



WAKULLA COUNTY SCHOOLS  
**STUDENT PROGRESSION PLAN**  
Updated October 2022



## Nondiscrimination Notification and Contact Information

“No person shall on the basis of sex (including transgender, gender nonconforming and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability or genetic information be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving federal financial assistance, except as provided by law.” No person shall deny equal access or a fair opportunity to meet, or discriminate against, any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society.

An employee, student, parent, or applicant alleging discrimination with respect to employment, or any educational program or activity may contact:

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A student or parent alleging discrimination as it relates to Section 504 of the Rehabilitation Act may contact:

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## STATUTORY REQUIREMENT

In accordance with §1008.25, Florida Statutes, each district school board is required to establish a comprehensive program for student progression based upon an evaluation of each student's performance, including how well the minimum performance standards, approved by the State Board, are mastered. It is also required that school districts publish and post the Student Progression Plan through the local newspaper and district websites.

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 English language arts, science and mathematics; that District School Board policies facilitate such proficiency; and that each student and his or her parent/legal guardian be informed that student's academic progress and any related policy and procedure.

Wakulla County Schools has established a comprehensive program of study that includes standards for evaluating student performance; specific levels of achievement in English language arts, mathematics, science, and social studies for each grade level; levels of performance on statewide assessments; and promotion requirements from grade to grade, K-12. This comprehensive program includes state and federal requirements as well as district-level standards of performance.

Though every effort is made to address state statute and federal mandates, it is possible that answers may not be found in this document. These omissions are not to be construed as Wakulla County Schools is granting permission for issues not covered in the Student Progression Plan. Clarification on these types of issues are available through school principals and curriculum teams, as well as from district staff. Pursuant to §1003.44, Florida Statutes, The Motto of the State of Florida, "In God We Trust," will be displayed in a conspicuous location at each school site.

Table of Contents

Nondiscrimination Notification and Contact Information.....1

STATUTORY REQUIREMENT .....2

**SECTION 1: K-12 GENERAL INFORMATION .....8**

**ENROLLMENT AND ADMISSIONS.....8**

    Evidence of Residence within a School District.....8

    Kindergarten Requirement.....8

    First Grade Age Requirement .....8

    Maximum Age of Enrollment.....8

    Evidence of Immunization .....9

    Evidence of a Medical Examination .....9

    Married or Pregnant Students .....9

    School Enrollment .....10

    Termination of School Enrollment .....10

    Enrollment Appeal Process.....10

    Enrollment and Placement for Transfer Students .....10

**ATTENDANCE.....14**

    Parent Responsibility .....15

    Absences .....15

    Tardiness .....15

    Compulsory Attendance & Truancy .....16

    Overview: Florida’s Assessments of Student Thinking (F.A.S.T.) and End-of-Course (EOC) Assessments .....17

    Statewide Assessments for Students with Disabilities.....17

    Statewide Assessment Program for English Language Learners (ELL) .....18

    Progression, Support, and Acceleration.....18

    State Standards and Programs of Study .....18

    Social Promotion.....19

    Exceptional Student Education .....19

    Public Notice.....20

    Progress Monitoring.....21

    Multi-Tiered Systems of Support (MTSS) .....21

    Accelerated Promotion (§1002.3105, Florida Statutes).....22

    Acceleration Options .....22

    Eligibility and Procedural Requirements for Acceleration Options .....22

**VIRTUAL EDUCATION.....23**

Virtual Instruction Option.....	23
<b>DISTRICT REQUIREMENTS FOR VIRTUAL INSTRUCTION .....</b>	<b>23</b>
<b>VIP ASSESSMENT AND ACCOUNTABILITY .....</b>	<b>24</b>
<b>WRITTEN PARENT NOTIFICATION OF VIP .....</b>	<b>24</b>
<b>HOME EDUCATION (HOMESCHOOLING) .....</b>	<b>24</b>
Parent Responsibilities.....	24
School District Responsibilities.....	25
Participation in Home Zone School Activities .....	25
Enrollment in Classes at the Home Zone School.....	26
Transportation .....	26
Field Trips and Other School Activities .....	26
Testing Services .....	26
Completion of a Home Education Program.....	26
<b>SECTION 2: ELEMENTARY EDUCATION (K-5) .....</b>	<b>29</b>
<b>STANDARDS-BASED PROGRAM OF STUDY .....</b>	<b>29</b>
<b>PERFORMANCE STANDARDS, PROGRESSION, AND SUPPORT .....</b>	<b>29</b>
Florida Assessment for Student Thinking (F.A.S.T.) and NGSSS Science Assessment.....	29
Regular Promotion .....	30
Targeted Instructional Support .....	30
Students with Disabilities .....	30
Grade Level Promotion Standards .....	31
Reporting to Parents.....	32
<b>PROGRESSION ALTERNATES .....</b>	<b>32</b>
Acceleration .....	32
Promotion with Interventions .....	32
Retention.....	32
Students Who Become Retained.....	33
<b>MANDATORY THIRD GRADE RETENTION REQUIREMENTS .....</b>	<b>34</b>
Parent Notification .....	34
Promotion for Good Cause .....	34
Progression for Retained Third Grade Readers .....	35
Mid-Year Promotion.....	36
Student Reading Intervention .....	37
<b>REPORTING STUDENT PROGRESS.....</b>	<b>38</b>
Report Cards .....	38
Progress Alerts .....	38

Conferences.....	39
Grading Scales .....	39
Kindergarten Grade Reporting.....	40
<b>SECTION 3: MIDDLE SCHOOL (6-8).....</b>	<b>40</b>
<b>STANDARDS-BASED PROGRAM OF STUDY .....</b>	<b>40</b>
Required Coursework .....	41
Full Time Enrollment.....	42
<b>STATEWIDE, STANDARDIZED ASSESSMENTS.....</b>	<b>43</b>
Florida Assessment .....	43
Assessment Results .....	43
The Credit Acceleration Program (CAP).....	44
<b>STUDENTS WITH DISABILITIES ON ACCESS POINTS .....</b>	<b>44</b>
<b>PERFORMANCE STANDARDS &amp; PROMOTION REQUIREMENTS.....</b>	<b>44</b>
<b>STATE GRADING SCALE (§1003.437, FLORIDA STATUTES).....</b>	<b>45</b>
<b>FINAL COURSE GRADES.....</b>	<b>45</b>
<b>REMEDiation AND ACCELERATION.....</b>	<b>46</b>
<b>ACADEMICALLY CHALLENGING CURRICULUM, TO ENHANCE (ACCEL)/VERTICAL ACCELERATION.....</b>	<b>46</b>
<b>STUDENT ELIGIBILITY CONSIDERATIONS.....</b>	<b>46</b>
<b>HIGH SCHOOL CREDIT COURSES IN MIDDLE SCHOOL .....</b>	<b>46</b>
<b>GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL....</b>	<b>47</b>
<b>REPORTING TO PARENTS.....</b>	<b>47</b>
<b>PARENT NOTIFICATION OF CURRICULUM.....</b>	<b>47</b>
<b>CLASS STANDARDS FOR GRADES .....</b>	<b>47</b>
<b>PROGRESS REPORTS .....</b>	<b>47</b>
<b>REPORT CARDS .....</b>	<b>47</b>
<b>HONOR ROLL CRITERIA .....</b>	<b>48</b>
<b>ATHLETICS – ELIGIBILITY &amp; PARTICIPATION.....</b>	<b>48</b>
<b>SECTION 4: HIGH SCHOOL (9-12) .....</b>	<b>48</b>
<b>STANDARDS-BASED PROGRAM OF STUDY .....</b>	<b>48</b>
<b>ENROLLMENT IN COURSE .....</b>	<b>49</b>
<b>CREDITS EARNING OVERVIEW .....</b>	<b>50</b>
<b>CREDIT ACCUMULATION .....</b>	<b>50</b>
Remedial and Compensatory Courses .....	50
<b>HIGH SCHOOL UNIFORM TRANSFER OF CREDITS .....</b>	<b>51</b>
Secondary Student Transfers (§1003.433, Florida Statutes) .....	52

<b>ACCELERATED HIGH SCHOOL GRADUATION .....</b>	<b>52</b>
Post-Secondary Credit .....	52
Credit Acceleration Program (CAP) .....	54
<b>HIGH SCHOOL GRADUATION OPTIONS.....</b>	<b>54</b>
24-Credit Standard Diploma .....	54
Career and Technical Education Graduation Pathway Option: .....	55
Computer Science Substitution:.....	56
Early Graduation Option Under §1003.4281, Florida Statutes.....	56
Florida High School Diploma (GED) .....	56
Certificates of Completion .....	56
High School Graduation Requirements for Students with Disabilities .....	57
(Florida Administrative Code R.6A-109963) .....	57
Deferral of Receipt of a Standard Diploma .....	59
Career and Professional Education Act <i>s. 1003.491</i> .....	59
Participation in Graduation Ceremonies .....	59
<b>GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION.....</b>	<b>60</b>
<b>FLORIDA DEPARTMENT OF EDUCATION GRADUATION REQUIREMENTS BY</b>	
<b>COHORT .....</b>	<b>61</b>
<b>PERFORMANCE STANDARDS .....</b>	<b>64</b>
Promotion/Grade Classification.....	64
Grade Point Average (GPA) .....	64
Quality Points.....	64
Final Grades for Non-EOC Courses .....	65
Final Grades for EOC Courses .....	65
Semester and Final Exams .....	65
Grade Forgiveness .....	65
Required Grade Point Average .....	66
Required Assessments – Retakes, Concordant/Comparative Scores.....	66
<b>PROGRESSION OPTIONS .....</b>	<b>67</b>
Dual Enrollment in High School and Lively Technical Center .....	67
Thirteenth Year Students (§1003.4282(7)(C)(D), Florida Statutes) .....	67
Grievance Procedure .....	68
<b>SECTION 5: FORMS AND APPENDICES .....</b>	<b>69</b>
Appendix A: Admission Documentation Requirements.....	70
Minimum Requirements for Student Enrollment .....	71
Appendix B: Elementary Student Progression Forms .....	72

Parental Notification for Students in K-3 with Reading Deficiencies .....	73
Parental Notification for Retained Third Grade Students .....	75
Recommendation for Promotion for Good Cause to the Fourth Grade .....	76
Recommendation for Promotion for Good Cause to All Grades Other Than Fourth .....	77
Third Grade Summer Reading Camp Invitation Letter .....	78
Mid-Year Promotion to Fourth Grade .....	79
Appendix C: ACCEL Forms and Contract .....	80
ACCEL Performance Contract .....	81
EARLY ADMISSION .....	85
Appendix D: Required Instruction Statute .....	86
REQUIRED INSTRUCTION .....	87



## SECTION 1: K-12 GENERAL INFORMATION

### ENROLLMENT AND ADMISSIONS

#### Evidence of Residence within a School District

The residence of a student is defined as the primary residence of the student's parent/guardian or of either part when custody is mutually agreed upon and shared. Proof of residence must be provided at both initial enrollment and upon promotion to the next level (from elementary to middle school or from middle school to high school).

Reasonable proof of the residence must include:

- Evidence of date of birth in accordance with Florida Statutes 1003.21;
- Evidence of immunization against communicable diseases as required by Florida Statutes 1003.22;
- Evidence of a medical examination completed within the last twelve months in accordance with Florida Statutes 1003.22; and
- Evidence of residence of the child's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested or an approval from the school board for reassignment in accordance with Wakulla County School Board Policy 5.20.

*Note:* A homeless child, as defined by § 1003.02, Florida Statutes, shall be given temporary exemption from this requirement for 30 days.

#### Kindergarten Requirement

Children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public Kindergarten during that school year (§1003.21(1)(a)(2), Florida Statutes.

#### First Grade Age Requirement

First grade enrollment is limited to students who turn six years old on or before September 1, who have successfully completed kindergarten and out-of-state students who turn six years of after September 1, who meet the age requirement for public kindergarten admission from the transferring state and who have successfully completed kindergarten (§1003.21(1)(a)(1), Florida Statutes.

#### Maximum Age of Enrollment

All Wakulla County Schools' students shall be eligible for enrollment in the appropriate general education program authorized by Wakulla County Schools and the State of Florida except under ANY of the following conditions:

1. The student has received a high school diploma or its equivalent.
2. The student has attained the age of 20 by September 1. No student shall be permitted to attend the regular high school program after attained the age of 20. Those who attain the age of 20 during a school year may complete the school year. For students with disabilities who have not graduated with a standard diploma, the district provides services until the end of the semester in which the student turns 22 years of age.
3. The student is 18 years of age or older and cannot meet regular graduation requirements by the end of the school year in which they attain the age of 20. Such persons shall be afforded an opportunity to pursue a high school diploma through the Adult Education or General Educational Development (GED) programs of the District.

Principals may refuse enrollment in the regular high school program if the student has:

- A documented history of disruptive behavior in the school setting and who has attained the age of 18 years; or
- Previously dropped out of or discontinued enrollment in a regular high school program and has attained the age of 18 years.

*Note:* Students attending a Department of Juvenile Justice program or a contracted program with Wakulla County Schools may be exempt from the requirements for maximum age of enrollment. Once a student has exited the program, they are no longer exempt.

#### Evidence of Immunization

All students (PreK-12), including Florida transfers who enroll in Wakulla County public schools, are required to have an up-to-date certificate of immunization prior to enrollment. Without this documentation, the student will not be allowed to attend school. This includes:

- DPT (Diphtheria): Five doses, unless the 4<sup>th</sup> primary dose was administered on or after the 4<sup>th</sup> birthday then only four doses are required.
- POLIO (TOPV): Four doses, unless the 3<sup>rd</sup> primary dose was administered on or after the 4<sup>th</sup> birthday, then on three doses are required.
- MEASLES, MUMPS & RUBELLA (MMR): In kindergarten through grade 4, two doses are required for measles and one dose is required for mumps and rubella. If MMR is combined, a second dose is required prior to kindergarten entrance.
- VARICELLA (or proof of documentation of chicken pox): Pre-K and kindergarten and each subsequent year the next highest grade will be included in the requirement (2006-2007 includes 5<sup>th</sup> grade).
- HIB (Haemophilus Influenza): At least one dose between the ages of 2 months and 59 months.
- HEPATITIS B: In pre-kindergarten through grade 12, a Hepatitis B series is required. In grades 6 through 12, a Hepatitis B series, TB Booster, and a second MMR are required if this student has not previously.
- MENINGOCOCCAL VACCINE (MCV4): Recommended for all children at their routine preadolescent visit (11-12 years of age). For those who have never received MCV4 previously, a dose is recommended at high school entry.

*Note:* Religious exemptions are allowed. They may be obtained at a Health Department clinic. Students may enter school on Temporary Medical Exemption (DOH 680-Part B; DOE Code 2) provided the expiration date has not passed. Students will be excluded from school if they do not comply with the immunization laws.

#### Evidence of a Medical Examination

Upon initial enrollment into a Florida school, students must present certification of a school-entry health examination performed within 1 year prior to enrollment. Physicals completed out-of-country or state are acceptable. Any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds (§ 1003.22(1), Florida Statutes).

#### Married or Pregnant Students

Students who become or have become married and students who are pregnant shall not be prohibited from attending school. Married students and students who are parents shall receive the same educational

instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with §1003.54, Florida Statutes, pregnant or parenting teams may participate in a teenage parent program (§1003.21(1)(d), Florida Statutes).

### School Enrollment

School of Enrollment is the school in which a student is officially enrolled in at least one course during the current school year. Enrollment begins on the first day the student attends school for educational purposes and is placed in the appropriate class(es) and/or program. School of enrollment is designated as the primary school for participation athletic programs, commencement exercises and other extra-curricular activities.

### Termination of School Enrollment

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond that date and may file a formal declaration of intent to terminate school enrollment. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the students' potential earning power and must be signed by the student and the student's parent.

The following steps must also be taken:

1. The school district shall notify the student's parent of receipt of the student's declaration intent to terminate school enrollment.
2. The student's guidance counselor or other school personnel shall conduct an exit interview with the student to determine the reason for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
3. The student shall be informed of opportunities to continue his/her education in a different environment, including but not limited to, adult education, and GED test preparation.
4. The student shall complete a survey in a format prescribed by the Department of Education to provide data on the student's reasons for terminating enrollment and actions taken by the school to keep the student enrolled (§1003.21(1)(c), Florida Statutes)

### Enrollment Appeal Process

If a parent/guardian or student wishes to contest the recommendation of the principal, a written statement specifying the basis for the disagreement must be submitted to the office of Instructional Services within then (10) working days of receipt of the principal's decision. The statement must contain new matters that were not presented in the original request. The appeal will be evaluated by a committee established by the Superintendent.

If a parent/guardian or student wishes to contest the recommendation of the committee, a written appeal may be submitted to the Superintendent within ten (10) working days of notification. The decision of the Superintendent is final.

### Enrollment and Placement for Transfer Students

Grade placement of all transfer students, including those enrolled in home education programs, shall be on a probationary basis until transfer work is validated using official evidence of student achievement or competence available to the school principal or designee. Grade placement of students transferring from home education will be determined by age, portfolio, annual evaluation, and other pertinent material furnished through the Instructional Services office. The grade placement of students transferring from

other countries, states, counties, or private schools will be determined by the principal or designee of the receiving school based on placement tests, age, and previous school records, subject to state statute, the rules of the School Board of Education and/or the Wakulla County School Board.

The results of competency tests may be used to assist in the grade placement determination. Academic performance of the transfer student on screening and placement tests and in the classroom shall be considered in making the final decision. The principal or designee of each school will make the final placement decision based on the grade level at which the student can academically perform best, subject to state statute, the rules of the State Board of Education and/or Wakulla County School Board.

#### Educational Records and Enrollment

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniformed information as determined by the Interstate Commission. Upon receipt of the unofficial educational records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial recordings pending validation by the official records as quickly as possible.

Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official educational record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official educational records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Districts must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization or a series of immunizations required by the receiving school.

Students shall be allowed to continue their enrollment at grade level commensurate with their grade level (including kindergarten) from a local education agency in the sending state at the time of transition, regardless of age.

#### Placement

If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, Advanced Placement, and Career and Technical Education courses.

The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The receiving school must initially honor placement of the student in educational programs such as Gifted and Talented and English as a Second Language based on current educational assessments conducted at the sending school.

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, Dual Enrollment, Career and Technical and Virtual courses.

Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission for such programs even if the program is being offered through a public school other than the school to which the student would be assigned. If the program is offered through a public school other than the school to which the student would be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of the subsection, special academic programs include Advanced Placement, Dual Enrollment, and Career and Technical Education programs.

#### [Underage In-State Transfers from Nonpublic Schools to Kindergarten](#)

Students transferring from a nonpublic Florida kindergarten to Wakulla County Schools must meet the Florida age requirements for entry to kindergarten as stated in §1003.21, Florida Statutes.

#### [Underage In-State Transfers from Nonpublic Schools to Kindergarten](#)

Children entering the first grade in Wakulla County Schools for the first time must comply with §1003.21, Florida Statutes. Any child who has attained the age of six (6) years old on or before September 1 and who has written documentation of satisfactory completion of kindergarten from a public or nonpublic school from which the district accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. Students not meeting the above requirements will be enrolled in kindergarten.

#### [Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools](#)

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be in accordance with Florida Administrative Code R.6A-1.0985, which states:

1. Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following information:
  - Official documentation from the parent(s) or guardian(s) that the child was a legal resident of the state in which he or she was previously enrolled in school;
  - An official letter or transcript from a proper school authority which shows record of attendance, academic information, and grade placement of the student;
  - Evidence of immunization against communicable diseases as required in §1003.222, Florida Statutes;
  - Evidence of date of birth; and
  - Evidence of a medical examination completed within the last 12 months.
2. Any student who transfers from an out-of-state nonpublic school may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring, and if the transfer of the student's academic credit is acceptable under the rules of Wakulla County Schools. Transfer students must provide the required information as stated above in subsection.
3. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection 1(a) through (e) above.



### Foreign Students

Any student entering the public school system from outside the United States will be placed by a combination of the following criteria:

- Age appropriateness
- Previous school experience
- Academic proficiency

Each foreign student with educational documents will receive a recommended grade placement after an evaluation of the student's educational records has been made. The family is responsible for providing a certified English translation of all records. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. Students who do not meet regular age requirements for entering kindergarten in Florida but have attended kindergarten in their native country must have an official letter or transcript from the proper school authority, which shows record of attendance, academic information, and grade placement.

### English Language Learners (ELL)

Age appropriateness, parent input, review of records/assessments, and other pertinent data available are all considerations used when determining the proper academic placement of students. Initial determination of student's academic skills or performance is done based on a parent/guardian/student comprehensive interview and academic records available. ELL students may need more review than English proficient students in order to develop an appropriate instructional plan. Each school must document the prior school experiences of new students by means of school records and transcripts. Telephone calls and other means of communication to the student's previous school to request records will be made. Such experiences must be taken into account in planning and providing age appropriate instruction. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels may differ from systems in the United States. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic abilities administered in the student's home language or other forms of informal assessments may be used to determine the appropriate grade level and class placements. The ELL Committee may be reconvened at any time after a student has been serviced for a semester to review and make recommendations for appropriate modifications. (Florida Administrative Code R.6A-6.0902).

### Enrolling in Public School from Home Education

A home education student who enrolls in a district school must meet all district and State requirements for public school students. Students are encouraged to enroll at the beginning of a semester. The conditions described in Policy 5463-Transfer from Non-accredited Schools will be used to determine the home education student's appropriate grade placement or credits toward graduation.

For home education students enrolling in grades 9 through 12, the parent must provide an academic assessment record for all work completed during the home education program. The school will transfer the courses and grades to the student's district transcript. All home education program courses will be given credit pursuant to the Universal Transfer of Credit rule.

The high school student's grade point average will be calculated only after he/she has completed two (2) consecutive semesters of attendance at the school. To be eligible for awards such as

Valedictorian, Salutatorian, Distinguished Scholar, and National Honor Society, the student must be enrolled for two (2) consecutive semesters prior to the second semester of the senior year.

To graduate the student must meet the requirements specified by State law and established by the district's policy on graduation and graduation procedures.

*Note:* The following opportunities are also available for Home Education students:

- Home education students may apply for a Bright Futures Scholarship.
- Home education students may participate in dual enrollment programs.
- Home education students are eligible for admission to Florida College System institutions and State universities.
- Home education students may take a maximum of three consecutive courses approved by the principal. Transportation must be provided by the parent/guardian. Students may not stay on campus for time not enrolled in a course.

[Interstate Compact on Educational Opportunity for Military Children and Assistance to Transitioning Students from Military Families \(§1003, Florida Statutes\)](#)

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to §1209 and §1211, 10 U.S.C.
- Members of veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

The compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired;
- Veterans of the uniformed services;
- Other United States Department of Defense personnel, federal agency civilians, and contract employees not defined as active-duty members of the uniformed services.

## ATTENDANCE

Regular attendance provides students the opportunity to master required skills at each grade level. Each public K-12 student must remain in attendance throughout the school year, unless excused by the school for illness or other good cause and must fully comply with the school's code of conduct. Types of absences listed as excused absences are considered to be "good cause." Therefore, with the goal of promoting student success, the Wakulla County School Board has adopted a uniform attendance policy. It is our intent to encourage honest, accurate, and consistent adherence to this policy by all students, parents, teachers, and administrators. It is the goal of the Wakulla County Schools that the parent of each public K-12 student comply with the school's reasonable and time-acceptable parental involvement requests (§1003.04, Florida Statutes). In case of quarantine of students that result in student absence, teachers are required to have assignments on Canvas for students to access.

### Parent Responsibility

Florida law (§1003.24, Florida Statutes) requires each parent of a child who has attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, to be accountable for their child's school attendance and holds parents responsible for providing an explanation for any absence from school.

Students who have attained the age of 16 years and who have not graduated are subjected to compulsory school attendance until the formal declaration of intent to terminate school enrollment is filed with the district school board by the student or parent/legal guardian of a student who is less than 18 years of age.

If a student has unauthorized absences sufficient enough to jeopardize academic progress and it is determined that the student's parent or legal guardian is at fault for the absence, in accordance with § 1003.26 and 1003.27, Florida Statutes, shall be followed by the appropriate school personnel.

### Absences

Absence is nonattendance of a student at school or in an approved educational activity/field trip or program on days when school is in session. Absence occurs when a student is not physically present at school or not participating in an approved school activity as defined under the compulsory school law. Students shall be counted absent and shall not be recorded as in attendance on that day.

- **EXCUSED ABSENCES:** The law allows absences for illness or medical care, death in the family, religious holidays, prearranged absences for educational purposes approved by an administrator, financial reasons and certain other special circumstances or insurmountable conditions. A student with an excused absence is not subject to any disciplinary or academic penalties.  
Parents may request and be granted permission for absence of a student from school for religious instruction or religious holidays (§1003.21(2)(b), Florida Statutes).
- **UNEXCUSED ABSENCES:** An unexcused absence takes place any time a child is out of school for reasons not recognized by law. In these cases, the child may be subject to academic penalties.
  - Elementary/Middle: Unexcused absenteeism sufficient enough to jeopardize academic progress at the elementary and middle school levels is defined as a student being absent without an acceptable reason five (5) times in a calendar month or ten (10) times in a 90 day calendar period.
  - High School: For each class in which the student has four or more unexcused absences a grade of "F" shall be assigned for that nine (9) week grading period (§1001.53, 1003.21-27, 1003.31, Florida Statutes, WCSB Policy 5.40).

### Tardiness

Tardiness is any arrival to school or class after the bell to begin has sounded without an approved excuse. Leaving school early before the end of the school day also falls under this category.

- **ELEMENTARY/MIDDLE:** Unless the reason for arriving late or leaving early is covered under Florida Statute, elementary and middle school student who are chronically tardy or who leave early without an acceptable excuse more than five (5) times in a calendar month or ten (10) times in a 90 day calendar period will be subjected to action as dictated by §1003.27, Florida Statutes.  
If it is determined that the parent is the cause of the chronic tardiness or early check out without an acceptable excuse, then a referral shall be made to the State Attorney's Office. For the purposes

of this policy, tardiness and early check out without an acceptable excuse are seen as violations of §1003.21, Florida Statutes (compulsory attendance).

A parent or guardian may appeal an unexcused tardy or unexcused early check out if the parent or guardian has documented proof of a student's chronic illness as a reason for the tardiness or early check out.

- **HIGH SCHOOL:** A student who arrives to class over 10 minutes after the scheduled beginning time shall be recorded as late. Being "late" is equivalent to an unexcused absence. A student with four (4) or more unexcused absences and/or tardies shall be assigned a grade of "F" for the nine-weeks marking period for that class (WCSB Policy 5.40 Student Attendance).

### Compulsory Attendance & Truancy

Florida law (§1003.24, Florida Statutes), requires each parent or guardian of a child who has attained the age of 6 years of age or who will have attained 6 years of age by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, to be accountable for their child's school attendance. A student's primary teacher shall report to the principal or their designee if the student is exhibiting a pattern of non-attendance if the student accrues the following:

- At least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or
- Ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90-day calendar period.

The following definitions apply with regard to truancy:

- **Truant:** One who is not in attendance, with or without approval of the parent or other person having charge of the student, and whose absence has not been excused.
- **Habitual Truant:** A student who has fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian.

If a child subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, the guardian, the Superintendent, or their designees shall refer the case to the district staff Truancy Officer.

If the child had had more than fifteen (15) unexcused absences in a ninety (90) day calendar period, the Superintendent for their designee may file a truancy petition pursuant to the Florida Statutory procedures (§984.151, Florida Statutes) which may result in a court hearing.

## ASSESSMENT OVERVIEW

All students must participate in the Statewide Assessment Program as developed and/or implemented by the Florida Department of Education. Wakulla County Schools abides by this statutory requirement while also integrating other assessments to best monitor student progress. Both the state and district set specific levels of performance that students are expected to meet. Students who do not meet the performance levels for specific grade level assessments must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Some grade levels also require a student meet specific levels of performance on statewide, standardized assessments to be promoted to the next grade or to graduate (§ 1008.25, §1003.4282, Florida Statutes). Grade-specific assessment information is outlined within the Elementary, Middle, and High School sections of this plan.

The list below includes the assessments administered in Wakulla County Schools. It is important to note that, other than the required statewide assessments, not all sites offer each assessment listed. Assessments

not listed may be utilized at certain sites for the purpose of progress monitoring to guide instruction based on student need.

#### State Assessments

- Florida's Assessment of Student Thinking (F.A.S.T)
- Florida Civic Literacy Exam (FCLE)
- End-of-Course Assessments (EOC)
- NGSSS Science Assessment
- Florida Standards Alternative Assessment (FSAA)
- ACCESS for ELLs

#### National Assessments

- SAT 10
- Advanced Placement (AP)
- Postsecondary Readiness Competency Test (PERT)
- National Assessment of Educational Progress (NAEP)
- Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- ACT/SAT

#### Overview: [Florida's Assessments of Student Thinking \(F.A.S.T.\) and End-of-Course \(EOC\) Assessments](#)

Florida's Assessments of Student Thinking (F.A.S.T.) is a coordinated progress monitoring system which measures a student's progress toward mastering content knowledge and skills in English Language Arts and mathematics as established by Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Other content areas are included as directed by the State Commissioner of Education. The F.A.S.T. assessments for English Language Arts (ELA) are administered in Kindergarten through 10<sup>th</sup> grade and the F.A.S.T. assessments for mathematics are administered in Kindergarten through 8<sup>th</sup> grade. The assessments will be administered three times per year, the first (PM1) occurring within the first 30 days of school, the second (PM2) in the middle of the school year, and the third (PM3) at the end of the school year. As part of F.A.S.T., Writing will be administered in grades 4 through 10. The statewide, standardized science assessment will be administered in grades 5 and 8. Teachers teaching these subjects are required to follow the pacing guide and grading categories created and decided upon during District Collaborative Team meetings held specifically to capture the voice of the teacher along with aligning content to current standards.

Students may also be required to take end-of-course (EOC) assessments if they are enrolled in an EOC course. Specific grade-level information regarding EOC and other statewide, standardized assessments is embedded within the grade-level specific sections of this plan.

#### [Statewide Assessments for Students with Disabilities](#)

A student with a disability, as defined in §1007.02, Florida Statutes, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments, under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.



Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student's IEP. Students who use instructional accommodations that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities. In cases such as this, the district must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implication of such instructional accommodations.

If a student's IEP states that computer-based administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in paper-pencil format.

For students with significant cognitive disabilities, the Department of Education shall provide for implementation of the Florida Standards Alternate Assessment (FSAA) to accurately measure the core curricular content established in the Florida Access Point Standards (English Language Arts and Mathematics) and the Next Generation Sunshine State Standards Access points (Science and Social Studies). If the Individual Education Plan team recommends that the student take the Florida Standards Alternate Assessment (FSAA), in lieu of the F.A.S.T., parent consent must be given for participation in the FSAA.

Students with significant cognitive disabilities may also be required to take Access End-of-Course (Access EOC) assessments if they are enrolled in an Access EOC course (Access Civics, Access Algebra 1, Access Geometry, Access Biology 1, or Access United States History). Specific grade-level information regarding EOC and other statewide, standardized assessment is embedded within the grade/level-specific sections of this plan.

#### Statewide Assessment Program for English Language Learners (ELL)

All ELL students must participate in statewide, standardized assessments, ACCESS for ELLs, regardless of participation in an ESOL program. Allowable test accommodations will be provided as indicated in the state Test Administration Manual.

#### Progression, Support, and Acceleration

The Wakulla County School Board is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the subject, grade level, or special program best suited to meet the student's academic needs with consideration given to social, emotional, and physical development.

It is expected that all students will make progress annually and demonstrate appropriate reading ability sufficient to move to the next grade level or to graduate in a timely manner.

#### State Standards and Programs of Study

Wakulla County Schools is required to teach, and students are required to meet the state curriculum standards as defined by the Florida Department of Education. State-adopted standards established the core content of the curricula to be taught in the state and specify the core content knowledge and skill that public school students in kindergarten through grade 12 are expected to acquire. All teachers are expected

to be proficient in teaching those standards that are applicable to the course, subject, and grade level of their students. The grading system employed by Wakulla County Schools represents each student's level of performance based on achievement of these standards.

Wakulla County Schools' implements a standards-based instructional approach reflecting state and local requirements for K-12 education, using Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the Next-Generations Sunshine State Standards (NGSSS). You can find more information on both sets of standards by visiting:

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

While specific programs of study are described in the level-specific sections of this plan, listed are the district's standards-based content area of focus:

- B.E.S.T. Standards for English Language Arts
- B.E.S.T. Standards for Mathematics
- Science (NGSSS)
- Social Studies (NGSSS)
- Health Education (NGSSS)
- Fine and Practical Arts (NGSSS)
- World Language (NGSSS)

#### Social Promotion

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

The district school board may only exempt students from mandatory retention, as provided in §1008.25(5)(b), Florida Statutes for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties (§1008.25(6)(a), Florida Statutes).

#### Exceptional Student Education

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the B.E.S.T. Standards or Access Points curriculum. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the general education curriculum (B.E.S.T. Standards). If the Individual Education Plan teams recommends that the student follow the Florida Standards Access Points, the parent must give consent for instruction using these standards. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP and reported periodically to parents.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student's IEP team as determined the student should follow a modified curriculum aligned with Access Points, the student's IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student's annual goals.

### English Language Learners

Promotion requirements for ELL students shall be the same as for general education students. Promotion decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or the district's formal or informal assessment process. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, districts and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency.

Retention of ELL students must be determined by a school's ELL Committee (see pg. 32) except in the case of a mandatory retention for reading deficiencies in grade 3. Level of English proficiency may not be a primary consideration for retention. Retention decisions may not be made for an individual ELL based solely on a score on any single assessment instrument whether such assessment instrument is part of the statewide assessment program or the district's formal or informal assessment process.➤

### Annual Reports to Parent

The district school board must annually report, to the parent of each student, the progress of the student towards achieving state and district expectations for proficiency in English Language Arts, science, social studies and mathematics, including the student's results on each statewide, standardized assessment.

The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in the format adopted by the district school board (§1008.25(8)(a), Florida Statutes).

### Report Cards

Student report cards for elementary, middle and high school students shall be issued after each grading period. The report card must clearly depict and grade the students based on academic performance at is relates to the state-approved standards. The report card must also include conduct, behavior, and attendance (including absences and tardiness).

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion (§1003.33, Florida Statutes). Grade-level specific information regarding promotion and progression are located in subsequent sections of the plan.

Teachers are required to provide their grading/assessment criteria in written form to the principal, students, and parents within two weeks of the beginning of class. No grade will be assigned without a plan approved by the principal, subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board.

### Public Notice

The District must annually publish on the districtwide website and the local newspaper the following information on the prior school year (§1008.25(8)(b), Florida Statutes).

1. The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion>
2. By grade, the number and percentage of all students in Grades 3-10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.

4. The total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

### Progress Monitoring

Any student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. Any student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

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

Reading intervention placement and progress monitoring must follow the guidelines established in Florida Administrative Code R. 6A-6.054.

The Progress Monitoring Plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student. The plan should include:

1. Identification of the specific diagnosed academic needs to be remediated;
2. Identification of the success-based intervention strategies to be used;
3. Identification of the remedial instruction to be provided; and
4. Identification of the monitoring and re-evaluation activities to be employed.

### Multi-Tiered Systems of Support (MTSS)

#### Response to Intervention (RtI)

The Wakulla County School District is committed to the implementation of a multi-tiered system of supports to integrate and align efforts to improve educational outcomes and meet the educational needs of all students. The district provides high quality intervention matched to student needs and uses learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention, and remediation. A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

This problem-solving method and the systematic use of data at the district, school, grade, class, and individual levels guide decisions about the allocation of resources and intensity of interventions needed to improve learning and/or behavior. It is a general education process and no one tier represents special education. MTSS is composed of three tiers:

- Tier 1: Core Curriculum: All students, including students who require curricular enhancements for acceleration.

- Tier 2: Strategic Interventions: Students who need more support in addition to the core curriculum.
- Tier 3: Comprehensive and Intensive: Students who need individualized interventions.

#### Accelerated Promotion (§1002.3105, Florida Statutes)

Accelerated promotion is the assignment of a student to a higher grade that results in the student skipping a grade or part of a grade based on achievement by the student of the standards established by the district and evidence that the student will benefit more from the instructional program at the advanced grade level. Wakulla County Schools provides program offerings that present accelerated opportunities to all students at all grade levels with sufficient documentation.

#### Acceleration Options

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options provide academically challenging curriculum or accelerated instructions to eligible public school students in grades K-12. At a minimum, each school must offer the ACCEL options, which may include but not be limited to:

- Whole grade promotion;
- Midyear promotion;
- Subject matter acceleration;
- Virtual instruction in higher grade level subjects;
- Credit Acceleration Program under §1003.4295, Florida Statutes

Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certification that are articulated to college credit and approve pursuant to §1003.492 & §1008.44, Florida Statutes, work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

Information about these options shall be made available to the parents by the school pursuant to §1002.3105, §1003.492, and §1008.44, Florida Statutes.

#### Eligibility and Procedural Requirements for Acceleration Options

The following criteria will be used for accelerated grade placement:

1. Extremely high academic achievement in standardized test scores, grades, and daily performance indicating achievement and academic aptitude two or more years above grade level.
2. A minimum of absences and/or transfers.
3. Comments and recommendations of previous teachers.
4. Reports from previous years indicating above average academic progress.
5. Demonstrated mastery in reading, language, science, and mathematics two or more years above grade level based on current state standards.
6. Successful completion of appropriate enrichment strategies.
7. Evidence that the student will benefit more, academically and emotionally, from an advanced assignment than from one based on chronological age.
8. Students in 4<sup>th</sup> and 5<sup>th</sup> grade that earned a Level 4 or 5 in ELA or Math on the prior year statewide assessment are eligible to take accelerated courses using virtual school. Options may vary slightly by school and including advancing to the next grade level for some coursework in a face-to-face setting or through virtual school.
9. Students in kindergarten and first grade must meet the age requirements as set forth in §1003.21, Florida Statutes.



All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal. All parents and students shall be notified of the opportunities for academic acceleration>

The final decision for accelerated grade placed is at the sole discretion of the school principal, subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board.

## VIRTUAL EDUCATION

### Virtual Instruction Option

As defined in §1002.45, Florida Statutes, of the Florida K-20 Education Code, a virtual instruction program (VIP) is a "program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time and space."

Pursuant to §1002.20(6)(a) and §1002.45(1)(2)(b), Florida Statutes, the District shall provide enrolled students within its boundaries the following options for participation part-time or full-time in virtual instruction, kindergarten through grade 12:

1. Through courses delivered in the traditional school setting by instructional staff providing direct instruction through either Virtual instruction or by blending traditional and online instruction.
2. Through enrollment in the Florida Virtual School.
3. Through enrollment with Virtual Instruction Providers approved by the Florida Department of Education (FLDOE).
4. Through enrollment in an online course offered by any other Florida school district.
5. Through participation in the District-operated part-time or full-time VIPs organized under § 1002.45(1), Florida Statutes.

## DISTRICT REQUIREMENTS FOR VIRTUAL INSTRUCTION

Beginning with students entering grade 9 in 2011-2012, at least one (1) of the 24 credits required for graduation must be earned through online or blending learning. The District shall provide access to enroll in courses available through one of the District options for virtual instruction and shall award credit for successful completion. Access to online courses is available to students during and after the normal school day and through summer school enrollment. A public school student will not be required to take an online course outside the regular school day in addition to the student's courses for a given semester or on school grounds.

The purpose of the options listed above is to make instruction available to District students using online and distance education technology in either a traditional classroom or in a non-traditional classroom (primarily outside of public school buildings). If the student and his/her parents select part-time or full-time instruction delivered by providers approved by the FLDOE, they will have the right to select from the list of approve providers.

The District may offer a full-time or part-time program of core courses for students in grades 9 through 12 enrolled in dropout provision; academic intervention; Department of Juvenile Justice (DJJ); or community colleges in order to meet class size requirements.

## VIP ASSESSMENT AND ACCOUNTABILITY

The school district will require student compliance with the compulsory attendance requirements of §1003.21, Florida Statutes and will verify student attendance as required by §1002.45(6)(a), Florida Statutes.

Pursuant to §1002.45(3), Florida Statutes, in all VIPs provided by Wakulla County Schools, curriculum and content will be aligned to state standards under §1003.41, Florida Statutes. The virtual instruction will be “designed to enable students to gain proficiency in each course.” Course credits will be awarded for successful completion of virtual courses. For courses requiring a statewide, standardized end-of-course (EOC) exams, credit will be awarded pursuant to District policy.

As stipulated in §1002.45(6)(b), Florida Statutes, all VIP students (part-time and full-time) will take the assessment tests, including required EOC exams, and the District will provide access to testing facilities.

The performance of part-time students in grades 9-12 will not be included for purposes of school grades for the VIP. However, their performance will be included for those purposes by the non-virtual school providing the students’ primary instruction. The FLDOE will “develop an evaluation for part-time programs to include percentage of students making learning gains; passing required end-of-course assessment; taking Advanced Placement (AP) exams; and scoring 3 or higher on AP exams.”

## WRITTEN PARENT NOTIFICATION OF VIP

The District must provide parents with timely written notification of at least one (1) open enrollment period for full-time students that consists of 90 days or more and ends 30 days before the first day of the school year.

The VIP written notification will be distributed annually during the prior year’s third grading period to notify parents prior to the open enrollment for the upcoming school year.

## HOME EDUCATION (HOMESCHOOLING)

Home education is defined as the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy Florida’s requirement for compulsory education. The home educator is not required to hold a teaching certificate. However, parents assuming responsibility for educating a child at home must also assume the responsibility for providing curriculum, educational materials, and evaluations necessary to determine student progress. The district does not supply textbooks, curriculum guides, teaching materials, or educational standards for the home education student. (§1002.01, §1002.41, §1003.01(4), and §1003.21(1), Florida Statutes.

### Parent Responsibilities

To establish a home education program under §1002.41, Florida Statutes, a parent must take the following steps:

1. Notify the school superintendent of the district in which the parent resides of the intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be registered as students in a home education program. The notice shall be submitted to the district school superintendent’s office within 30 days of the establishment of the home education program.
2. Submit a written notice of termination of the home education program to the district school superintendent’s office within 30 days after said termination.

3. Maintain a home education work portfolio for each home education student including the following:
  - a. A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used.
  - b. Samples of any writing, worksheets, workbooks, or creative materials used or developed by the student.
4. The portfolio shall be preserved by the parent for two (2) years and shall be made available for inspection by the district school superintendent, or designee, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
5. Provide for an annual evaluation documenting the home education student's demonstration of educational progress at a level commensurate with his/her ability. The parent shall select the method of evaluation and shall submit an evaluation report annually to the district school superintendent's office. The annual educational evaluation shall consist of one of the following options:
  - a. A teacher selected by the parent shall evaluate the student's education progress by reviewing the portfolio and conducting a discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level.
  - b. The student shall take any nationally normed student achievement test administered by a certified teacher.
  - c. The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district.
  - d. The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provision of §490.003(7) or (8), Florida Statutes.
  - e. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the school superintendent of the district in which the student and parent reside.

The district school superintendent's office shall review and accept the results of the annual educational evaluation of the home education student. If the student does not demonstrate educational progress at the level commensurate with her or his ability, the district school superintendent's office shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one (1) year from the date of receipt of the notification to provide remedial instruction to the student. At the end of the one-year probationary period, the student shall be reevaluated as specified in §1002.41(1)(c), Florida Statutes.

The continuation of the home education program shall be contingent upon the student's demonstrating educational progress commensurate with his/her ability at the end of the probationary period.

#### School District Responsibilities

##### Exceptional Student Education Services

Home education students who are gifted with an approved Educational Plan (EP) or have identified disabilities and who qualify for Exceptional Student Education (ESE) services shall be allowed to participate in those programs offered in public schools consistent with an approved ESE Service Plan (SP). Parents/guardians can request a formal evaluation for the purpose of determining for eligibility for ESE services. As appropriate, parents shall be involved in the development of the student's Service Plan.

##### Participation in Home Zone School Activities

Home education students shall be allowed to participate in middle and high school extra-curricular and interscholastic extra-curricular activities at their home zone schools and may take courses associated with

those activities, provided the students meet the same requirements as public school students. Home education students who participate in activities at their home zone schools are subject to the same rules and regulations as full-time students. Home education students may not participate in the Wakulla High School Graduation and are not eligible for local scholarships as designated specifically for Wakulla High School students.

#### Enrollment in Classes at the Home Zone School

Home education students shall be allowed to enroll in any classes offered at their home zone school for part of the day. Enrollment in non-ESE classes shall be on a space-available basis and with prior approval of the district school's principal. Home education students who attend classes at their home zone school must meet the same requirements as the full-time students, including health immunization and registration.

They are allowed to take a maximum of three consecutive courses per semester.

#### Transportation

The district does not provide transportation for home education students to attend classes or activities at their home zone schools. Parents are responsible for transportation to and from the school. The school principal will establish the time and place for arrival and departure of home education students.

#### Field Trips and Other School Activities

With the exception of middle and high school extra-curricular and interscholastic extra-curricular activities, home education students may not participate in activities or field trips sponsored by a district school unless enrolled in a related program or class at the school.

Home school students may participate in districtwide community-sponsored activities that include on-public school students, such as history and science fairs or spelling and speech contests.

#### Testing Services

Although home education students are not required by State law to take any districtwide or statewide assessments, the district will provide opportunities for home education students to take those assessments at their home zone schools, at no cost to the students. Parents must contact the district to request permission to test. Arrangements to take exams in advanced placement (AP) courses must be made through the teacher of the course.

The Florida Department of Education requires that scores resulting from any districtwide or statewide assessment taken by a home education student must be submitted to the district as the annual evaluation of the student's progress.

The district will not arrange or pay for any other assessments or evaluations selected by home education parents.

#### Completion of a Home Education Program

The school district is not authorized to award high school diplomas for students to who complete their high school courses through a home education program. Although home education students are not eligible to receive the regular high school diploma, they may take the General Education Development (GED) exam at an approved education center and will be awarded a diploma for a passing score.

### Home Education Student Transfer of Credits – Middle and High School Student(s)

The State Board of Education Rules were intended to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public middle and high schools. The rules increase consistency in the credit transfer process and fulfill the State Board of Education responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by s. 1003.25(3), Florida Statutes. Rule 6A-1.09941, F.A.C., applies to high school transfers, and Rule 6A-1.09942, F.A.C., applies to middle grades transfers.

The State Uniform Transfer of Students in the Middle Grades Rule applies to out-of-state middle grades transfer students, and states that grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The State Uniform Transfer of High School Credits Rule applies to all high school transfer students, and states that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rules do not require that the transferring school be accredited in order for the credits to be accepted at face value.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, or if the student does not possess an official transcript, or is a home education student, then credits or grades shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level. A middle grades student should have passing grades, and a high school student should have a minimum grade point average of 2.0 after the first enrolled grading period in order to receive credit.

The State Board of Education Rules specifically require credits and grades to be accepted at face value, establish limited exceptions where validation can be used, and provide procedures for validation. The rules, therefore, preclude districts and individual schools from placing any additional requirements or procedures on the transfer of middle school grades and high school credits and grades.

### Questions and Answers

1. When must a public-school grant credits and grades at face value?

According to the State Board of Education Rules, credits and grades shall be granted at face value when submitted on an official transcript but may be subject to validation if required by the accreditation of the receiving school.

2. What is an official transcript?

An official transcript is a document that is sent directly from the administrator of the school where the credit is earned to the receiving school administrator. An official transcript shall be sent by mail or electronically signed by a school administrator, and be on school letterhead, and/or be embossed with the school's seal. An official transcript should clearly identify the school, the student, course number, date the course was taken, and credit and/or grade earned in each course. An unofficial transcript is one that is hand delivered by the student or parent or is delivered to the designated school administrator in an opened envelope or is on plain paper.

3. Do the State Board of Education Rules permit a school to validate credits and grades on an official transcript?

Yes, but only in situations where validation is required because of the receiving school's accreditation requirements.

4. Must a school accept credits and grades from public or private schools that are not accredited?

Yes, credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. However, the State Board of Education Rules state that validation of the official transcript may be done if required by the receiving school's accreditation. If required, validation of the official transcript (credits or grades) will be done through performance during the first grading period.

5. Must a school accept credits or grades when a student does not have an official transcript or is a home education student?

Yes, the Rules state that in this situation these courses shall be validated through performance during the first grading period. At the middle school level, grades are to be accepted. At the high school level, credits are to be accepted, with grades accepted according to accreditation standards and school policies.

6. Must credits or grades submitted on an unofficial transcript be validated through performance at the receiving school?

Yes, the State Board of Education Rules were intended to validate the overall integrity of the transcript. The student shall be placed at the appropriate sequential course level, and overall performance in classes at the receiving school validates the credits (or grades, if middle school) from the previous school or home education program in their entirety.

***(Home Education)***

7. How does the receiving school determine placement of the student?

Based on the transcript, the student shall be placed at the appropriate sequential course level.

8. How does a school determine if the placement of the student is correct?

If the student's classroom performance during the first grading period reflects that the student has the educational foundation to be successful in that class, then the placement is correct.

9. Can a school change the placement of a student?

Yes, the State Board of Education rules require that the student be placed at the "appropriate" sequential level. If the student's performance in the classroom during the first grading period does not meet the requirements for credit, the school, parent, and teacher may reconsider whether the student was placed at the "appropriate" sequential level.

10. How long does a school have to validate the transcript if deemed necessary?

A school has until the end of the first grading period to validate an official transcript, and then all credits and grades are to be accepted at face value. For students who do not have an official transcript or are from a home education program, the credits and/or grades will be validated and granted at the end of the first grading period based on scholastic performance.

***Note: SEE K-12 GENERAL GUIDELINES: ENROLLMENT FOR MORE INFORMATION.***



## SECTION 2: ELEMENTARY EDUCATION (K-5)

### STANDARDS-BASED PROGRAM OF STUDY

#### PROGRAM OF STUDY

The Wakulla County Schools K-5 education program of study is aligned to standards adopted by the state of Florida. As addressed in Section I, information regarding those standards can be located at [www.cpalms.org/public](http://www.cpalms.org/public)

- English Language Arts
- Mathematics
- Science Social Studies
- Physical Education
- Art
- Music
- Computer Science

In addition to the above required areas of study, K-5 curriculum also includes:

- **Health Education:** Students in grades K-5 will be provided 150 minutes of physical education each week (1003.455, Florida Statutes) Physical education shall consists of physical activities of at least a moderate intensity level and for a duration sufficient to provide significant health benefits to students, subject to the differing capabilities of students. The requirements shall be waived for a student who meets one of the following criteria\*:
  1. The student is enrolled or required to enroll in a remedial course;
  2. The parent requests in writing by completing the waiver request form and submitting to the principal that the student is enrolled in another enrichment or elective course;
  3. The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

*\* Parents will be notified annually of the wavier options prior to scheduling of classes for the following school year.*

- **Recess:** In addition to the physical education requirements above, students shall be provided with at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in kindergarten through grade 5 so that there are at least 20 consecutive minutes of free-play recess per day. §1003.455(6), Florida Statutes.
- **Character Education:** Wakulla County Schools has adopted character education in the elementary school that is secular in nature. The curriculum stresses the qualities of patriotism; responsibility; citizenship; kindness; respect for authority; life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation (§1003.42(2)(s), Florida Statutes).
- **Integrated Areas of Study:** Topics which are not course specific, but are supported by state statute, will be integrated into the curriculum (§1003.42, Florida Statutes).

### PERFORMANCE STANDARDS, PROGRESSION, AND SUPPORT

#### Florida Assessment for Student Thinking (F.A.S.T.) and NGSSS Science Assessment

At the elementary level (K-5), the F.A.S.T. assessments for English Language Arts and mathematics are administered three times per year, the first (PM1) occurring within the first 30 days of school; the second (PM2) in the middle of the school year, and the third (PM3) at the end of the school year.

F.A.S.T. Writing will be administered to 4<sup>th</sup> and 5<sup>th</sup> grade students. The state determines passing scores for these assessments and students who do not meet the set performance levels on these assessments

shall be evaluated for the nature of the deficiency and provided with targeted instructional support. Please see the MANDATORY THIRD GRADE RETENTION REQUIREMENTS section for additional third-grade promotion requirements.

The NGSSS Science assessment is administered to fifth grade-students.

#### Regular Promotion

The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information in terms of appropriate instructional goals established by the Florida Department of Education's B.E.S.T. or NGSSS standards. The primary responsibility for authorizing grade placement for the next year is that of professional staff members, subject to review and approval of the principal and superintendent, and subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board. The only exception is the Mandatory Grade 3 Retention (§100825(5)(b), Florida Statutes.

#### Social Promotion

As stated in the K-12 GENERAL GUIDELINES, no student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement; however, this does not prevent students from being promoted based upon exemption according to state law and district policy.

The student's growth toward the accomplishment of state and district identified minimum levels of performance in English Language Arts, mathematics, science, and social studies shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity (§1002.25(2)(b), Florida Statutes.

When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide; standardized assessment administered pursuant to §1002.22, Florida Statutes.
- The student's final passing grade in the grade-specific core course;
- The student's attendance;
- Recommendations from one or more of the student's teachers in core-curricula courses as outlined in §1003.01(14)(a-e), Florida Statutes.

#### Targeted Instructional Support

All students shall be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive targeted, intensive instructional support in order to accelerate the student's rate of progress towards standards.

#### Students with Disabilities

Students with disabilities who are instructed using regular standards must meet the same promotion requirements as general education students. These students may have accommodations that help them to compensate for the effects of their disabilities.

Accommodations are made in the area of instruction and assessment. Expectations for student achievement do not change when accommodations are used.

## Grade Level Promotion Standards

### **Kindergarten**

Promotion of students in Kindergarten will be determined by teacher judgement and the recommendation of the school site administrator based on the following indicators:

- Master each B.E.S.T standard at 60% or greater in English Language Arts (ELA) and Mathematics.
- Attain a grade equivalent (GE) score of 1.0 GE by year's end on an individualized assessment in the subjects of ELA and math.
- Exhibit letter and sound fluency equal to kindergarten end-of-year expectations.

### **First Grade**

Promotion of students in First Grade will be determined by teacher judgement and the recommendation of the school site administrator based on the following indicators:

- Master each B.E.S.T standard at 60% or greater in English Language Arts (ELA) and Mathematics.
- Attain a grade equivalent (GE) score of 2.0 GE by year's end on an individualized assessment in the subjects of ELA and math.
- Read with accuracy and fluency equal to first grade end-of-year expectations.

### **Second Grade**

Promotion of students in Second Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each B.E.S.T standard at 60% or greater in English Language Arts (ELA) and Mathematics.
- Attain a grade equivalent (GE) score of 3.0 GE by year's end on an individualized assessment in the subjects of ELA and math.
- Read with accuracy and fluency equal to second grade end-of-year expectations.

### **Third Grade**

Promotion of students in Third Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each B.E.S.T standard at 60% or greater in English Language Arts (ELA) and Mathematics.
- Attain a grade equivalent (GE) score of 4.0 GE by year's end on an individualized assessment in the subjects of ELA and math.
- Read with accuracy and fluency equal to third grade end-of-year expectations.
- Score Level 3 or higher on F.A.S.T. English Language Arts and Mathematics for PM3.

**Note:** Please see the Mandatory Third Grade Retention Requirements section for additional third-grade promotion requirements.

### **Fourth Grade**

Promotion of students in Fourth Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each B.E.S.T standard at 60% or greater in English Language Arts (ELA) and Mathematics.
- Attain a grade equivalent (GE) score of 5.0 GE by year's end on an individualized assessment in the subjects of reading and math.
- Read with accuracy and fluency equal to fourth grade end-of-year expectations.
- Score Level 3 or higher on both F.A.S.T. English Language Arts and Mathematics for PM3.

## **Fifth Grade**

Promotion of students in Fifth Grade will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

- Master each B.E.S.T standard at 60% or greater in English Language Arts (ELA) and Mathematics.
- Attain a grade equivalent (GE) score of 6.0 GE by year's end on an individualized assessment in the subjects of reading and math.
- Read with accuracy and fluency equal to fifth grade end-of-year expectations.
- Score Level 3 or higher on both F.A.S.T. English Language Arts and Mathematics for PM3 and NGSSS Science.

### **Reporting to Parents**

Parents will be notified in writing:

- If a student's progress is below the standards established for the student's grade placement.
- If the student is not progressing satisfactorily in any subject.
- If the student is being considered for retention.
- When the current and proposed supplemental remedial services are being provided to the child.
- To explain that if the reading deficiency is not remediated by the end of grade 3, the child will be retained, unless promoted with good cause exemption.
- To outline the student's results on each statewide assessment.

In addition, parents must be notified annually of their child's progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, science, and social studies.

## **PROGRESSION ALTERNATES**

### **Acceleration**

Acceleration promotion is designed for a student with exceptionally high achievement who possesses physical and social/emotional maturity such that the student may benefit from assignment to a higher grade level than the one to which the student would normally be assigned. An elementary student may be granted an accelerated promotion from an elementary school to a middle school. It will be the principal's responsibility to make a recommendation of acceleration to the Superintendent or his designee, who will make the final decision, subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board.

### **Promotion with Interventions**

Students who have not mastered grade level benchmarks in reading and/or math may be promoted with interventions in lieu of retention based on the recommendation of the classroom teacher and principal. A student promoted with interventions must receive a minimum of thirty additional minutes of remedial instruction per day in the deficient area. In addition, documentation of the interventions provided to the child and consistent progress monitoring to determine the effectiveness of the interventions will be required throughout the school year.

Parents are to be notified that the child is being promoted with interventions through a letter or conference.

### **Retention**

Student retention is to be used as the last resort to provide students with additional time to master skills required for success in the next higher grade. Any student being considered for possible retention should

be referred to the school-based MTSS team (see MTSS in K-12 GENERAL GUIDELINES for more information). Parents are to be notified of the fact that retention is being considered through progress alerts, quarterly report cards, and/or a letter. The principal in collaboration with the designated director has the final decision, subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board.

Prior to retention, students must receive documented remediation as required by the progress monitoring /MTSS plan.

Students with disabilities on regular standards must meet the same promotion requirements as general education students. These students may have accommodations that help them to compensate for the effects of their disabilities. Accommodations are made in the area of instruction and assessment. Expectations for student achievement do not change when accommodations are used. It is the principal's responsibility to recommend retention for a student on Special Student Progression based upon information from the Individual Educational Plan (IEP) team.

The IEP team's decision to recommend retention for a student with significant cognitive disabilities on Access Point standards is based upon lack of progress toward mastery of IEP annual goals and lack of mastery of FS and/or NGSSS Access Points. A student who does not show progress toward mastery of the IEP annual goals may be retained.

School personnel considering retention of an English Language Learner (ELL) student should consult with the ELL Committee. A formal retention recommendation regarding an ELL student may be made through action of an ELL Committee (Fla. Administrative Code R. 6A-1.09432(6)).

#### [Students Who Become Retained](#)

Students who are retained must be given a different educational experience from the one they had previously in that grade. The nature of this experience will be determined by the school staff through a diagnosis of each student's needs and shall include consideration of the student's learning style.

Any decision as to promotion or retention of a student after the school year begins should be examined on a case-by-case basis using all available student data.

#### **Students with Disabilities Elementary Progression**

The Individual Educational Plan (IEP) team will determine if a student with a disability will follow the B.E.S.T. Standards or Access Points curriculum. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the B.E.S.T. Standards for general education. If the Individual Education Plan team recommends that the student follow the Access Points curriculum, the parent must give consent for instruction using these Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student's IEP team has determined the student should follow a modified curriculum aligned with the Access Points curriculum, the student's IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student's annual goals.

It is the principal's responsibility to recommend promotion of a student on Access Points based on information from the IEP team, subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board.

The IEP team's decision to recommend promotion of a student to the principal should be based on progress toward mastery of Access Points, progress toward mastery of his/her annual goals, and may include additional factors. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP and periodically reported to parents.

### MANDATORY THIRD GRADE RETENTION REQUIREMENTS

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

#### Parent Notification

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

- That his or her child has been identified as having a substantial deficiency in reading.
- A description of the current services that are provided to the child.
- A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

The statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available for the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion, (§ 1008.25, Florida Statutes).

#### Promotion for Good Cause

If the 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. Good cause exemptions, as outlined in Florida Statute, are as follows:

- **Exemption 1:** Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
- **Exemption 2:** Students with significant cognitive disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education Rule.
- **Exemption 3:** Students who demonstrate an acceptable level of performance on an alternate standardized reading assessment approved by the State Board of Education.
- **Exemption 4:** Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a Level 2 performance on the statewide standardized reading assessment.
- **Exemption 5:** Students with disabilities who take the statewide English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than



2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

- **Exemption 6:** Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

Florida Statute § 1008.25(6)(c), requires that requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record.
- Discussion between the teachers and the school principal to review the recommendation and make the determination if the student should be promoted or retained.
- The principal submits the recommendation in writing through Instructional Services to the superintendent.
- The superintendent accepts or rejects the recommendation in writing.

#### Progression for Retained Third Grade Readers

Retained students whose reading deficiency has not been remediated by the end of third grade must be provided intensive interventions in reading, to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment.

This intensive intervention must include effective instructional strategies, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

The district shall:

- Provide third grade students who are retained with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district's summer reading camp and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:
  - Integration of science and social studies content within the 90-minute block
  - Small group instruction
  - Reduced teacher-student ratios
  - More frequent progress monitoring
  - Tutoring or mentoring
  - Transition classes containing 3rd and 4th grade students
  - Extended school day, week, or year
  - Provide written notification to the parent of a student who is retained that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must comply with the provisions of § 1002.20(15), Florida Statutes and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading

deficiency.

- Implement a policy for the midyear promotion of a student retained who can demonstrate that he or she is a successful and independent reader and performing, at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that the school district may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education.
- Provide students who are retained with a highly effective high-performing teacher as determined by the teacher's performance evaluation under § 1012.34, Florida Statutes, and the teacher must also be certified or endorsed in reading
- Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide, standardized assessment. The focus of the Intensive Acceleration Class shall be to increase a child's reading and English Language Arts skill level at least two grade levels in 1 school year.
  - The Intensive Acceleration Class shall
    - Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized Reading assessment or upon implementation, the English Language Arts assessment, and who was retained in grade 3 the prior year because of scoring Level 1.
    - Have a reduced teacher-student ratio.
    - Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
    - Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
    - Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of speech-language therapist.

The district reports to the State Board of Education on the specific intensive reading interventions and supports implemented at the school district level (§ 1008.25(7)(b) 9, Florida Statutes). The district will provide a student, who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency.

#### Mid-Year Promotion

Mid-year promotion of a retained 3rd grade student may occur once the student has demonstrated the ability to read at or above grade level and is ready to be promoted to 4th grade. Tools that may be used in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews (§ 1008.25(7)(b) 4, Florida Statutes).

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4

level reading skills (§ 1008.25(7)(b)3, Florida Statutes).

#### Student Reading Intervention

Any elementary student who exhibits a substantial deficiency in reading based on locally determined assessments, statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

For elementary students not participating in the statewide reading assessment, substantial deficiency in reading is measured by a normed percentile score. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the F.A.S.T. English Language Arts for PM3. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

The reading proficiency of students transferring into the district will be evaluated to determine if remediation is appropriate (§ 1008.25, Fla. Administrative Code R. 6A-6.054(1)).

#### Reading Scholarship Accounts

- Reading Scholarship Accounts are established, contingent upon available funds, and on a first-come, first-served basis, for students in grades 3 through 5 who are enrolled in a Florida public school and scored below a Level 3 on the grade 3 or 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year.
- An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority for this funding.
- School districts must notify the parents of eligible students by September 30 of the process to request and receive a reading scholarship, subject to available funds. Parents must submit an application to an eligible scholarship funding organization for reimbursement of qualifying expenditures (e.g., instructional materials, curriculum, part-time tutoring, summer programs, and after school programs).

#### McKay Scholarship

A student with disabilities is eligible for a McKay Scholarship if the following criteria are met:

- Has an IEP or A Section 504 plan (not a temporary plan developed for less than six months)
- Was enrolled and reported in a Florida public school for the preceding October and February FTE membership surveys

Parents must be made aware of this opportunity in writing by April 1 of each year AND within 10 days after an IEP or Section 504 meeting.

Additional information and guidance in filing an intent may be found on the Florida School Choice website, [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org).

The parent may choose a private school option or to enroll the student in and transport the student to a public school in an adjacent school district which has available space and a program with the services agreed to in the student's IEP or Section 504 Plan.

The parent may also choose to enroll the student in another public school in the district if:

- The school has a program with the services agreed to in the student's IEP or Section 504 Plan
- The parent provides transportation
- The student is enrolled prior to the last day of the third grading period
- The school has capacity

#### In District/Out of Zone McKay Scholarship

To use the In District/Out of Zone McKay, the parent must file an intent to access the MacKay Scholarship on the Florida School Choice website ([www.floridaschoolchoice.org](http://www.floridaschoolchoice.org)) and complete an In-District/Out of Zone McKay Request located on the Wakulla County School District website ([www.wakullaschooldistrict.org](http://www.wakullaschooldistrict.org)). The ESE Director will meet with the Chief Academic Office and principal of the requested school to determine availability of space and services described in the IEP or Section 504 Plan. The parent will be notified within fifteen working days of the date that the request was received by the ESE Director regarding the school's ability to provide space and services agreed to in the student's IEP or Section 504 Plan and grant the In District/Out of Zone McKay Scholarship. Once the McKay scholarship has been granted, it will continue throughout the student's tenure at that level, i.e. elementary, middle and high school without the parent having to reapply. However, if the student's level of service changes so that the school center is no longer able to provide FAPE then the IEP team will propose a Change of Placement and convene to determine the site where appropriate services can be provided. §1002.39, Florida Statutes.

## REPORTING STUDENT PROGRESS

### Report Cards

Report cards shall be issued to students in grades K-5 each nine weeks to inform parents of the child's progress. Grades on report cards must clearly reflect the student's level of achievement. The final report card for the school year will indicate the following designations:

- Promoted
- Promoted with Intentions
- Retained
- Promoted
- Promoted with Interventions
- Retained

No penalty or reward shall be reflected in a student's academic grade for his/her conduct. Report cards will contain separate designations for:

- Behavior
- Work/Study Skills

### Progress Alerts

Parents of students in grades K-5 shall receive a progress alert if there are concerns about the student's

social/academic/development progress. Progress alerts should be sent home no later than the last day of each grading period.

Progress for ESE students on annual goals must be monitored and periodically reported to parents. The IEP team must review the student's IEP at least annually to determine whether annual goals are being met. The IEP may be revised at any time to address any lack of expected progress toward annual goals or in the general curriculum.

### Conferences

Conferences regarding individual student achievement will be held with parents/guardians during the first nine weeks for grades K through 1 and the first semester of school for all students in grades 2-5. A conference will be held during the third nine weeks for all K-5 students not meeting minimum proficiency levels.

### Grading Scales

#### *Kindergarten*

The Report Card uses the letter grades "E, S, N, and U" for students working on grade level. The grades are not based on a student's work on his/her own instructional level, but reflect the student's performance as outlined by the Grade Level Benchmarks.

E	Student has learned and can use at least 90% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards.
S	Student has learned and can use at least 80% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards.
N	Student has learned and can use at 70% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets acceptable standards.
U	Student has learned and can use less than 70% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistent in meeting acceptable standards.

**Note:** The percentages indicated for the letter grades above should not be interpreted as a statistical percentage of the benchmarks within a domain. Individual benchmarks may be more or less inclusive in their coverage of the breadth of an area and benchmarks may differ in degree of complexity. These factors must be considered when a teacher is determining if a student has achieved the requisite, percentage of the skills/concepts/ processes outlined by the standards and therefore, should be assigned a certain grade.

#### *First grade through fifth grade*

The Report card uses the letter grades "A, B, C, D, and F" for students working on grade level. These grades are not based on a student's work on his/her own instructional level, but reflect the student's performance as outlined by the Grade Level Benchmarks.

A	Student has learned and can use at least 90% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards.
B	Student has learned and can use at least 80% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets high quality standards.

C	Student has learned and can use at 70% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets acceptable standards.
D	Student has learned and can use at 60% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work consistently meets acceptable standards.
F	Student has learned and can use less than 60% of the skills/concepts/processes outlined by the grade level state standards taught during the nine weeks and daily work does not meet acceptable standards of the time.

**Note:** The percentages indicated for the letter grades above should not be interpreted as a statistical percentage of the benchmarks within a domain. Individual benchmarks may be more or less inclusive in their coverage of the breadth of an area and benchmarks may differ in degree of complexity. These factors must be considered when a teacher is determining if a student has achieved the requisite, percentage of the skills/concepts/ processes outlined by the standards and therefore, should be assigned a certain grade.

### *Access Course Grading Scales*

A	Student has learned and can use at least 90% of the skills/concepts/processes outlined by the grade level Access Points taught during the nine weeks and daily work consistently meets high quality standards.
B	Student has learned and can use at least 80% of the skills/concepts/processes outlined by the grade level Access Points taught during the nine weeks and daily work consistently meets high quality standards.
C	Student has learned and can use at 70% of the skills/concepts/processes outlined by the grade level Access Points taught during the nine weeks and daily work consistently meets high quality standards.
D	Student has learned and can use at 60% of the skills/concepts/processes outlined by the grade level Access Points taught during the nine weeks and daily work consistently meets high quality standards.
F	Student has learned and can use less than 60% of the skills/concepts/processes outlined by the grade level Access Points taught during the nine weeks and daily work meets high quality standards.

### **Kindergarten Grade Reporting**

To assist students and parents in the transition to kindergarten, letter grades will not appear on report cards for kindergarten students at the end of the first nine weeks. Parents will attend a conference with the teacher to discuss their child's academic progress. Following this initial conference, letter grades will appear on subsequent report cards to be distributed at the end of each grading period.

### **Behavior and Work/Study Skills**

The codes below indicate a student's performance in relation to behavior and work/study skills:

E	Student is very consistent in demonstrating all characteristics listed under Behavior and Work/Study Skills.
S	Student demonstrates characteristics listed under Behavior and Work/Study Skills most of the time.
N	Student is inconsistent in demonstrating the characteristics listed under Behavior and Work/Study Skills.

Student consistently demonstrates this individual behavior/skill.

## **SECTION 3: MIDDLE SCHOOL (6-8)**

### **STANDARDS-BASED PROGRAM OF STUDY**

The program of study adopted by the Wakulla County School Board reflects state and local requirements for middle school education. For grades 6 through 8, the following areas of study are required: English



Language Arts, mathematics, science, social studies (to include Civics), career and education planning, health and physical education, and elective study.

Middle school students must adhere to requirements of the state of Florida as well as those set by the Wakulla County School Board. Wakulla County Schools implements a standards-based instructional model tied directly to the state-adopted standards.

#### Required Coursework

In order for a student to be promoted to high school from a school that includes middle grades, 6, 7, and 8, the student must successfully complete the following courses:

- *English/Language Arts*
  - (3) year-long middle grades or higher courses in English Language Arts (ELA)
- *Course in Career and Education planning one (1) or semester (.5) s.1003.4156*
- *Mathematics*
  - (3) year-long middle grades or higher courses in mathematics.
  - Each school includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit.
    - To count as middle school math credit, the completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment; however; to earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment, and pass the course. This requirement is in place because a student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course. The Geometry EOC may also serve as a comparative score for the Algebra I EOC for graduation purposes.
- *Social Studies*
  - (3) year-long middle school or higher social studies courses
  - One of the required social studies courses must be in civics education. The course content and assessment requirements are listed below:
    - The roles and responsibilities of federal, state, and local governments;
    - The structures and functions of the legislative, executive, and judicial branches of government;
    - The meaning and significance of historical documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
  - A student's performance on the statewide, standardized Civics EOC assessment required under §1008.22, Florida Statutes, constitutes 30 percent of the student's final course grade.
  - A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirements for promotion from middle grades if the student's transcript documents passage of three courses in social studies or two-year long courses in social studies that include coverage of civics education.

- *Science*
  - (3) year-long middle grades or higher courses in science.
- *Health Education*
  - Middle school curriculum includes comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; personal health; prevention and control of disease; and substance use and abuse (§1003.42(2)(n), Florida Statutes.
  - Option to be Exempt
    - Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of the exemption (§1003.42(3), Florida Statutes.

- *Physical Education*

Physical Education is defined as the development or maintenance of skills related to strength, agility, flexibility, movement and stamina including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle and the development of positive attitudes regarding sound nutrition and physical activity as a component of physical well-being.

The physical education program is designed to stress physical fitness and encourage healthy, active lifestyles.

The program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of the students.

- Activities promoting physical education shall be regularly scheduled for students in grades six through eight and may be provided through formal physical education courses, regularly scheduled intramural activities, and/or regularly scheduled school-wide activities. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 9.(§1003.455, Florida Statutes).

The requirement shall be waived for a student who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course;
- The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
- The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Parents will be notified of the waiver options annually prior to the scheduling of classes for the following school year.

#### Full Time Enrollment

To participate in middle school activities, a student must be full time enrolled (7 periods) or a home school enrolled student.

## STATEWIDE, STANDARDIZED ASSESSMENTS

Like all students, middle school students are required to participate in the statewide assessment program as designated by the Florida Department of Education. While broad-scope information regarding assessment is located within the GENERAL GUIDELINES section of this progression plan, below outlines the required statewide, standardized assessments for middle school students:

### Florida Assessment

- B.E.S.T. English Language Arts
  - Administered three times per year in grades 6-8
- B.E.S.T. Mathematics\*
  - F.A.S.T. administered three times per year in grades 6-8
- NGSSS Science
  - Administered in grade 8\*
- NGSSS EOC Civics
  - Administered in conjunction with Civics course grade 7\*

\*Course-Specific Required Assessments

Certain courses in the course code directory are specified as being associated with end-of-course (EOC) assessments. Students enrolled in these courses must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment (§1008.22, Florida Statutes).

**Example:** If an 8<sup>th</sup> grade student is enrolled in high school Algebra I, he or she must take the Algebra I EOC and may not take the Grade 8 F.A.S.T. Math assessment.

High school level EOC courses include: Biology, Algebra I, Geometry, and United States History.

Students with significant cognitive disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Florida Administrative Code R.6A-1.0943(5) the following are the required statewide standardized assessments for middle school:

### Florida Standards Alternate Assessments (FSAA)

- FSAA English Language Arts
  - Administered annually in grades 6-8
- FSAA Mathematics
  - Administered annually in grades 6-8
- FSAA Science
  - Administered in grade 8\*
- FSAA EOC – Access Civics (7<sup>th</sup> grade)

### Assessment Results

Student assessment results are to be reported in a timely manner to students, parents, and teachers. When available, results are to be used to guide and improve instruction for all students. Students not meeting state-determined levels of performance on statewide, standardized assessments shall be evaluated to identify the nature of the deficiency and to provide targeted instructional support in the area of need.

Students not meeting state or district requirements may be placed in remedial courses in the content-area of the deficiency. Remediation courses sometimes replace elective courses.

#### The Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) was created for the purpose of allowing a student to earn high school credit in Algebra I, Algebra II, Geometry, United States History, or Biology if the student passes the statewide, standardized assessment administered under §1008.22, Florida Statutes. Wakulla County Schools shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. Wakulla County Schools permits a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

If a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a “C” or above (§1003.4295, Florida Statutes).

#### STUDENTS WITH DISABILITIES ON ACCESS POINTS

The Individual Educational Plan (IEP) team will determine if an ESE student will follow the B.E.S.T. Standards or the Access Points curriculum. This decision will be documented on the IEP, with every attempt to ensure that the ESE student has the opportunity to follow the B.E.S.T. Standards for general education. If the Individual Education Plan team recommends that the student follow the Access Points curriculum, the parent must give consent for instruction using these Access Points. Progress towards mastery of annual goal(s) will be assessed and documented on the IEP, and reported quarterly to parents.

A student with disabilities, following the general education curriculum, must meet the state or district levels of performance for student progression. If the student’s IEP team has determined the student should follow a modified curriculum aligned with the Access Points curriculum, the student’s IEP team will make the recommendation for promotion based upon progress toward mastery of the Access Points and the student’s annual goals.

#### PERFORMANCE STANDARDS & PROMOTION REQUIREMENTS

Middle school students in Wakulla County Schools are expected to meet state and local performance standards as follows: Earn a yearly final grade of “D” or better in Language Arts, Mathematics, Science, and Social Studies

Middle School students must meet the following requirements to be promoted to the next grade:

##### **Promotion to Grade 7**

A sixth grade student must have earned a final grade of “D” or better in two of the four core courses: English Language Arts, Mathematics, Science, or Social Studies.

Students who are retained and completely recover the failed course may have the opportunity for midyear promotion as determined by the school principal, subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board.

### **Promotion to Grade 8**

A seventh grade student must have earned a final grade of “D” or better in two of four core seventh grade courses; English, Mathematics, Science, or Social Studies and the required sixth grade courses.

Students must earn a passing final grade in all previous academic courses.

Students who are retained and completely recover the failed course may have the opportunity for midyear promotion as determined by the school principal, subject to state statute, the rules of the State Board of Education and/or the Wakulla County School Board.

### **Promotion to Grade 9**

An eighth grade student must earn a final grade of “D” or better in three (3) yearlong courses taught at the middle school level or higher of the following areas:

- English (emphasizing literature, composition, and technical text)
- Mathematics
- Science
- Social Studies, one (1) semester of which must include study of state, federal, and civics education.

### **STATE GRADING SCALE (§1003.437, FLORIDA STATUTES)**

A grading system of A, B, C, D, or F is used at the end of the grading period for each course. Grades reflect a student’s achievement of grade level standards within the respective course. The grading system and interpretation of letter grades used to measure student success in middle grade (6<sup>th</sup>-8<sup>th</sup>) courses for students enrolled in Wakulla County Schools shall be as follows:

Letter Grade	Percent Value	Point Value	Definition
A	90-100%	4	Outstanding
B	80-89%	3	Above Average
C	70-79%	2	Average
D	60-69%	1	Below Average
F	0-29%	0	Failure
I	0%	0	Incomplete

All students are continually monitored for progress throughout the school year and instruction is adjusted accordingly to help students reach their full potential. A student repeatedly earning a grade of “F” on the middle school report card is in danger of not meeting expectations for promotion to the next grade level.

### **FINAL COURSE GRADES**

While some final course grades are computed as a function of nine weeks grades and semester exams or EOC exams, final course grades are computed in several ways due to a number of factors including, but not limited to: school-level exam exemption policy and statewide assessment requirements.

A student must earn four or more grade points in a year in a middle school course, at least one of which must be earned during the second semester.

## REMEDIATION AND ACCELERATION

### ACADEMICALLY CHALLENGING CURRICULUM, TO ENHANCE (ACCEL)/VERTICAL ACCELERATION

Each school must offer the following ACCEL options:

- Whole-grade and midyear promotion
- Subject matter acceleration
- Virtual instruction in higher grade-level subjects

Additional ACCEL options may include but are not limited to: enriched science, technology, engineering, and mathematics (STEM) coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, rigorous industry certifications that are articulated to college credit and approved, work-related internships or apprenticeships, curriculum compacting, advanced-content instruction and telescoping curriculum. Information about these options shall be made available to the parents by the school, pursuant to §1003.492 and §1008.44, Florida Statutes.

### STUDENT ELIGIBILITY CONSIDERATIONS

The principal, after consultation with the parent/guardian, guidance counselors, teachers, and the Chief Academic Officer shall determine if placement in an above-grade level course offered by a Wakulla County School or grade level acceleration is appropriate.

Factors considered in making this placement decision shall include, but not be limited to:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered (§1008.22, Florida Statutes).
- The student's grade point average.
- The student's attendance and conduct record.
- Recommendations from one or more of the student's teachers in core-curricula courses as defined in §1003.01(14)(a)-(e), Florida Statutes.
- A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.
- The student's academic history, standardized test performance, current final exam performance, the student's attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

### HIGH SCHOOL CREDIT COURSES IN MIDDLE SCHOOL

Students will be screened to determine readiness for high school credit classes in middle school using appropriate assessment and district set criteria. All middle school students will be given the opportunity to participate in the screening. Students may enroll in high school credit courses that are offered on the middle school campus. Students must fulfill high school attendance requirements for these courses. Students may also enroll in high school credit courses offered through a virtual platform.



Students enrolled in a high school credit science course must remain co-enrolled in an Algebra I or higher match class in order to meet upper level high school science course prerequisites, unless determined otherwise by the school principal. Students enrolled in a high school course that requires an end-of-course exam will receive credit pursuant to district guidelines and timelines.

High school credit courses will apply to the student's promotion requirements in middle school (more information above under GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION). High school courses taken while in middle school will be included on the student's high school transcript and in the student's high school grade point average.

### GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

A student in the middle grades who takes any high school course for high school credit and earns a semester grade of "C", "D", or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course. Only the new grade shall be used in the calculation of the student's grade point average (§1003.428, Florida Statutes).

## REPORTING TO PARENTS

### PARENT NOTIFICATION OF CURRICULUM

Each school must hold a parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities (§1003.4156, Florida Statutes).

### CLASS STANDARDS FOR GRADES

Teachers are required to submit their standards, rules, and/or regulations for establishing a grade in their classes to the principal within two weeks after classes begin. No grade will be assigned without a plan approved by the principal. Teachers are required to provide approved grading standards and classroom rules and/or regulations that affect grades in written form to the students they are instructing.

### PROGRESS REPORTS

All students will receive an interim progress report during the mid-point of each nine week grading period. The progress report dates will be published annually by the school and placed on school and district websites.

Progress reports may be either uploaded electronically into FOCUS or given to the student. In the latter case, the student is charged with delivering the interim progress report to his/her parent.

The school will be responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grades.

Progress for ESE students on annual goals must be monitored and periodically reported to parents. The IEP team must review the student's IEP at least annually to determine whether annual goals are being met. The IEP may be revised at any time to address any lack of expected progress toward annual goals or in the general curriculum.

### REPORT CARDS

Report cards shall be issued to students in grades 6-8 each nine weeks to inform parents of the child's

progress. Grades on report cards must clearly reflect the student's level of achievement.

The final report card for the school year will indicate promotion or retention.

## HONOR ROLL CRITERIA

Honor roll designations will be determined using the following criteria:

- All "A" Honor Roll – 4.0 grade point average
- Honor Roll – 3.0 grade point average with only one grade of C permitted and no grade of D or F

## ATHLETICS – ELIGIBILITY & PARTICIPATION

In order to be eligible for participation in interscholastic and interscholastic extra-curricular activities, such as athletics, a student must meet and fulfill the eligibility requirements adopted by the Wakulla County School Board, which includes, but is not limited to the FHSAA eligibility criteria, and the criteria set forth in the Student Progress Plan.

A student enrolled in the District, who otherwise meets the above-referenced eligibility criteria and requirements, and who is not currently suspended from interscholastic or interscholastic extra-curricular activities, or suspended or expelled from school, pursuant to the Board's suspension or expulsion powers provided in law, including, but not limited to F.S. 1006.07, 1006.08, and 1006.09 (or any subsequent law repealing and replacing such), is eligible to participate in interscholastic and interscholastic extra-curricular activities.

School districts, the FHSAA, and charter schools may NOT delay eligibility due to student's school transfer, if the student schools in accordance with controlled open enrollment or choice.

"Eligible to participate" is defined as including participation in try-outs, off-season conditioning and workouts, in-season practices, and contests. It does not mean the student must be placed on a team.

High School students will be "immediately eligible to participate" when first enrolling in school or transferring schools, with certain limiting conditions, as set forth below.

- Mid-season transfers may seek to immediately join an existing team roster, so long as the:
  - Designated roster for the sport has not reach maximum size; and
  - Coach determines that the student has the requisite skill and ability to participate.
- A student may not participate in a sport if that student already participated in the same sport at another school during that same school year, unless the student is a:
  - Dependent child of an active-duty military personnel whose move resulted from military orders;
  - Child who has been relocated due to foster care placement in a different school zone;
  - Child who moved due to a court-ordered change in custody to separate or divorce, or the serious illness or death of a custodial parents; or
  - Is otherwise authorized to participate for good cause, as determined by Board Policy or charter school policy.

## SECTION 4: HIGH SCHOOL (9-12)

### STANDARDS-BASED PROGRAM OF STUDY

Wakulla County Schools has implemented a standards-based instructional approach reflecting state and

local requirements. As expanded below, high school students are required to complete courses in the areas of: English Language Arts, Mathematics, Science, Social Studies, fine or practical arts, and physical education. In addition, high school students must also take a course virtually and partake in eight elective courses above and beyond the required core courses. Specific information regarding the B.E.S.T. Standards and Next Generation Sunshine State Standards are outlined in the GENERAL GUIDELINES section at the beginning of the progression plan. The complete standards can be found by visiting [www.cpalms.org/public](http://www.cpalms.org/public).

While complete graduation/credit requirements are expanded upon in subsequent sections, here are some general items of note based on high school requirements. Reviewing these general guidelines will be helpful in the transition to high school and also in understanding specific graduation requirements discussed later.

### **Online Course Requirement**

At least one course within the 24 credits required under this section must be completed through online learning. A school district may not require a student to take the online course outside the school day or in addition to a student's courses given a semester. An online course taken in grade 6, grade 7, or grade 8 may meet this requirement if it is a high school credit course. This requirement is met through an online course offered by the Wakulla County Virtual School or Florida Virtual School, a virtual education provider approved by the State Board of Education, a high school, or an online dual enrollment course.

A student who is enrolled in a full-time or part-time virtual instruction program under §1002.45, Florida Statutes meets this requirement. This requirement does not apply to a student who has an individual education plan under §1003.57, Florida Statutes which indicates that an online course would be appropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has one (1) academic year or less remaining in high school (§1003.4282(4), Florida Statutes).

### **Physical Education (PE) Requirements**

Physical education must include the integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A district school board may not require that the one credit in physical education be taken during the 9<sup>th</sup> grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band and activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of two (2) years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan §1003.4282(1)(f), Florida Statutes.

## **ENROLLMENT IN COURSE**

Students designated at the beginning of the school year as freshmen or sophomores must be enrolled in seven periods per day. Students designated as juniors or seniors, unless participating in a certified work program, will also be enrolled in seven periods. Further information is available through the principal and curriculum staff at each site. Any student approved for On the Job Training (OJT) must have completed graduation requirements prior to requesting OJT.

## CREDITS EARNING OVERVIEW

### CREDIT ACCUMULATION

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of valid instruction in a designated course of study that contains student performance standards except as otherwise provided through the Credit Acceleration Program (CAP) under §1003.4295(3), Florida Statutes.

The State Board of Education shall determine the number of post-secondary credit hours earned through Dual Enrollment, as specified in §1007.271, Florida Statutes, that satisfy the requirements of the District's inter-institutional articulation agreement, as specified in §1007.23, Florida Statutes, and that equal one full credit of the equivalent high school course identified, as specified in §1007.271(6), Florida Statutes.

One-half credit means one-half the requirement for a full credit.

Credit is earned upon successful mastery of course performance standards requirements. Next Generation Sunshine State Standards as appropriate. In awarding credit for high school graduation, Wakulla County Schools maintain a one-half credit earned system that includes courses provided on a full-year basis:

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

Students with Disabilities may earn multiple credits for some exceptional student education courses (special ESE courses, therapies, and some Access courses). Further information is available in the Course Code Directory <http://www.fldoe.org/policy/articulation/ccd/>.

Students must meet the district policies for attendance applied to the class in question for the purpose of grade averaging, homework, participation, and other indicators of performance.

A student earning 3 or more grade points during the first marking period must earn at least one additional point in the second nine weeks or on the semester exam in order to earn credit for the semester. Should a student earn no additional points, during the second nine weeks or on the semester exam, the final grade average for that semester will be an "F" (§1003.436(2), Florida Statutes).

The District will provide opportunities to students to make up missed instructional time or work for excused absences. In the event the student has not been in instruction for a minimum of 67.5 hours for a half-credit course, credit may still be awarded if the student demonstrated mastery of at least 70% of the District course performance standards and passed the teacher's written grading standards.

### Remedial and Compensatory Courses

Remedial and compensatory courses taken in Grades 9-12 may only be counted as elective credit.

## HIGH SCHOOL UNIFORM TRANSFER OF CREDITS

Wakulla County Schools accept transfer work and courses for students entering grades 9, 10, 11, and 12 from out of state, out of country, or home schooling in accordance with Florida Administrative Code 6A-1.09941. The procedures are as follows:

### 1. Credits and Grades

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed 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 as outlined in subsection 3 below.

### 2. State Assessments

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student's transcript shows a mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the statewide standardized assessment unless the student earned a comparative score pursuant to §1008.22, Florida Statutes, passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, §6301, U.S.C.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must take and pass the required statewide, standardized grade 10 Reading or English Language Arts assessment based on cohort or, earn a concordant score.

If a transfer student's transcripts show a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade (§1003.4282(8), Florida Statutes).

### 3. Validation of Credits

Validation of Credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection 4 below.

### 4. Alternative Validation Procedure

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

- Portfolio evaluation by the superintendent or designee
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools
- Demonstrated proficiencies on nationally-normed standardized subject area assessments

- Demonstrated proficiencies on the FCAT and on EOC assessment(s) for course(s) that require a passing score on an EOC assessment in order to award course credit; or
- Written review of the criteria utilized for a given subject provided by the former school

**Note: Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined §1003.25(3), Florida Statutes and Florida Administrative Code R. 6A-1.09941.**

### Secondary Student Transfers (§1003.433, Florida Statutes)

Students who enter Wakulla County Schools in the 11<sup>th</sup> or 12<sup>th</sup> grade from out of state or out of the country are not to spend additional time in school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring.

Such students who are not proficient in English shall receive immediate and intensive instruction in English Language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and meet the requirements under §1008.22, Florida Statutes.

Students who have earned the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under §1003.4282 or §1008.22, Florida Statutes, or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Graduates with a Certificate of Completion, may enroll in any public community college in Florida by taking the Postsecondary Education Readiness Test (PERT) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.
- Participation in an adult general education program as provided in §1004.93, Florida Statutes, for such time as the student requires to master English, Reading, Mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under §1003.4282 or §1008.22, Florida Statutes, an unlimited number of times in order to receive a standard high school diploma.
- Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under §1003.4282 or §1008.22, Florida Statutes, or alternate assessment may receive immersion in English Language instruction during the summer following their senior year. Student receiving such instruction are eligible to take the required assessment BEST F.A.S.T or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment.

## ACCELERATED HIGH SCHOOL GRADUATION

Students shall be advised of courses through which a high school student can earn college credit, including Advanced Placement, dual enrollment, early admission, and career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

### Post-Secondary Credit

#### *Advanced Placement AP Courses*

Advanced Placement (AP) courses are offered by specially trained teachers on the high school campuses



through the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded by the enrolling institute to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.

#### *Dual Enrollment in High School and College*

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

The dual enrollment program permits upper level high school students to enroll simultaneously in high school, college, community college, or technical school. The purpose is to provide courses that are not available to the student at the high school. Credits earned at the college level may be applied toward graduation requirements according to the State equivalency table. These credits, with permission from the college, may also be placed in escrow and, upon entering college, are applied toward college graduation requirements. If a student earns a “D” or “F” in a dual enrollment course they are not allowed to retake the course as a dual enrollment student in high school.

The student must be accepted for admission to the college and have written permission from the high school principal/designee to participate in this program. The institution must have a current contract with the Wakulla County School Board to provide instruction under this provision. The Inter-Institutional Articulation Agreement with each college dual enrollment.

Courses may be taken either on the college campus or in specifically arranged courses on the high school campus. Students in a dual enrollment program at a college may attend the college at no cost. Instructional materials assigned for use with dual enrollment courses will be supplied free of charge for students dually enrolled in college courses which are creditable towards a high school diploma (§1007.271, Florida Statutes).

Courses that are AICE, AP, Dual enrollment, or IB are designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for these course may reflect topics not typically included in WCSD courses. Due to the dual credit nature of these courses, content and materials used in these course are not able to be modified to accommodate variation in student age and/or maturity.

#### *S/U-vs-letter grades*

- An “S” grade earns credit, a “U” grade does not for postsecondary work. Grades in the D range (D-, D, D+) earn credit if students have opted for letter grades (but not if they opted for S/U grades) and can satisfy certain degree requirements such as total hours to a degree, elective credit, etc. Students who may not earn an “S” grade with a C- or better will want to remain with the letter-grade option if they think they will earn a grade in the D range. The benefit of this choice is they will earn credit, even if it might not satisfy a specific major requirement.
- “S” or “U” grades do not positively or negatively affect a student’s GPA. The S/U grade only determines if the student gets credit.
- An “S” grade equates to a C- or better.
- If a student earns a “S” on a college transcript they will be entered into Focus as earning credit, but not affect GPA. A “P” for passing will be the grade for Focus as it equates to an “S” from college transcripts.

### *Full-Time Early Admission*

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis on a college or technical center campus. Students can earn both high school and college/career credits for courses completed. Participation in the career early admission programs is limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade (§1007.271, Florida Statutes). Students, who drop a class for early admission first semester that puts them below the required hours for early admission, will not be allowed to early admit second semester. In order to qualify for Early Admission, students must satisfy all graduation and testing requirements.

### *Credit Acceleration Program (CAP)*

The Credit Acceleration Program allows a student to earn high school credit in Algebra I, Algebra II, Geometry, United States History, or Biology if the student passes the statewide, standardized assessment administered under §1008.22, Florida Statutes. Notwithstanding, §1003.436, Florida Statutes, course credit may be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide standardized assessment. Students not enrolled in the course, or who have not completed the course may take the assessment during the regular administration of the assessment.

## **HIGH SCHOOL GRADUATION OPTIONS**

It is the goal of the State of Florida and Wakulla County Schools to provide students, with help and

guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To assist students and parents with this task, Wakulla County Schools provides each student in grades six through twelve, and their parents, with information concerning the three 24-credit high school graduation options. Selection of one of the graduation options may be completed by the student at any time during grades 9-12, subject to the written consent of the student's parent or the written consent of the student if the student is 18 years of age or older (§1003.429(3), Florida Statutes).

### *24-Credit Standard Diploma*

This program requires students to take 24 credits in the subject areas of English, Mathematics, Science, Social Studies, fine or performing arts, and a physical education course. Foreign language credit is not required for this program although it is recommended for community college preparation and is required for admission to Florida's state universities. This program required students to take eight elective credits (§1003.428, Florida Statutes). (See graduation requirements by ninth (9<sup>th</sup>) grade cohort.

### *Optional Diploma Designations*

Students and parents shall be provided information about diploma designations through an online education and career planning tool, which allows students to monitor their progress toward the attainment of each designation.

The State Board of Education may make recommendations to the Legislature regarding the establishment of additional designations.

Students with disabilities, with parent consent, must choose which diploma option the student is working toward at each Transition Individual Education Plan (TIEP) beginning when the student reaches 14 years of age.

#### **24-Credit Scholar Designation Diploma**

In order to earn a Scholar designation diploma, a student must satisfy specified requirements in addition to the requirements for a standard diploma as set forth in §1003.428 and §1003.4282, Florida Statutes. These specified requirements differ by cohort, or 9<sup>th</sup> grade entry year, and are expanded upon in the cohort requirements in subsequent sections.

#### **24-Credit Merit Designation Diploma**

In addition to the requirements of §1003.428 BS §1003.4282, Florida Statutes, as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under §1003.492, Florida Statutes.

#### **Career and Technical Education Graduation Pathway Option:**

- Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CET) pathway option.
- Receipt of a standard high school diploma through this pathway option requires:
  - Successful completion of at least 18 credits.
  - A minimum, cumulative GPA of at least a 2.0 on a 4.0 scale.
  - Meet the requirements of:
    - 4 English credits
    - 4 Math credits
    - 3 Science credits
    - 3 Social Studies credits
  - Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.
  - Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.
- Each district school board shall incorporate the CTE pathway option into the student progression plan required under s. 1008.25.
- Adjunct educators certified pursuant to s. 1012.57 may teach courses in the CTE Pathway option.

#### **SB 1108**

##### **Civic Literacy Requirement**

- Creates a process to allow students in high school to earn the civic literacy requirement before enrolling in a public college or university in this state.
- Beginning with the 2021-2022 school year, students taking United States Government will be required to take the assessment of civic literacy pursuant to section (s.) 1007.25(4), Florida Statutes (F.S.).
- Students who earn a passing score on the civic literacy assessment in the high school course will be exempt from the postsecondary civic literacy assessment as required by s. 1007.25(4), F.S.

### Graduation Requirements for Certain Students in an English for Speakers of Other Languages (ESOL) Program

- Beginning with the 2022-2023 school year, students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except the passage of any must-pass assessment under ss. 1003.4282 or 1008.22, F.S., or alternate assessment, may meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, in accordance with State Board of Education rule.

### Computer Science Substitution:

- All substitutions must first be identified by the Commissioner as being equivalent in rigor
- As a requirement for the standard high school diploma, a student must earn four credits in math.
  - A student who earns an industry certification for which there is a statewide articulation agreement may substitute the certification for one math credit. Substitution may occur for up to two math credits, except for Algebra I and Geometry.
  - A student may earn two math credits by successfully completing Algebra I through two full-year courses.
  - A certified school counselor or the principal's designee must advise the student that admission to a state university may require that students to earn 3 additional math credits that are at least as rigorous as Algebra I.
  - A student who earns a computer science credit may substitute the credit for up to one credit of the math requirement, except for Algebra I and Geometry. An identified computer science credit may not be used to substitute for both a math and science credit
  - As student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, except for Algebra I.
- As a requirement for the standard high school diplomas, a student must earn three credits in science.
  - A student who earns an industry certification for which there is a statewide articulation agreement may substitute the certification for one science credit, except for Biology I.
  - A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, except for Biology I. An identified computer science credit may not be used to substitute for both a math and science credit.

### Early Graduation Option Under §1003.4281, Florida Statutes

Award of a standard high school diploma – A student who meets the requirements of §1003.4282(3)(a)-(e), Florida Statutes, earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in the approved form prescribed by the Florida State Board of Education. Such students are not required to complete any additional district mandated graduation requirements.

### Florida High School Diploma (GED)

The State of Florida High School Diploma is awarded to students based on the student's satisfactory completion of the General Education Development (GED) Test.

### Certificates of Completion

A certificate of completion is available to any student who completes the State-required courses but fails to meet the other diploma requirements.

- **Regular Certificate of Completion (COC)**

A regular Certificate of Completion shall be awarded to a student who has passed the courses required by the State of Florida but failed to pass the Grade 10 FCAT 2.0, FSA, or FSAA to pass courses required by the District, and/or achieve the required grade point average.

- **Certificate Acceptance**

A student may accept the Certificate of Completion, in order to retake FCAT 2.0 or FSA through the adult education program; the student may enroll in a remedial course.

A former student who was issued a Certificate of Completion and who subsequently meets the State requirements for the year the certificate was issued shall be issued a diploma. According to the student's wishes, this diploma may be awarded from the high school formerly attended, from adult education, or other program at the end of the school term in which the deficiencies were rectified. The date on the student's diploma should be the year during which graduation requirements were met.

- **Certificate Refusal**

A student may refuse the Certificate of Completion. The student may elect to remain in high school, as designated by the District, either as a full-time student or a part-time student for up to one (1) additional year and receive special instruction designed to remedy his or her identified deficiencies.

The student may retake the FSA upon completion of the State requirements, the student is eligible to receive a diploma. The date on the student's diploma should be the year in which the student met all applicable State of Florida and Wakulla County Schools' graduation requirements.

## High School Graduation Requirements for Students with Disabilities

(Florida Administrative Code R.6A-109963)

### General Requirements

Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in §1003.4282(1)-(9), §1002.3105(5) or §1003.4282(11) and §1003.4285, Florida Statutes. Nothing contained in this rule shall be construed to limit or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with §1008.22(3)(c)2, Florida Statutes or participation in a statewide assessment has been exempted in accordance with §1008.212 [extraordinary exemption] or §1008.022(10), Florida Statutes [medical complexity exemption].

- Requirements for a standard diploma for students with significant cognitive disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Florida Administrative Code R. 6A-10943(5) and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in §1003.4282(1)-(9) or §1002.3105(5), Florida Statutes, through access core and elective courses or through core academic courses. Eligible access courses are described

in the Course Code Directory and Instructional Personnel Assignments, in accordance with Florida Administrative Code R.6A-10.9441.

Eligible career and technical education (CTE) courses, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Florida Administrative Code R. 6.A-1.09441.

Students with significant cognitive disabilities working on Access Points participate in the Florida Standards Alternate Assessments in English Language Arts 1 and 2 (ninth and tenth grade), and participate in End-of-Course (EOC) assessments for Access Algebra 1, Access Geometry, Access Biology 1, and Access United States History.

Students with a significant cognitive disability working on Access Points must earn a score of at least level three (3) on the Florida Standards Alternate Assessments in grade 10 English Language Arts (ELA 2) and the End-of -Course (EOC) assessment for Access Algebra 1, unless assessment results are waived in accordance with §1008.23(3)(c), Florida Statutes. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to §1008.23(3)(c), Florida Statutes, must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in §1003.572, Florida Statutes.

- Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in §1003.4282(1)-(9) or §1002.3105(5), Florida Statutes. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Florida Administrative Code, R. 6-A1.09441.

Eligible CTE courses, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Florida Administrative Code R. 6A-1.09441.

Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in §1003.4282(11)(b)2d, Florida Statutes, for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.

Documented achievement of all components defined in §1003.4282(10)(b)2b, Florida Statutes, on the student's employment transition plan.

- A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to §1008.23(3)(c), Florida Statutes, must be approved by the parents and is subject to



verification for appropriateness by an independent reviewer selected by the parents as provided for in §1003.572, Florida Statutes

### Deferral of Receipt of a Standard Diploma

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at §1003.4282(10)(c), Florida Statutes.

The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with Florida Administrative Code, R. 6A-6.03311(8), must sign a separate document stating the decision.

- The IEP team must review the benefits of deferring the standard high school diploma, including continuation of education and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing.
- School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.
- The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

In accordance with Florida Administrative Code R. 6A-6.03028(1), a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22<sup>nd</sup> birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22) (§1003.4282 and 1008.22, §Florida Statutes).

### Career and Professional Education Act s. 1003.491

Among other requirements within the CAPE Act, HB 7071 clarifies the requirements for student advising.

- Any student who may be deemed as a potential dropout or whose cumulative grade point average falls below a 2.0 shall receive advising on enrollment in career-themed courses, as well as options to participate in career and professional academies.
- These students must be provided in-person academic advising that includes information on career education programs by a certified school counselor, the school principal or his or her designee.

### Participation in Graduation Ceremonies

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Wakulla County high school in order to participate in the high school's graduation ceremony.

A student who withdraws from a high school, enrolls in an adult program, and successfully complete the General Education Development (GED) tests, may participate in the adult high school graduation

ceremony and is awarded a State of Florida diploma. These students may not participate in the graduation ceremony with their previous high school.

A student who receives a Certificate of Completion may participate in a graduation ceremony.

## GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION

To graduate from high school a student must meet all the requirements of this plan, demonstrate mastery of the Student Performance Standards (§1001.03 and §1010.305, Florida Statutes), and meet all requirements established by the Florida Department of Education and the Wakulla County School Board.

Graduation requires the successful completion of a minimum of 24 credits (exception for ACCEL Diploma). In addition, students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, or unless requirements are changed for all students by Florida Statute, or unless the student is scheduled to graduation more than two years after the student's original class.

Graduation requirements prescribed by Florida Statute may not be waived.

As a result of the many acceleration mechanisms, students can graduate in fewer than four years (less than eight semesters) if the student has completed a minimum of 24 credits and meets the general requirements for graduation. If a student meets the requirements, the student must be allowed to graduate early.

The 24 credits required for a standard diploma can be earned through career education courses.

Section 1003 of the Florida Statutes, identify state minimum graduation requirements for basic, adult, and students with disabilities who are to be awarded a standard high school diploma by any public school. The state has specified a total number of credits that students shall earn in certain subject areas. While principals and curriculum staff at each school can answer in-depth questions about all requirements, below is the information provided by the Florida Department of Education regarding cohort (9<sup>th</sup> grade entry year) specific requirements for graduation. While the documents look very similar, close attention must be focused to each independent set of requirements for different cohorts. These documents can be found by visiting <http://www.fldoe.org/academics/graduation-requirements>. Each two-page document includes:

- Diploma Options
- State Assessment Requirements
- CAP information
- Requirements for Students with Disabilities
- 24-Credit Standard Diploma Credit GPA Requirements (and optional designations)
- Credit and GPA Requirements for the ACCEL Diploma Option
- Information on graduating early
- Information on the Bright Futures Scholarship
- State University System, Florida State College System, and Career/Tech Center minimum requirements

## FLORIDA DEPARTMENT OF EDUCATION GRADUATION REQUIREMENTS BY COHORT

PLEASE SEE CHARTS ON NEXT TWO PAGES FOR GRADUATION REQUIREMENTS BY  
COHORT

## Standard Diploma Requirements

### Academic Advisement – What Students and parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

**What are the state assessment requirements?** Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade.

- Algebra 1                      Geometry
- Biology 1                      U.S. History

+Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

#### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

#### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

#### 24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), ACE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
4 Credits Mathematics*
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

\*Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

## Scholar Diploma Designation

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

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

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, 1B or AICE Biology 1 or U.S. History course; takes the respective AP, 1B or ACE assessment; and earns the minimum score to earn college credit.

- Meet the standard high school diploma requirement
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

### What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



## State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

August 2020

## PERFORMANCE STANDARDS

### Promotion/Grade Classification

A student, including an ELL student, will be placed in accordance with the number of credits earned by the beginning of the school year. Unless enrolled in an alternative site, students must fulfill the following requirements in order to be promoted:

- Freshman (9<sup>th</sup> Grade): A student must have been assigned to the ninth grade by his/her middle school.
- Sophomore (10<sup>th</sup> Grade): A student must have earned four (4) credits and a cumulative grade point average of 1.0 on an unweighted 4.0 scale on the credit being submitted for promotion
- Junior (11<sup>th</sup> Grade): A student must have earned a total of eleven (11) credits and a cumulative grade point average of 1.5 on an unweighted 4.0 scale on the credit being submitted for promotion
- Senior (12<sup>th</sup> Grade): A student must have earned a total of seventeen (17) credits and a cumulative grade point average of 2.0 on an unweighted 4.0 scale on the credit being submitted for promotion.

### Grade Point Average (GPA)

A marking system of A, B, C, D, and F is used at the end of the grading period for each course. Grades reflect student's achievement of grade level benchmarks within the respective courses. A student's GPA is the standardized scale used to determine if the student has met the state high school graduation requirements of a minimum of 24 credits (18 credits for accelerated graduation option).

The GPA represents the average number of grade points a student earns for each graded high school course. Grade points are points per course credit assigned to a grade, indicating the numerical value of the grade. To determine a student's GPA, the total number of grade points earned are divided by the total number of possible grade points in a course. The meaning of each letter, its numerical value, and GPA conversion to a letter grade of each letter is based on the following scales:

### Grading Scale and Definitions

Definition	Percent Value	Letter Grade
Outstanding	90-100%	A
Above Average	80-89%	B
Average	70-79%	C
Below Average	60-69%	D
Failure	50-59%	F

### Quality Points

Quality Points, ranging from 0-4, are earned for all courses completed in which an academic grade has been awarded. This total is used in the calculation of the Grade Point Average and is cumulative. Quality points are assigned to all letter grades earned in a course according to the following table:

*Table: Conversion of Letter Grades to Quality Points*

Letter Grade	General/Unweighted Quality Points	WCS Weighting for Accelerated Courses*	
		Honors Quality Points	AP/Dual Enrollment Quality Points
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1



All Other Grades	0	0	0
------------------	---	---	---

\*Postsecondary institutions and scholarship entities may calculate weighted GPA differently

*Table: Conversion of unweighted GPA to Letter Grade*

Summative Quality Points GPA	Final Grade
3.50-4.00	A
2.50-3.49	B
1.50-2.49	C
0.50-1.49	D
0-0.49	F

### Final Grades for Non-EOC Courses

Traditionally, high school course final grades are calculated on a semester basis, using one of two calculation methods.

For courses without required EOC or AP assessments, the local assessments may be used as the final cumulative examination for its associated course in accordance with Wakulla County Schools' district policy (§1008.22(7)(e), Florida Statutes.

Quality points are assigned to all letter grades earned in a course according to the table "Conversion of Letter Grades to Quality Points."

### Final Grades for EOC Courses

Starting in school year 2010-2011 statewide, standardized end-of-course (EOC) exams began to be required for certain core academic courses, with a final grade being calculated on a yearly basis.

The formula below is applied when EOC scores are received at the end of the year.

**1<sup>st</sup> Semester GPA= (Quarter 1 Total Grading Period Quality Points \*.35) + (Quarter 2 Total Grading Period Quality Points \*.35) + (EOC Exam Quality Points \*.3)**

**2<sup>nd</sup> Semester GPA= (Quarter 3 Total Grading Period Quality Points \*.35) + (Quarter 4 Total Grading Period Quality Points \*.35) + (EOC Exam Quality Points \*.3)**

Quality points are assigned to all letter grades earned in a course according to the table "Conversion to Letter Grades to Quality Points."

The GPA is then converted back to a final letter grade based on the table "Conversion of a GPA to a Letter Grade."

### Semester and Final Exams

All students must take a written or performance-based final semester exam in each course.

### Grade Forgiveness

Students who earn a "D" or "F" in a course may retake the same course or a comparable course. Any student eligible to repeat a required course that is part of a progressive sequence must retake the course prior to or jointly with the next higher-level course in the sequence.

For any repeated course, the original grade of “D” or “F” may only be replaced with a grade of “C” or higher. All semester graded will be placed on the student’s transcript; however, only the higher semester grade will be used in computing the student’s grade point average. No additional credit shall be awarded for a previously passed repeated course (§1003.4282, Florida Statutes).

### Required Grade Point Average

All students must earn a cumulative grade point average of 2.0 on an unweighted 4.0 scale, as required by §1003.4282, Florida Statutes, on the credits being submitted for graduation before the diploma will be awarded. The required grade point average must be based on all courses taken, except courses forgiven under state and district forgiveness policies. Parents of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting graduation requirements. This notification shall be in the form provided for in the District approved reporting procedures.

### Required Assessments – Retakes, Concordant/Comparative Scores

Florida law requires that all students must meet all academic requirements in order to receive a standard high school diploma from a public school. This means that students must take required courses, earn minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments.

Students to meet all other requirements but do not pass the required assessments will receive a Certificate of Completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

- Current Assessments required for graduation are the 10<sup>th</sup> Grade FSA and Algebra I EOC.
- For students who are unable to meet the performance levels set by the State Board of Education, opportunities to retake the assessments required for graduation are available.
- Students will be able to meet the assessment requirements above by achieving the following concordant or comparative scores:

<b>Available for <i>all</i> students who entered grade 9 in 2010-2011 and beyond:</b>	
SAT EBRW	480
ACT English and Reading Subtests	18
<b>Available <i>only</i> for students who entered grade 9 prior to 2018-2019:</b>	
SAT Critical Reading	
SAT EBRW	430
SAT Reading Subtest	24
ACT Reading	19

<b>Algebra I EOC (NGSSS or FSA)</b>	
<b>Available for <i>all</i> students who entered grade 9 in 2010-2011 and beyond:</b>	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
FSA Geometry EOC	499
<b>Available <i>only</i> for students who entered grade 9 prior to 2018-2019:</b>	

- **General Education Diploma (GED)**

If students have not received a passing score on the reading/ELA assessment required for graduation, they may enroll in a GED preparation course through Wakulla County Schools Adult Education.

- **Waiver for Students with Disabilities**

Students with disabilities who are working toward a standard high school diploma are expected to participate in the Statewide Assessment Program; however, after attempted the assessments at least one time, legislation provides for a waiver of this requirement for a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments.

The Individual Education Plan (IEP) team may request a waiver of the FCAT/FCAT 2.0/FSA requirements for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in §1003.4282, Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waiver are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade.

## PROGRESSION OPTIONS

### Dual Enrollment in High School and Lively Technical Center

While still enrolled in high school, a student who has completed grade 9 or has reached age 16 may, with the prior written permission of the high school principal or designee, enroll at the same time in vocational-technical classes at Lively Technical Center. All credits earned may be transferred to the high school to be credited toward graduation requirements. To qualify for vocational certificate dual enrollment courses, a student must have a 2.0 unweighted grade point average. The age and grade point average requirements may be waived by the joint approval of both the high school principal and the principal of Lively Technical Center.

### Thirteenth Year Students (§1003.4282(7)(C)(D), Florida Statutes)

A student who earns the required 24 credits, or the required 18 credits under §1002.3105(5), Florida Statutes, but fails to pass the assessments required under §1008.22(3), Florida Statutes, or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies.

A student with a disability who receives a certificate of completion and has an individual educational plan that prescribes special education, transition planning, transition services, or related services may continue to receive the specified instruction and services until his/her 22<sup>nd</sup> birthday.

### Grievance Procedure

When a dispute on student placement or progression arises, the student (or guardian) shall first discuss the complaint informally with the person against who it is directed. If the dispute is not resolved at this level, the student (or guardian) shall, within five school days following the dispute, discuss the dispute with the principal or designated assistant principal who shall render a written decision within five school days.

The decision, normally made by the principal or designated assistant principal, may be appealed to the Superintendent or designee in writing, within five school days following the school administrator's decision. The Superintendent or designee shall investigate the facts of the situation and shall render a final decision in writing to the student within ten days following notification of student appeal.

## SECTION 5: FORMS AND APPENDICES

- Appendix A: Admission Documentation Requirements
- Appendix B: Elementary Student Progression Forms
- Appendix C: ACCEL Forms and Contracts
- Appendix B: Required Instruction Statute

## Appendix A: Admission Documentation Requirements



## Minimum Requirements for Student Enrollment IN THE WAKULLA COUNTY SCHOOL DISTRICT

- \_\_\_\_\_ Proof of Address: All newly registering students are required to submit acceptable proof of living at an address in Wakulla County. **Attach a copy to the student's registration packet.**  
**Acceptable** includes one of the following in the parent/legal guardian's name: utility bill or hook-up order, lease or rental agreement, mortgage agreement, income tax form, homestead exemption, or a Florida Driver's License issued after January 1, 2010.  
**Not acceptable** includes a Florida Driver's License issued before January 1, 2010 or voter registration card.  
**Note:** A parent/legal guardian and his/her child who are living with a resident of Wakulla County must show a notarized letter from that resident stating these living arrangements and a proof of residency. This letter will be good for the remainder of that school year only and a new one must be submitted each school year.
- \_\_\_\_\_ **Guardianship:** Legal guardianship of a student by someone other than the biological parents must be verified by a legal document awarded by a court of competent jurisdiction. If the student is under DCF jurisdiction, documentation of placement must be provided. **The legal guardian must reside in Wakulla County.**
- \_\_\_\_\_ **Social Security Number:** Social Security numbers ARE NOT REQUIRED for student enrollment but are helpful. (See FS 1008.386)
- \_\_\_\_\_ **Birth Certificate:** A copy of the student's certified birth certificate.
- \_\_\_\_\_ **Immunization:** A student entering a public school from out of state or a private facility must show proof of immunization within 30 days of initial enrollment. Failure to show proof may result in withdrawal from school. **Note: First time entry into a public school may require immediate immunization proof.**
- \_\_\_\_\_ **Medical Examination:** A student entering a public school from out of state or a private facility must show proof of a physical examination within 30 days of initial enrollment. An out of state health exam completed within a 12-month period prior to enrollment will be accepted if a licensed Florida health professional certifies that the exam has the same components as required by Florida Law. **Note: First time entry into a public school may require immediate proof of a medical exam.**
- \_\_\_\_\_ **Withdrawal Form:** A withdrawal form from the previous school which shows grades, attendance, and promotion is required.
- \_\_\_\_\_ **Unofficial Transcript (where applicable):** To make sure that students are placed in the correct grade and to assist the counselor in completing a schedule.
- \_\_\_\_\_ **Reassignment Requests:** Students wanting to attend school out of zone must apply for reassignment. Contact Instructional Services at the Wakulla County School Board District Office, 850-926-0065.

### ENROLLMENT OF A STUDENT BY SOMEONE OTHER THAN A CUSTODIAL PARENT

#### **According to School Board Policy 5.20(4):**

A student residing with a person who is not the student's custodial parent(s), legal guardian, legal custodian, or others such person designated by an order issued by a court of competent jurisdiction of the State of Florida to be responsible for the student shall be allowed to attend a District school under the conditions that the person with whom the student resides shall present a notarized statement to the enrolling officer of intent to seek legal custody or guardianship and shall provide an affidavit of custody within thirty (30) days of the student's enrollment.

**After thirty (30) days, the student will be withdrawn from school if no evidence of legal custody or legal guardianship is provided.**

For more information about seeking child custody please call the Wakulla County Clerk of Court at 850-926-0905.

## Appendix B: Elementary Student Progression Forms

Parental Notification for Students in K-3 with Reading Deficiencies

[Florida Statutes 1008.25(5)(c) and 1002.20(11)]

Date: \_\_\_\_\_ School: \_\_\_\_\_  
Child: \_\_\_\_\_ Grade: \_\_\_\_\_

Dear Parent or Guardian:

Florida's goal is that every student read at or above grade level. If a student is not learning at the rate that he or she should, the school district must give additional tests to find out how to assist the student. The school and the parents will work together to review progress monitoring information to help the student catch up and work at grade level.

Teachers must pay special attention to how well each child is learning to read in kindergarten through third grade. If a teacher is concerned that a child has a reading problem, the student will be tested to see the seriousness of the problem. The school must provide additional help to all students who are behind in learning to read.

If a student does not score at Level 2 or above on the third grade F.A.S.T. for English Language Arts for PM3, he or she is considered to have a substantial problem in reading and cannot be promoted to the fourth grade.

One purpose of this letter is to notify you that your child has a reading problem and needs extra help. The teacher's notes on the student's response to intervention specify what is currently being done to help your child and what additional services are being provided.

Please remember, if your child is not reading well enough to score Level 2 or higher on the F.A.S.T. for English Language Arts for PM3 in the third grade, he or she must be retained unless he or she meets one of the good cause exemptions. Each promotion or retention decision is based on several factors, including the student's performance on the F.A.S.T. for English Language Arts for PM3, additional evaluations, portfolio reviews, and certain alternative assessments. These assessments will assist the parents and the school district in deciding if a child is reading at or above grade level and is ready for grade promotion. If your child is retained in the third grade and is able to demonstrate mastery of appropriate fourth grade reading skills through the approved portfolio, he or she may be eligible for mid-year promotion to fourth grade. Mid-year promotion is only applicable to a 3<sup>rd</sup> grade student who meets **all** of the following criteria: was retained as a result of a reading deficiency, but is working on grade level or above in mathematics; has participated in intensive remediation for reading; did not qualify for a Good Cause Promotion; demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan; demonstrates the proficiency required to score at Level 3 on the grade 3 F.A.S.T. for English Language Arts for PM3 as determined by the State

Board of Education as documented in a student portfolio, and/or an average or above average score on a state-approved alternate reading assessment; and demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4<sup>th</sup> Grade level reading skills.

If your child is retained in third grade for a reading problem, it is to give your child more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond. Please contact your child's teacher if you have concerns about your child's reading progress.

Sincerely,

---

Principal

School Letterhead

Parental Notification for Retained Third Grade Students

**[Florida Statute 1008.25(7)(b)3]**

Date: \_\_\_\_\_ School: \_\_\_\_\_

Child: \_\_\_\_\_

Dear Parent or Guardian:

Florida's goal is that every student read at or above grade level. If a student is not learning at the rate that he or she should, the school district must give additional tests to find out how to assist the student. Teachers must pay special attention to how well each child is learning to read in kindergarten through third grade. If a teacher is concerned that a child has a reading problem, diagnostic assessment will be given to see the seriousness of the problem. The school must provide additional help to all students who are behind in learning to read.

The student must continue to receive additional support and assistance until he or she is able to read on grade level. If the student's reading problem is not corrected by the end of the third grade, as demonstrated by scoring at Level 2 or higher in reading on the grade 3 F.A.S.T. for English Language Arts for PM3, the student must be retained in the third grade.

This is to notify you that your child has not met the reading level required for promotion and has not met the requirements for one of the good cause exemptions, as provided by Florida law. Each decision about a child's promotion or retention is based on several things, including the student's performance on the F.A.S.T. for English Language Arts for PM3, additional evaluations, portfolio reviews, and certain alternative assessments, including those administered during 3<sup>rd</sup> Grade Summer Reading Camp. Your child is being retained to give him or her more time to learn to read before he or she must meet the more difficult reading demands of the fourth grade and beyond.

Ask your child's teacher about additional services to help your child.

Sincerely,

\_\_\_\_\_  
Principal

## Recommendation for Promotion for Good Cause to the Fourth Grade

\_\_\_\_\_ did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the fourth grade for the \_\_\_\_\_ school year with documentation for good cause as indicated below:

- \_\_\_\_\_ is an English Language Learner (ELL) student who has had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program.
- \_\_\_\_\_ is a student with disabilities, whose individual educational plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.
- \_\_\_\_\_ is a student who demonstrates an acceptable level of performance on the alternate reading assessment approved by the State Board of Education.
- \_\_\_\_\_ is a student who demonstrates, through student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the state standards in reading equal to at least a Level 2 performance on Florida Standards Assessment.
- \_\_\_\_\_ is a student with disabilities who participated in the Florida Standards Assessment and who had an individual education plan or a Section 504 plan that reflects that he/she had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.
- \_\_\_\_\_ is a third-grade student who has received intensive remediation in reading for two or more years but still has deficiency in reading and was previously retained in K, grade 1, grade 2, or grade 3 for a total of two years. A student may not be retained more than once in grade 3. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on an individualized plan that includes specialized diagnostic information and specific reading strategies.

The promotion of this student is appropriate and is based on the student's academic record.

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

*I have reviewed and discussed this recommendation with the teacher and \_\_\_\_\_ approve or \_\_\_\_\_ disapprove promotion for good cause.*

\_\_\_\_\_  
PRINCIPAL

\_\_\_\_\_  
DATE

ACCEPTED ☐ REJECTED ☐

\_\_\_\_\_  
SUPERINTENDENT

\_\_\_\_\_  
DATE



## Recommendation for Promotion for Good Cause to All Grades Other Than Fourth

Circle Grade Recommended: 1 2 3 5 6

\_\_\_\_\_ did not meet all required state or district performance measures for his/her grade but is recommended for promotion to the \_\_\_\_\_ grade for the \_\_\_\_\_ school year with documentation for good cause as indicated below.

\_\_\_\_\_ is an English Language Learner (ELL) student who has had less than two years of instruction in an English for Speaker of Other Languages (ESOL) program.

\_\_\_\_\_ is a student with disabilities, whose individual educational plan (IEP) indicates that participation in a statewide assessment is not appropriate, consistent with the requirements of State Board of Education Rule.

\_\_\_\_\_ is a student who demonstrates an acceptable level of performance on an approved standardized reading assessment.

\_\_\_\_\_ is a student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the state standards in reading equal to at least a Level 2 performance on ELA portion of the Florida Standards Assessment.

\_\_\_\_\_ is a student with disabilities who participated in the Florida Standards Assessment and who has an individual education plan, or a Section 504 plan that reflects that he/she has had intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained.

\_\_\_\_\_ it is the recommendation of the Intervention Support Team that conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.

The promotion of this student is appropriate and is based on the student's academic record.

\_\_\_\_\_  
TEACHER

\_\_\_\_\_  
DATE

*I have reviewed and discussed this recommendation with the teacher and \_\_\_\_\_ approve  
\_\_\_\_\_ disapprove promotion for good cause.*

\_\_\_\_\_  
PRINCIPAL

\_\_\_\_\_  
DATE

ACCEPTED ☐ REJECTED ☐

\_\_\_\_\_  
SUPERINTENDENT

\_\_\_\_\_  
DATE

School Letterhead

### Third Grade Summer Reading Camp Invitation Letter

May ,

Dear Parents or Guardians of \_\_\_\_\_:

Third grade F.A.S.T. for English Language Arts for PM3 scores are in, and your child's teacher will be contacting you to discuss them. According to Florida State Statute 1008.25, third grade students cannot receive a regular promotion to fourth grade if they score a Level 1 F.A.S.T. for English Language Arts for PM3. In order to provide additional help in the area of reading, the Wakulla County School District is providing a third grade Summer Reading Camp. We recommend that your child attend Summer Reading Camp based on his/her reading score and the following criteria:

- \_\_\_\_\_ Your child scored a Level 1 on F.A.S.T. for English Language Arts for PM3 and needs to meet promotion requirements by earning an acceptable score on the standardized test administered at the end of Summer Reading Camp or meet portfolio requirements, which require reading on grade level to receive a Good Cause Promotion to fourth grade. If he/she does not attend summer Reading Camp and score at an acceptable level on the approved standardized test or meet the portfolio requirements, he/she will be retained.
- \_\_\_\_\_ Your child is an English Language Learner (ELL) student who has had less than two years of instruction in an English for Speakers of Other Languages program. He/she will receive a Good Cause Promotion but would benefit from attending Summer Reading Camp.
- \_\_\_\_\_ Your child scored a Level 1 on F.A.S.T. for English Language Arts for PM3 but has already been retained twice in grades K, 1, 2, or 3 and has received intensive remediation in reading for two years. He/she will receive a Good Cause Promotion to fourth grade but would benefit from attending Summer Reading Camp.
- \_\_\_\_\_ Your child scored a Level 1 on F.A.S.T. for English Language Arts for PM3 but is a student with disabilities whose Individual Education Plan (IEP) or Section 504 Plan reflects that he/she has had intensive remediation in reading and was previously retained in grades K, 1, 2, or 3. He/she will receive a Good Cause Promotion but would benefit from attending Summer Reading Camp.

**In order to plan for your child and to provide the best possible experience, we need to know if he/she will attend Summer Reading Camp. Please complete the second page of this letter and return it to your child's teacher by \_\_\_\_\_. If you have questions or concerns, contact me or your child's teacher. Thank you in advance for the opportunity to help improve your child's reading skills.**

Sincerely,

Principal

School Letterhead

## Mid-Year Promotion to Fourth Grade

Date:

Dear \_\_\_\_\_: (name of parent/guardian)

Congratulations! Your child, \_\_\_\_\_, has successfully completed all the requirements for mid-year promotion to fourth grade as noted below.

\_\_\_\_\_ was retained as a result of a reading deficiency, but is working on grade level or above in mathematics;

\_\_\_\_\_ has participated in intensive remediation for reading;

\_\_\_\_\_ did not qualify for a Good Cause promotion;

\_\_\_\_\_ demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above grade level) level of reading as defined in the Student Progression Plan;

\_\_\_\_\_ demonstrates the proficiency required to score at Level 3 on the grade 3 F.A.S.T. for English Language Arts for PM3 as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced reading assessment; and

\_\_\_\_\_ demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4<sup>th</sup> Grade level reading skills.

Your child is now a fourth-grade student and will be required to meet the proficiency levels for fourth grade.

This is a great achievement, and we offer our congratulations to \_\_\_\_\_. We hope this fourth-grade year is a successful one.

Sincerely,

Principal

## Appendix C: ACCEL Forms and Contract

Wakulla County School District  
**ACCEL PERFORMANCE CONTRACT**

**(Academically Challenging Curriculum to Enhance Learning) as of 08.09.16**

To be completed and approved before each new ACCEL Course or EOC Assessment

Student (legal name): \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Grade: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

Phone & Email: \_\_\_\_\_

**Select Option**

☐ Advanced Coursework in (name of course): \_\_\_\_\_

Check all that apply: \_\_\_\_\_ Not for high school credit \_\_\_\_\_ High School Credit  
\_\_\_\_\_ Other

\_\_\_\_\_ On Campus \_\_\_\_\_ Virtual (explain)

☐ Credit Acceleration Program (CAP) – Take End of Course assessment for high school credit in:

\_\_\_\_\_ Algebra 1 \_\_\_\_\_ Geometry \_\_\_\_\_ Biology \_\_\_\_\_ U.S. History \_\_\_\_\_ Algebra 2

Test Date: \_\_\_\_\_

**If an EOC assessment is taken and not passed, student must take and pass that course to earn credit.**

**NOTE:** Middle School students requesting to take a non-academic course for high school credit such as PE, Driver's Ed., or

**Section I. Student Eligibility for Accelerated Academic Coursework and/or EOC**

**Assessment (must meet all criteria):**

- “A” in subject requested for both semesters
- Core Courses Average of 3.5 or higher (A=4, B=3, C=2). Add points and divide by number of semesters for average: \_\_\_\_\_
- Level 4 or 5 (above average) on State Assessment in area requested; 3 or higher in other areas tested
- Attendance acceptable? Circle **Yes** or if **No**, percent absent \_\_\_\_\_ • Discipline record acceptable? **Yes** or if **No**, #referrals \_\_\_\_\_

**Most Current School Year:**

Core Courses Mark if ADV (Advanced) or HS (High School credit)	Semester 1 Letter Grade	Semester 2 Letter Grade	State Test Scores	Verified by School Official (Initial)
English/Language			Reading	
Math			Math	
Science			Science	
Social Studies			Civics	
Reading or Critical Thinking			Other	

**Section II. Parent/Guardian Responsibilities:**

1. Obtain approval of the ACCEL option through this contract before child undertakes an accelerated option;
2. Acknowledge that all high school credit courses and college dual enrollment courses taken will be calculated in the permanent cumulative grade point average for high school graduation and will appear on official transcripts;
3. Acknowledge that for a student to take an EOC, a virtual course must be completed for Sem. 1 and at least 85% done for Sem. 2;
4. Acknowledge that once a student undertakes an ACCEL option, he/she is committing to completing it;
5. Acknowledge that district approval of the ACCEL request for advanced coursework and/or EOC assessments is contingent upon final grades and final state assessment scores for the current school year meeting the requirements outlined in Section I.
6. Acknowledge that if an EOC assessment is taken for CAP and not passed, the course must be taken and passed to earn credit.
7. Students will automatically be dropped after 28 days of no activity and credit for course will not be applied.

**Parent/Guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal or Assistant Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**District Representative Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Other ACCEL options of note available to high school students:**

- Advanced Placement courses for high school credit and for college credit earned through AP exam scores
- Early Graduation for 24-credit Standard Diploma if all criteria are met
- Dual Enrollment in college courses for both high school and college credit\*
- Early Admission to college for senior year\*
- 18-Credit Option\*

\*These require more specific contracts. See WHS Assistant Principal of Curriculum.

**Other ACCEL options of note available to high school students:**

Advanced Placement courses for high school credit and for college credit earned through AP exam scores

Early Graduation for 24-credit Standard Diploma if all criteria are met

Dual Enrollment in college courses for both high school and college credit\*

Early Admission to college for senior year\*

18-Credit Option\*

\*These require more specific contracts. See WHS Assistant Principal of Curriculum.

**WAKULLA COUNTY SCHOOL DISTRICT 18-CREDIT ACCEL PROGRAM**

**(Academically Challenging Curriculum to Enhance Learning)**

**GRADUATION REQUIREMENTS and CONTRACT as of 08.09.16**

*The student and parent/guardian must meet with the WHS Assistant Principal of Curriculum before signing this contract.*

**REQUIREMENTS:**

18 credits in required courses listed below



Passing scores on 10<sup>th</sup> grade FCAT 2.0 Reading or state English/Language Arts assessment and Algebra 1 EOC (End of Course) assessment or state mandated assessments for 9<sup>th</sup> grade cohort (year student entered 9<sup>th</sup> grade)

Take Biology, Geometry, and U.S. History EOC assessments

2.0 unweighted cumulative GPA

18 Credits in:

4 English/Language Arts

4 Mathematics to include

Algebra 1 (Must pass EOC and EOC is 30% of yearlong course grade with no semester credits awarded if taken school year 2013-2014 or after)

Geometry (EOC is 30% of final course grade; yearlong course with no semester credits awarded)

3 Science to include

Biology (EOC is 30% of final course grade; yearlong course with no semester credits awarded)

3 Social Science to include

1 World History

1 U.S. History (EOC is 30% of final course grade; yearlong course with no semester credits awarded)

1 semester of American Government and 1 semester of Economics

1 Performing or Fine Art or its equivalent

3 electives (online course not required)

**NOTE: 18-Credit ACCEL Program minimum requirements do not meet Florida's Bright Futures Scholarship requirements unless specific electives taken.** Refer to the complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/> to access additional scholarship requirements.

**See CONTRACT on reverse side.**

**WAKULLA COUNTY SCHOOL DISTRICT 18-CREDIT ACCEL PROGRAM**

(Academically Challenging Curriculum to Enhance Learning)

**CONTRACT as of 08.09.16**

**Student:** \_\_\_\_\_ **DOB:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Year Entered 9<sup>th</sup>:** \_\_\_\_\_ **Administrator:** \_\_\_\_\_

*The student and parent/guardian must meet with the WHS Assistant Principal of Curriculum before signing this contract.*

#### **SPECIFIC CONDITIONS OF 18-CREDIT ACCEL PROGRAM:**

1. A parent or guardian should accompany the student and sign a contract along with the student. If the student is 18 years or older and is still a dependent of the parent/guardian, a parent/guardian signature is required.
2. To stay in the 18-credit ACCEL Program, a student must show proficiency on the FCAT Reading or state English/Language Arts assessments and the Algebra 1 EOC assessment (Level 3 or higher) or current mandated state assessments.
3. Contracts will be re-signed prior to every school year if the student meets the qualifications to stay in the 18-credit ACCEL Program.
4. Students may not graduate before they have successfully completed the 18-credit ACCEL Program in high school.
5. Students who graduate and receive a standard diploma under 18-credit ACCEL Program requirements may not return for a fourth year.
6. Students who do not meet all graduation requirements for the 18-credit ACCEL Program will not be allowed to participate in graduation ceremonies for that school year. Graduation requirements include earning 18 credits in the specific areas listed on the contract, passing all required parts of the 10<sup>th</sup> grade FCAT Reading or English/Language Arts assessment and End of Course Exams (or

current mandated state assessments), earning the required cumulative grade point average and taking the required EOC assessments. These students may be allowed to participate in the next school year's graduation ceremonies if they have fulfilled all graduation requirements at that time.

7. Students on an 18-credit ACCEL Option will be designated as follows:

- **Year 1** - 9<sup>th</sup> Grade;
- **Year 2** - 10<sup>th</sup> Grade if earned at least 4 required credits, the required cumulative 1.0 GPA in 9<sup>th</sup> Grade, and Level 3 or higher FCAT scores and EOC scores or state mandated assessments;
- **Year 3** - 12<sup>th</sup> Grade if earned at least 11 required credits and has a cumulative 2.0 GPA. Year 3 students will be allowed all senior privileges such as pictures in the senior section of the yearbook, prom, the senior trip, etc. However, if a student does not meet the 18-credit graduation requirements and comes back for a fourth year, these privileges will not be granted a second time.

**Year 1:** \_\_\_\_\_  
**Parent/Guardian**                      **Student**                      **Admin. Initial**    **Date**

**Year 2:** \_\_\_\_\_  
**Parent/Guardian**                      **Student**                      **Admin. Initial**    **Date**

**Year 3:** \_\_\_\_\_  
**Parent/Guardian**                      **Student**                      **Admin. Initial**    **Date**

## EARLY ADMISSION

### Student/Parent Agreement

The purpose of this agreement is to insure that parents and students are aware of the regulations involving student participation in an early admissions program.

The following is provided and should be discussed with the senior counselor and Assistant Principal of Curriculum prior to granting approval for this full-time college program. It is for the entire senior year. The application process starts early in second semester of the junior year.

Students applying for Early Admission must meet the following requirements and be willing to adhere to the following rules:

1. Fulfillment of the Wakulla County School District requirements through the 11<sup>th</sup> grade.
2. 3.0 GPA (unweighted) at the end of the 11<sup>th</sup> grade year (for TCC). 3.8 GPA (unweighted) at the end of the 11<sup>th</sup> grade year (for FSU and FAMU).
3. Recommendation of a guidance counselor.
4. Approval of the Assistant Principal of Curriculum.

Students wishing to attend classes off campus and their parents must agree to the following conditions:

1. Student must receive prior approval before registering for any classes from the Assistant Principal of Curriculum. This approval must be obtained for each semester of classes. The student must bring a copy of his/her grades to the Assistant Principal of Curriculum at the end of the college Fall semester. At this time the courses for the second semester will be checked for approval. If the student registers for classes that are not approved the student will have to withdraw from the classes during the drop/add period. At the end of the second semester students must immediately bring the grades to the guidance department so that the student may be part of the graduation ceremony.
2. Student must take two semesters of English classes, one semester of economics and one semester of American Government. If the student tests out of ENC1101, the student must take ENC1102 or its equivalent and an approved English/Humanities class. If the student tests out of ENC1101 and ENC1102 or its equivalent, the student must take two semesters of an approved English/Humanities class.
3. Student is to take a minimum of 12 credit hours of classes each semester. Any additional hours must be pre-approved by the Assistant Principal of Curriculum.
4. A student receiving any grades of C or lower will be denied approval for the second semester and enrolled full-time in Wakulla High School for second semester.

## GRADUATION

1. Students may participate in graduation if permission to do so has been requested and granted in writing.
2. Responsibility concerning senior graduation exercises and related activities including dates of practice, ordering of invitations, senior pictures etc. is left to the student.
3. Students are eligible for valedictorian, salutatorian, and honor court.

I have read and understand the above agreement concerning early admissions at Wakulla High School. I agree to adhere to the rules and regulations of the Early Admissions Program.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix D: Required Instruction Statute

## REQUIRED INSTRUCTION

### 1003.42 Required instruction.

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. [1003.41](#) and may approve a new course only if it meets the required curricular content.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- A. 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, and how they form the philosophical foundation of our government.
- B. 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.
- C. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- D. Flag education, including proper flag display and flag salute.
- E. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- F. 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.
- G. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads 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.
- H. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society..

Instructional materials shall include the contributions of African Americans to American society.

- I. The elementary principles of agriculture.
  - J. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
  - K. Kindness to animals.
  - L. The history of the state.
  - M. The conservation of natural resources.
  - N. Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 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.
  - O. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
  - P. The study of Hispanic contributions to the United States.
  - Q. The study of women's contributions to the United States.
  - R. The nature and importance of free enterprise to the United States economy.
  - S. A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that will be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
  - T. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
  - U. The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection.
- (3) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized due to that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum, which reflects local values and concerns.