal shall determine, in accordance with State Board of Education rule, whether the student must take an EOC assessment in a course for which the student has credit that was earned from a previous 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. Credits earned from approved courses taken through the Florida Virtual School will count towards graduation requirements.
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 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, State Curriculum Frameworks and Next Generation Sunshine State 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.
10. High school students at least sixteen (16) years old may transfer up to two (2) credits from the Walton County Adult High School Program when the following provisions are met for each course:
- a. The Principal and guidance counselor recommend the student to the ADP.
  - b. The Principal and guidance counselor approve the specific course(s).
  - c. The student is not simultaneously enrolled in the same semester of a course in both the regular high school and the Adult High School Program.
  - d. The student successfully completes all requirements for credit in each course. When the course is taken for a replacement grade, these requirements may include the completion of one (1) assignment from the classroom teacher under whom the student received the original grade. The Principal of the high school approves this assignment, and the classroom teacher evaluates the assignment and reports the grade to the Adult High School Program teacher.
  - e. The student understands that the Adult High School Program offers only semester courses and that grades in these courses are final and cannot be averaged to determine a passing grade in a full-year course.

#### **D. 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.
  - b. Alternate Diploma – An Alternate Diploma shall be awarded when a student who is classified and properly staffed as “educable mentally handicapped,” “trainable mentally handicapped,” “hearing impaired,” “physically impaired,” “specific learning disabled,” “emotionally handicapped,” “language impaired” or “profoundly handicapped” 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.
  - c. 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.

- d. 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 or appropriate EOC assessment. Participating students may not graduate prior to their kindergarten cohort. Parental notification and consent is required.

## **E. Requirements for Graduation**

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

### **1. General Requirements**

- a. A student must pass both the Reading and the Mathematics sections of the 10<sup>th</sup> Grade Florida Comprehensive Assessment Tests in Reading and Mathematics or appropriate EOC assessment. 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 FCAT or EOC assessment. Schools must obtain parental consent to make these accommodations in the classroom.*

Beginning with students entering Grade 9 in the 2010-2011 school year, the EOCs in Algebra 1 and Geometry shall replace the Grade 9 and Grade 10 FCAT Mathematics Assessment. Beginning with students entering Grade 9 in the 2011-2012 school year, the EOC in Biology 1 shall replace the FCAT Science Assessment.

A student who has not earned passing scores on the Grade 10 FCAT or appropriate 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 or an 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 11<sup>th</sup> or 12<sup>th</sup> 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 11<sup>th</sup> grade – pass the Grade 10 FCAT or appropriate EOC test.
3. If the student is in the 12<sup>th</sup> grade – attain ACT or SAT scores which equate to the passing scores on the Grade 10 FCAT or appropriate EOC assessments.

Any home school student who has ever been enrolled in a Florida public school must pass the 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 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 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 and the Next Generation Sunshine State Standards may be through teacher observation, classroom assignments, projects, portfolios, performance tasks, examinations and/or other methods.
- c. High school students whose absences result in class attendance of fewer than 67.5 hours during an academic semester (60 hours for courses offered in a block period), cannot receive credit in a course unless they demonstrate mastery of the performance standards in the course of study by successfully completing: 1) an after-school program for purposes of credit retrieval; 2) individual assignments/performance tasks; and/or 3) a comprehensive test which covers student performance standards, including the Next Generation Sunshine State Standards, and is approved by the Principal. The test utilized for this policy will be the semester 1 (half year) assessment and the semester 2 (comprehensive) final assessment required for the course. Absences due to school sponsored functions and excused by the Principal in accordance with policy will not count against the 67.5/60 hours minimum requirement. Students are exempt from this policy when they are properly staffed into a teenage parent, dropout prevention, alternative, or other performance-based program.
- d. 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.
- e. 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

- 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. 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.

- 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.

- 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.

## 2. Credit Requirements

- a. Twenty-four (24) credits are required for graduation.
- 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. Motivated students will also be allowed to participate in one of two three-year (18 credit) accelerated graduation options. One of these options will emphasize a college-preparatory curriculum and the other will emphasize a career-preparatory curriculum. These three-year graduation options are designed to allow the serious students, with definite plans for their future, to choose early exit from high school as a means of meeting their individual goals.
- d. 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 complete requirements early and/or at mid-term according to the following guidelines:
- Students in their fifth year of high school must obtain permission from the Principal and register with the counselor at least one month before the targeted date for completing all graduation requirements.
  - Students in their fourth year or less must obtain permission from the Superintendent for early completion. A letter signed by the student and parent(s) or guardian(s) must be submitted to the Superintendent no later than the second week of the semester in which the student plans to complete the graduation requirements. Immediately upon receiving approval from the Superintendent, the student must register with the counselor.

Students who are approved for early and/or mid-term completions are excused from remaining classes and are considered completers although diplomas will not be awarded until the next regular graduation ceremony. Such students are eligible to participate in exercises related to graduation but must assume the responsibility of making all required arrangements with school authorities.



physical activity class that requires participation in marching band activities as an extracurricular activity, may be granted a waiver for the one-half (½) credit in Physical Education. This waiver may be granted retroactively to students graduating in the year 2003 and beyond. Students who complete one semester, with a grade of “C” or better, of an ROTC class that includes drill as a major component (including Leadership I and Leadership II) may be granted a waiver of the one-half (1/2) credit in Physical Education.

Science	three (3) credits (two with lab components, one of which must be Biology), Agriscience Foundations 1 will count as a science credit for graduation
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)
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)
Electives	Eight (8) credits in elective courses as authorized by law and by rules of the State Board of Education.

Walton High School, Freeport High School, South Walton High School and the Walton Career Development Center also require four (4) credits in science.

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.

**Beginning with the incoming ninth graders in 2009-2010, all students will be required to earn a fourth science credit as a graduation requirement.**

Algebra 1A and 1B along with Applied Math 1A and AB will only count as 1 math credit for university admission and Florida Academic Scholars programs. They will continue to count as two credits for graduation purposes.

**Beginning with incoming ninth graders in 2010-2011**, one math credit must be in Geometry (or an equivalent series).

**Beginning with students entering grade 9 in the 2011-2012**, at least one course within the 24 graduation credits must be completed through online learning. An online course taken during grades 6 through 8 fulfills this requirement. The course may be offered through the Florida Virtual School, an online course offered by the high school or an online dual enrollment course.

**Beginning with incoming ninth graders in 2012-2013**, one math credit must be in Algebra 2.

**Beginning with incoming ninth graders in 2013-2014**, one science credit must be in Chemistry or Physics (or an equivalent series) and one additional credit must be in an equally rigorous course

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 the year the assessment becomes operational (for students entering Grade 9 in 2010-2011 for Algebra 1, 2011-2012 for Geometry, 2011-2012 for Biology 1, 2013-2014 for Algebra 2 and 2013-2014 for Chemistry or Physics).

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%.

Beginning with the year after a statewide EOC assessment becomes operational, students must pass the assessment to successfully earn an academic credit for the course (for students entering Grade 9 in 2011-2012 for Algebra 1, 2012-2013 for Geometry, 2012-2013 for Biology 1, 2014-2015 for Algebra 2 and 2014-2015 for Chemistry or Physics).

Students enrolling in one of the three-year, 18-credit graduation options must meet the following course requirements.

### **Three-Year College Preparatory Option**

English	four (4) credits (with major concentration in composition and literature)
Mathematics	three (3) credits. All credits must be Algebra 1 level and above. Algebra 1A and Algebra 1B, for purposes of this graduation option, will count as a single math credit, as will Applied Math 1 and 2 and Integrated Math 1 and 2.
Science	three (3) credits (two with a laboratory component)
Social Science	three (3) credits to include World History, American History, United States Government and Economics
Second Language	two (2) consecutive credits in the same second language unless the student can demonstrate competency in second language, in which case this requirement may be met through the addition of two credits in other academic courses
Electives – three (3) credits	
	<ul style="list-style-type: none"><li>• At least 6 of the 18 required credits must be in classes that are dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically identified by the Department of Education as rigorous or weighted by the school board for class ranking</li><li>• Honors courses will not be accepted as part of the six hour requirement. Students will also be required to maintain a GPA of 3.5 in the courses required for the college preparatory program.</li></ul>

**Beginning with incoming ninth graders in 2010-2011**, four (4) credits in mathematics will be required to include Algebra 1 and Geometry. The required number of elective courses is reduced to two (2).

**Beginning with incoming ninth graders in 2011-2012**, one science credit must be in Biology 1.

**Beginning with incoming ninth graders in 2012-2013**, one math credit must be in Algebra 2.

**Beginning with incoming ninth graders in 2013-2014**, one science credit must be in Chemistry or Physics (or an equivalent series) and one additional credit must be in an equally rigorous course. One of their 24 credits must also be earned through a virtual instruction course for which a DOE-approved standardized EOC assessment is administered.

Students exercising the Three Year College Preparatory Option must meet the same requirements for participating in and passing EOC assessments as students in the regular graduation program.

Three-Year Career Preparatory Option

English	four (4) credits (with major concentration in composition and literature)
Mathematics	three (3) credits (one of which must be Algebra 1) In this graduation option, Algebra 1A and Algebra 1B (or their equivalents) will count as two credits toward graduation.
Science	three (3) credits (two with a laboratory component)
Social Science	three (3) credits to include World History, American History, United States Government and Economics
Career	three credits in a single vocational and career education program and two credits in electives, OR three credits in career and technical certificate dual enrollment courses and two credits in electives, OR five credits in vocational and career elective courses.

**Beginning with incoming ninth graders in 2010-2011**, four (4) credits in mathematics will be required to include Algebra 1 and Geometry. The required number of elective courses is reduced to one (1).

**Beginning with incoming ninth graders in 2011-2012**, one science credit must be in Biology 1.

**Beginning with incoming ninth graders in 2012-2013**, one math credit must be in Algebra 2.

**Beginning with incoming ninth graders in 2013-2014**, one science credit must be in Chemistry or Physics (or an equivalent series) and one additional credit must be in an equally rigorous course. One of their 24 credits must also be earned through a virtual instruction course for which a DOE-approved standardized EOC assessment is administered.

Students exercising the Three Year College Preparatory Option must meet the same requirements for participating in and passing EOC assessments as students in the regular graduation program

The school district shall provide each student in Grades 6-9 (and their parents) information concerning the three and four year graduation options, including the curriculum requirements and time line for each. Prior to selecting an option, the student and his/her parents should meet with school personnel. If an effort to meet the student's parents fails and is documented by school personnel, the student may select an option with the written consent of his/her parents. A student may select an option without the written consent of the parents if he/she is 18 years of age or older. The selection of a graduation option may be made at any time during grades 9-12.

Prior to selecting a 3-year, 18-credit graduation option, the following requirements must be met:

1. A signed parental consent form will be submitted.
2. The student must have achieved at least a score of Level 3 on the most recent FCAT Reading, FCAT Math and FCAT Writing Assessments taken.
3. Districts shall not establish requirements for the 3-year graduation options in addition to those required by the state.

Students pursuing either of the 3-year graduation options shall be required to:

1. Earn a passing score on the FCAT or required EOC assessments or concordant scores on the ACT or SAT.
2. Achieve an overall B average in the courses required for both the college preparatory and the career preparatory option.
3. Receive a grade of B to earn credit towards the courses required for the college preparatory option.
4. Receive a grade of C to earn credit towards the courses required for the career preparatory option.

If, at the end of each grade, a student is not on track to meet the credit, assessment or GPA requirements of his/her selected 3-year graduation option, the school shall notify the parents of:

1. The requirements the student is not currently meeting.
2. The specific performance necessary in Grade 11 to meet the requirements.
3. The student's right to change to the standard 4-year program in place at his/her school.

A student pursuing a 3-year graduation option shall automatically move to the standard 4-year program in place at his/her school if he/she:

1. Exercises his/her right to change to the 4-year program.
2. Fails to earn 5 credits by the end of Grade 9 or 11 credits by the end of Grade 10.
3. Does not achieve a score of Level 3 or higher on the Grade 10 FCAT Writing Assessment, or
4. By the end of Grade 11, does not meet the program specific credit and GPA requirements.

## **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 in grades 6-12 who fail two (2) or more courses in one grading period will not be allowed to participate in extracurricular activities, regardless of their GPA, during the subsequent grading period. For purposes of this provision, a grading period shall be defined as one attendance semester (18 weeks or 90 school days) as defined by the Florida High School Activities Association.
- f. Students exempt from attending a full school day must maintain the same GPA requirements.
- g. A student must maintain satisfactory conduct. Students who are under the direct supervision of the Department of Juvenile Justice or Department of Corrections may not participate in extracurricular activities at school during the period of supervision.
- h. The failure of a student to pay for lost or damaged instructional materials may include suspension of the pupil from participation in extracurricular activities.
- i. Students who leave school through one of the early graduation options will not be allowed to participate in athletics, senior trip, prom or any other extracurricular activity (except graduation ceremonies) occurring after their completion date.

## **6. Honor Student Designation**

- a. Courses considered Honors courses include the following:

Any academic course designated as Honors, Advanced Placement (AP) or International Baccalaureate (IB) in the *Course Code Directory*.

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

3.85 Summa Cum Laude (with highest honors)

3.65 Magna Cum Laude (with high honors)

3.45 Cum Laude (with honors)

- Students must have completed at least eight (8) advanced academic courses designated as Honors, Advanced Placement or International Baccalaureate in the *Course Code Directory* and/or selected from Level 3 foreign language, mathematics, and science courses as determined by the Department of Education. Appropriate Level 3 courses are listed in Appendix A.
- Appropriate college-credit courses or appropriate technical dual enrollment courses taken through an approved dual enrollment program may substitute for secondary advanced academic courses provided the counselor or Principal approves each college course as an alternative to the required advanced academic course.
- 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.
- All courses, regardless of their method of delivery, will generate unweighted GPAs based on a 4.0 scale.
- All GPAs will be determined at the end of the senior year of the graduating class, calculated just before graduation, and will include each semester grade beginning with the first semester of ninth (9<sup>th</sup>) grade and ending with the final semester of the senior year.
- 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.

## **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 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 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 will participate in statewide assessments. No student will be exempt from statewide assessments; however, the Individual Education Plan (IEP) Team may determine 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. 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.

An 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 and alternate assessments, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credit. However, the student is not eligible for a standard high school diploma but will remain eligible for an alternate diploma. At the middle school level, EOC results may be waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion.

### **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 (22<sup>nd</sup>) 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;
- (b) 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,
- (c) 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.

#### **F. 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. Beginning in the 2009-2010 school year, all entering ninth graders are required to have an electronic Personal Education Plan (ePEP) even if entering from a home school or private school program or from out of state. Students entering high school without an ePEP must be given assistance in creating a plan by the end of the first nine weeks.

All ePEPs 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. 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, EOC) and have earned a cumulative 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.

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 high school 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 Walton Career Development Center and enrollment must be approved by the WCDC Guidance staff.

Instructional materials assigned for use with dual enrollment courses shall be made available to dual enrollment students free of charge. 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.

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 Walton Career Development Center 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 attendance requirements once enrolled of fewer than five absences within a nine weeks grading period
- Students admitted to limited access programs (e.g. C.N.A.) or programs leading to state and/or national registration or licensure may be required to meet additional attendance requirements.

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 vocational program.

Students who complete a Post-Secondary Adult Vocational Center 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

- **Florida Virtual School Full Time** – The Florida Virtual School may provide full-time instruction for students in kindergarten through grade 12 and part-time instruction for students in grades 4

through 12. To receive full time instruction in grades 2 through 5, a student must meet eligibility criteria. Part time instruction for grades 4 and 5 may be provided only to public school students taking grade 6 through 8 courses. Each elementary principal must notify the parents of each student who scores at Level 4 or Level 5 on FCAT Reading or FCAT Math of the option to take accelerated courses through the Florida Virtual School. Public school students receiving full-time instruction in kindergarten through grade 12 must take all required statewide assessments. Public school students in courses requiring end-of-course assessments must take all assessments required within the school district in which the student resides.

- **Walton Virtual School** – The Walton County School District offers the Walton Virtual School as a full-time School Choice option for eligible students in grades 6-12. Classes are taught by certified, highly-qualified teachers.

Students enrolled in Walton Virtual School must abide by FL Statute 1002.45 to include: a) compliance with the compulsory attendance requirements of s. 1003.21. Student attendance must be verified by the school district. b) taking state assessment tests within the district in which they reside.

Enrollment in the Florida Virtual School Full Time Program 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 was enrolled and reported by a public school district for funding during the preceding October and February FEFPS 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-12 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.

Students enrolling in Walton Virtual School may be withdrawn from a course within 28 days with no grade. Later withdrawals will result in a WF grade. District teachers may remove students before or after the 28 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.

Walton Virtual School students may participate in interscholastic extracurricular activities under the same guidelines as described for home school students in this Student Progression Plan.

- **Florida Virtual School Classic** - Qualified students may earn 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 FVS 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 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 enrollment 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.

#### **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.

The school district, community college and state university may conduct Advanced Placement instruction within dual enrollment courses. No student may be jointly funded through both programs and the school board must use the funding formula that more closely approximates the actual cost. Postsecondary credit may be awarded through either program, with the student making the choice.

#### **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;
- g. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- h. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- i. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- j. Demonstrated proficiencies on the FCAT or appropriate EOC assessment; or
- k. 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 FCAT SSS Reading Assessment at grade 3 or grade 4 will be assessed using the SAT-10 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. 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 OWC to enroll the student in GED courses.
  - b. The student will receive counseling from the Walton Career Development Center guidance staff concerning alternate graduation programs available
  - c. The student will return the waiver letter, signed by the WCDC 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 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.
1. 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.
2. 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.
3. 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.
4. 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. Three-Year College or Career Preparatory Graduation Options**

Students who have a focused plan for preparing for their future vocation may elect to accelerate their high school career through participation in one of the two three-year graduation options. Both the College Preparatory Three-Year Graduation Option and the Career-Preparatory Three-Year Graduation Option allow students to graduate from high school after three years if they have earned 18 credits in the appropriate areas, have maintained at least a 3.5 GPA on a 4.0 scale for the college preparatory program and a 3.0 GPA for the career preparatory program and have passed both sections of the tenth grade FCAT or appropriate EOC assessments. A complete description of the requirements for the three-year graduation options is included in the high school section of this document.

## **N. Credit Acceleration Program**

Secondary students may earn high school credit in courses that require a statewide, standardized end of course assessment or other standardized end of course assessment by attaining a score of high achieving on the assessment. Students who are not enrolled in the course, or who have not completed the course, may take the end of course assessment during its regular administration period. Students enrolled in one of the 18 credit accelerated graduation options are eligible to participate in this program.

## Appendix A

### Selected Level 3 Courses

*All courses labeled Honors, Advanced Placement, or International Baccalaureate are automatically Level 3 courses.*

#### Foreign Language:

0701340 French III  
 0708360 Spanish III  
 0701350 French IV  
 0708370 Spanish IV  
 0701360 French V  
 0708380 Spanish V

#### Science

2000330 Biology II  
 2002350 Integrated Science I  
 2003360 Chemistry II  
 2002360 Integrated Science II  
 2003410 Physics II  
 2002370 Integrated Science III

#### Mathematics:

1201300 Math Analysis  
 1206330 Analytic Geometry  
 1202300 Calculus  
 1211300 Trigonometry  
 1202340 Pre-calculus  
 1200500 Pacesetter Math I  
 1206400 Pacesetter Math II  
 1200510 Pacesetter Math III  
 1202350 Pacesetter Math IV

Any other academic course that is classified by the Florida Department of Education as a Level 3 course.

## Appendix B

### Selected Non-Scholastic Courses

Peer Counseling  
 Research  
 Voluntary Public Service  
 Voluntary Community Service  
 Executive Internship  
 Study Hall  
 Performing Fine Arts Courses (art, band, chorus)  
 Physical Education

Driver's Education  
 Library/Media  
 TV Production  
 Annual Staff  
 Journalism  
 Speech  
 Debate

## **Appendix C**

### **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.

#### **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, SAT-10, FAIR, FORF, MAZE, Discovery Assessments 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. Best practice is to provide a minimum of two to three interventions of at least 20 minutes duration per week. 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.

## INDEX

67.5 Hours 4, 23, 27  
Absence 4, 5, 7, 8, 9, 10, 18, 23, 24, 27, 40,  
Academic Credits 19, 44  
Accelerated 1, 15, 16, 19, 25, 28, 30, 35, 41, 45  
Accommodations 26, 34, 35  
Admission 10, 30, 38, 39, 40, 43  
Adult High School 10, 25, 28, 37, 45,  
Alternate Assessment 35  
Assessment 1, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29,  
31, 32, 33, 34, 35, 37, 41, 42, 43, 44, 45, 47, 48  
Attendance 2, 4, 6, 7, 8, 9, 10, 11, 19, 23, 27, 28, 33, 37, 38, 40, 41, 42, 43, 44  
Bright Futures 37  
Career 19, 21, 23, 25, 27, 28, 30, 32, 36, 37, 39, 40, 44, 45  
CAR-PD 17  
Civics Education 2, 21  
Correspondence Credits 25  
Credit 2, 4, 8, 9, 10, 11, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37,  
38, 39, 40, 41, 42, 43, 44, 45  
Deficiency 7, 13, 14, 15, 16, 18, 22, 38, 44  
Diploma 6, 22, 24, 25, 26, 27, 28, 30, 34, 35, 36, 37, 39, 40, 43, 44, 45  
Dropout Prevention 1, 4, 9, 23, 27  
Dual Enrollment 4, 10, 24, 25, 30, 31, 32, 34, 37, 39, 40, 42, 43  
Elective 21, 27, 29, 30, 31, 32, 36, 37, 40, 45,  
ELL 6, 13, 20, 23  
End of Course Test 19  
EOC 7, 18, 19, 21, 22, 23, 24, 25, 26, 27, 31, 32, 35, 38, 42, 44, 45  
ePEP 18, 20, 21, 37  
ESOL 6, 27  
Extracurricular 19, 30, 33, 38, 41, 43  
FCAT 1, 5, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 23, 24, 25, 26, 27, 29, 32, 33, 38, 41, 42,  
43, 44, 45, 47  
Foreign Exchange 23  
Foreign Language 2, 22, 34, 38, 46,  
GED 25, 26, 43, 44  
Goal 3 Standards 1  
GPA 19, 22, 26, 27, 31, 33, 34, 36, 37, 38, 39, 40, 43, 44, 45  
Grade Forgiveness 18, 27  
Grading 8, 9, 10, 13, 18, 19, 23, 24, 27, 33, 34, 35, 40, 42, 43,  
Graduation 1, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 44, 45

Health Education 3, 17, 20, 22, 36, 38  
Home Education 5, 24, 42, 43  
Honor Student 33, 34  
IEP 6, 7, 8, 12, 20, 22, 23, 25, 29, 34, 35, 36  
Instructional Requirements 17, 20  
Intensive Reading 12, 13, 16, 17, 18, 20, 21  
Intervention 1, 2, 5, 6, 7, 12, 13, 14, 15, 17, 18, 47, 48  
Kindergarten 1, 8, 10, 11, 12, 16, 25, 26, 40, 41, 43, 44  
Level 3 7, 17, 29, 32, 33, 34, 46  
Next Generation Sunshine State Standards 2, 4, 6, 12, 13, 15, 17, 19, 20, 22, 23, 25, 27, 34, 35  
Out of School Suspension 5, 8  
Parent 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28,  
29, 32, 33, 36, 37, 38, 39, 41, 42, 43, 44,  
Performance-Based Exit Options 25, 26, 44  
Physical Education 2, 9, 17, 19, 21, 29, 30, 36, 45, 46  
Portfolio 4, 5, 6, 11, 12, 13, 14, 15, 16, 20, 24, 27, 42, 47  
Private School 5, 24, 37, 38, 43  
Proficiency 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 20, 43,  
Progress Monitoring 2, 7, 12, 13, 14, 15, 16, 17, 18, 20, 23, 29, 47, 48  
Promotion 1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 34, 35  
Registration 5, 39, 40  
Report Cards 10  
Required Instruction 2, 3, 4  
Response to Intervention 1, 7, 14, 47  
Retained 7, 10, 12, 13, 14, 15, 16, 18, 20, 23  
Retention 1, 2, 6, 10, 11, 13, 14, 15, 16, 20, 23  
Secondary School Reform 18  
Student Performance 2, 4, 7, 14, 16, 23, 27, 44  
Students with Disabilities 12, 20, 23, 26, 34, 35, 36  
Three-Year Options 28, 31, 32, 45  
Transcript 11, 20, 23, 24, 39, 42, 45  
Transfer 1, 2, 4, 5, 6, 10, 12, 13, 20, 21, 23, 24, 25, 29, 35, 38, 41, 42, 43, 45,  
Transition 5, 14, 15, 21  
Unexcused Absence 4, 9, 18  
Validation 24, 42  
Virtual Instruction 21, 32, 37, 40, 41, 43  
Waiver 1, 5, 11, 15, 19, 30, 35, 39, 43, 44  
Walton Virtual School 41, 4

**This Student Progression Plan was submitted to a Public Hearing and  
Approved by the Walton County School Board on July 21, 2011**