



**WALTON COUNTY
SCHOOL DISTRICT**

Student Progression Plan 2024-2025



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**WALTON COUNTY SCHOOL DISTRICT
2024-2025
STUDENT PROGRESSION PLAN**

I.	<p>Introduction</p> <p>Included within this plan are policies and procedures relative to enrollment, promotion, retention, accelerated/decelerated placement, transfers, instructional programs, accelerated programs, extended year programs, dropout prevention/retrieval programs, student assessment and exceptional student education.</p> <p>Students, parents, faculty, staff, and administrative personnel are encouraged to become familiar with the contents of this plan. Recommendations for future changes are encouraged from all concerned. The administrative staff at all schools and the district office is available to receive any questions or concerns connected with the policies or procedures presented.</p>
II.	<p>Purpose</p> <p>The purpose of this document, the <i>Student Progression Plan</i> for the Walton County School District, is to provide school personnel, parents/guardians, students, and other interested citizens the administrative procedures necessary to implement state legislative and local student progression requirements. Any procedure or policy contained in this <i>Student Progression Plan</i> may be waived upon approval of the Walton County School Board provided such waiver does not conflict with state or federal regulations or laws.</p>
III.	<p>Goals</p> <p>The goal of the <i>Student Progression Plan</i> is to facilitate public awareness of the requirements for each step of the educational process from kindergarten through graduation. The plan encourages programs that provide for the attainment of district and state standards; it also provides options for those students who do not accomplish certain standards within a specific time period.</p> <p>It is the intent of the Florida Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress. It is the goal of the legislature that every student read at or above grade level.</p> <p>The Walton County School District is committed to the implementation of a Multi-Tiered System of Supports (MTSS) framework for aligning efforts to improve educational outcomes and meet the academic and behavioral needs of all students. The District will provide high quality instruction and intervention matched to student needs and use learning rates and levels of performance to inform instruction, including decisions regarding promotion, acceleration, retention, and remediation. Data will guide district, school, grade, class, and individual levels decisions about the allocation of resources and intensity of interventions needed to improve learning and behavior.</p>
IV.	<p>Responsibilities</p> <p>In developing and implementing the <i>Student Progression Plan</i>, the district has identified the following responsibilities:</p> <ol style="list-style-type: none"> 1. It is the responsibility of the School Board and the administration of the Walton County School District to provide all students with instructional and remedial services forming a comprehensive program for student progression. The District's program uses universal screening and ongoing progress monitoring data to evaluate the effectiveness of instruction, identify students needing more intensive instructional support and monitor their response to the implemented interventions. 2. The Walton County School Board, through its administrators, will accept the responsibility of assisting teachers with resources and staff development to accomplish identified goals and will establish procedures for record keeping to certify the accomplishment of state and district requirements. 3. The principal shall assume administrative responsibility for all records and required reports regarding students, the transfer of students in the school and the promotion or retention of students.

	<p>4. Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based upon evidence of academic progress, the implementation of the State Academic Standards, the Florida Standards, B.E.S.T. standards, the Walton District curriculum, and the establishment of a productive learning environment, e.g., discipline, fair treatment, positive incentives, etc.</p> <p>5. Students must assume the responsibility for learning commensurate with their age and level of maturity. Students must be accountable for being at school and in class. Courtesy and good conduct are expected of all students.</p> <p>6. Parents or guardians are responsible for their children's school attendance and for promoting an interest in learning. They are also responsible for the conduct of their children until the students reach age 18.</p>
<p>1.0</p>	<p>GENERAL PROVISIONS- GRADES K-12</p>
<p>1.0.1</p>	<p>Required Instruction (pursuant to F.S. 1003.41 , 1003.42 , CH. 2022-98, CH. 2023-36, HB7- CH.2022-72 and SB 1264- CH. 2024-102)</p> <ol style="list-style-type: none"> <u>State Academic Standards and Florida/B.E.S.T. Standards</u> Schools will provide appropriate instruction to assist students in the mastery of the State Academic Standards and Florida/B.E.S.T. Standards for English Language Arts, Mathematics, Science, Social Studies, Foreign Languages, The Arts and Health/Physical Education. These standards form the basis for curriculum, instruction, and evaluation of student performance. <u>Constitution of the United States and Florida Government</u> The required one-half credit in American Government will include the study of the Constitution of the United States and Florida government, including study of the State Constitution, the three branches of state government and municipal and county government. United States Government must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States. <u>African American History</u> Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Such history will be presented in high school American History classes, eighth grade social studies and in other grades or classes where this content is already a part of the curriculum. <u>The Holocaust</u> The history of the Holocaust (1933-1945) and the systematic, planned annihilation of European Jews and other groups by Nazi Germany during World War II will be taught in high school World History classes, in middle grades classes designated by the schools and DOE-developed teaching materials and in other grades or classes where this content is already a part of the curriculum. Teaching of the Holocaust should lead to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the definition, historical and current examples of anti-Semitism and the prevention of anti-Semitism. The second week in November is designated as Holocaust Education Week to recognize the anniversary of Kristallnacht, which is widely recognized as a precipitating event that led to the Holocaust. <u>United States History</u> The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American History shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

6. **Victims of Communism** Beginning in the 2023-2024 SY, High School student enrolled in United States Government class required by s. 1003.4282(3) (d) must receive at least 45 minutes of instruction on “Victims of Communism Day” to include topics such as Mao Zedong and the Cultural Revolution, Joseph Stalin and the Soviet System, Fidel Castro and the Cuban Revolution, Vladimir Lenin and the Russian Revolution, Pol Pot and the Khmer Rouge, and Nicolás Maduro and the Chavismo movement, and how victims suffered under these regimes through poverty, starvation, migration, systemic lethal violence, and suppression of speech.
7. **History of Communism** Beginning in the 2026-2027 SY, the history of communism will be taught in an age and developmentally appropriate manner in appropriate classes throughout the K-12 curriculum, schools will teach the following: The history of communism in the United States and domestic communist movements, including their histories and tactics; the atrocities committed in foreign countries under the guidance of communism; comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States; the increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People’s Republic of China and other mass killings from communist regimes; the economic, industrial, and political events that have preceded and anticipated communist revolutions; and the communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerilla forces throughout Latin America.
8. **Asian Americans and Pacific Islanders** The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
9. **Other required instruction** In appropriate classes throughout the K-12 curriculum, schools will teach the following: The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty and property (including its study and recitation at all grade levels during the state-designated week in September) and how they form the philosophical foundation of our government shall be included; the importance of the Federalist Papers in presenting the arguments in support of adopting our republican form of government; the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government; flag education, including proper display and salute; the elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts; the elementary principles of agriculture; effects of alcohol and narcotics upon the human mind and body; kindness to animals; the history of Florida; the conservation of natural resources; the study of Hispanic contributions to the United States; the study of women’s contributions to the United States; 9/11 Heroes Day Topics as specified in 683.335 and the nature and importance of free enterprise to the United States economy. Instruction in the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Medal of Honor Day, Veteran’s Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when feasible.
10. **Civic and Character Education** Instruction shall stress the qualities and responsibilities of patriotism; and citizenship including; kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and for grades 11 and 12 voting using the uniform primary and general election ballot, which will be a part of the curriculum in appropriate classes.
11. **Health education** that addresses concepts of community health, consumer health, environmental health, and family life, including:
 - a. Injury prevention and safety.
 - b. Internet safety.
 - c. Nutrition.

- d. Personal health.
- e. Prevention and control of disease.
- f. Substance use and abuse.
- g. Prevention of child sexual abuse, exploitation, and human trafficking.

For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be 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. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

- a. Self-awareness and self-management.
- b. Responsible decision-making.
- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.
- f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

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

12. **First Aid Instruction**

Schools are encouraged to provide basic training in first aid, including cardiopulmonary resuscitation, for students in grades 6th and 8th. Basic training in first aid, including cardiopulmonary resuscitation is required for all students in grade 9 and grade 11 based on a one hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines.

- 13. Documentation for all required instruction will be lesson plans, course outlines, projects, papers, portfolios, performance tasks, examinations, other relevant instructional materials or products or any combination of these types of evidence.
- 14. The School Board may waive a required course for any student upon a written request of the parent or guardian and a written statement from a licensed, practicing medical physician certifying that the course will be physically or mentally harmful to the child.
- 15. Services for PK-12 children qualifying for exceptional student educational programs will be provided in accordance with Walton County School Board policies, PL 101-476 (IDEA), or Section 504 of the Rehabilitation Act of 1973.
- 16. Selected services for disabled students may be offered through agreements with Okaloosa and Bay District School Boards.
- 17. Per [Ch 2023-85](#), classroom instruction by school personnel or third parties on sexual orientation or gender identity may not occur in prekindergarten through grade 8 or in grades 9 through 12 in a manner that is not age-appropriate or developmentally appropriate for the students in accordance with state standards.
- 18. Walton County School District's implementation for Florida's Required Instruction can be found on the reporting portal at <https://www.flrequiredinstruction.org/PlanReport/PreviewLEA/7?type=report>.

Admissions Requirements ([Florida State Statute 1003.21](#))**Grade Placement**

The grade placement of students registering in Walton County from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made. For high school students, please also refer to the section on State Uniform Transfer of High School Credits. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring.

Voluntary Pre-K

A child must be four years old on or before September 1st. Please contact the Pre-K Program at 892-1100, Ext: 2110 for any additional admissions requirements.

Kindergarten

Any child shall be eligible for admission to kindergarten if he/she has attained the age of five (5) years on or before September 1 of the school year. Provided, however, a child who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided. Before admitting a child to kindergarten, the principal shall require evidence of

1. The child's date of birth in the manner provided by [Florida Statute 1003.21](#);
2. An up-to-date immunization record; (Florida Certification of Immunization, DOH 680 Form) and,
3. A school-entry health examination conducted within one (1) year prior to enrollment in school in accordance with State Board of Education rules (School Entry Health Exam Form DH3040). If the student was in PreK the prior year and provided this documentation for admissions to PreK this requirement has been met for Kindergarten admissions.

First Grade

For admission to first grade, a student shall be six (6) years old on or before September 1 of the school year and shall satisfy one (1) of the following requirements:

1. Previous enrollment and attendance in a Florida public school;
2. Satisfactory completion of kindergarten requirements in a nonpublic school or home education program; or
3. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.

First grade students shall progress according to the District's Student Progression Plan.

Age Discrepancy

In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart:

Student Chronological Age Assignment	
Ages	Grade Level Assignment
5-10	Elementary School
11	Elementary school or middle school depending on the grade configuration of the school
12-13	Middle School
14	Middle school or high school depending on the grade configuration of the school
15 or older	High School

Out of Country Students Without Educational Records

Out-of-country students without educational records shall be placed according to the student's age. The student's age as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement. Consult the Student Chronological Age Assignment table for assistance with placement.

Out-of-country students registering at the middle or high school level cannot be automatically placed in the lowest grade at that level. Principals shall take appropriate steps, in cooperation with the faculty, to assess the student's level of learning in the core content areas and recommend the most appropriate

placement for the student. Principals will use testing and/or faculty/student interviews. Special care should be exercised to ensure that a student's limitations in his/her ability to communicate in English is not a factor to be considered in determining grade placement. Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school. Once the most appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignment are to be evaluated.

Grades K-12 Original Entry

Any student who initially enrolls in the District shall be required to present certification of immunizations for those communicable diseases as required by Florida Statutes. (DOH 680 Form)

1. Students who are under twenty-one (21) years of age and are attending adult education classes shall present certification of immunization for communicable diseases.
2. A transfer student may be granted thirty (30) days to provide documentation of school-entry health examination and certification of immunization record.
3. Exceptions may be granted as provided in Florida Statutes.

Students in Grades PK-12 who enter Florida public schools for the first time shall present evidence of a health examination within the twelve (12) month period prior to their initial entrance. (Form DH3040)

1. Any student who was previously enrolled in a Florida school and who seeks admission may be granted thirty (30) days to secure documentation of a school health examination.
2. The Superintendent may grant exceptions to this rule pursuant to Florida Statute.
3. The health examination shall be completed by a health professional who is licensed in Florida or in the state where the examination was performed.

Additional information concerning immunizations, to include 7th grade immunizations, and school health examinations may be found at <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html>

A student who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided. The district school superintendent may require evidence of the age of any child who is being enrolled in public school and who the district school superintendent believes to be within the limits of compulsory attendance as provided for by law. If the birth certificate is not available, per [F.S. 1003.21](#), the below items may be used as evidence to prove age of a student:

1. A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
2. A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
3. An insurance policy on the child's life that has been in force for at least 2 years;
4. A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
5. A passport or certificate of arrival in the United States showing the age of the child;
6. A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or
7. If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the district school board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in [s. 39.0016](#), shall be given temporary exemption from this section for 30 school days.

Any student who was previously enrolled in an out-of-state public school and who seeks admission to a District school shall be admitted on the basis of admission requirements established in the state in which the student resided prior to moving to the county, except as provided in this rule.

Any student who initially enrolls in the District shall be required to report any previous school expulsions, arrests resulting in a charge and juvenile justice actions the student has had. The District may waive or honor the final order of expulsion or dismissal of a student if an act would have been grounds for expulsion according to the receiving District School Board's Code of Student Conduct.

Military Families

If official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the school of the sending state shall prepare and furnish to the parent a complete set of unofficial education records. Upon the receipt of the unofficial education records by the school in the receiving state, the school shall enroll and appropriately place, as quickly as possible, the student based on the information provided pending validation by the official records. With the enrollment and conditional placement of a student, the school in the receiving state shall request the student's official education record from the school in the sending state. The school in the sending state, upon receipt of such request, must furnish the official education records to the school in the receiving state within ten days. A student is required to obtain any immunization required by the state of Florida within 30 days from the date of enrollment. If a series of immunization is required, the initial vaccinations must be obtained within the 30-day period. Students shall be allowed to continue their enrollment at grade level in the school of the receiving state commensurate with their grade level from a school in the sending state at the time of transition, regardless of age.

Per [F.S. 1003.05](#), dependent children of active duty military personnel moving into the district outside of normal application periods who otherwise meet the eligibility criteria for special academic programs shall be given special consideration for admission to such programs even if the program is being offered through a school other than the student's home zoned school. Special programs include, but are not limited to, the following Programs of Study: International Baccalaureate (IB), Advanced International Certificate of Education (AICE), career academies and ROTC programs.

A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis, who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent. If the transitioning military child now resides outside of the zoned school jurisdiction it is the responsibility of the noncustodial parent or other person standing in loco parentis to provide transportation for the transitioning military child to remain at their zoned school. For additional information regarding Florida's Military Compact please visit <http://www.fldoe.org/academics/exceptional-student-edu/military-families>

Readmission of Students

A student who is sixteen (16) years of age or older and who has been withdrawn previously, regardless of the reason, may apply to the school principal to reenter at the beginning of the next semester.

A student who is sixteen (16) years of age or older and who has withdrawn twice for nonattendance during a school year shall be permitted to reenroll at the school principal's discretion at the beginning of the next school year.

A student who is sixteen (16) years of age or older and who has withdrawn from school and has registered in an adult education program shall be expected to continue his/her education in the adult education program and will not be allowed to re-enroll in the K-12 system.

A student who has previously withdrawn from a District school and who is over the age of twenty (20) shall be enrolled into an adult education program to enable him/her to pursue a high school diploma or its equivalent.

A high school principal shall consider a student's previous academic and disciplinary records, post high school plans, and curriculum needs when agreeing to reenter a student who is eighteen (18) years or older and who has been withdrawn previously.

No student shall be permitted to transfer, enroll, or be admitted to a school when he/she has been expelled or suspended from another school district. This prohibition shall be effective for the period of time in which the student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available to District students.

Students residing in the District shall not be displaced by a student from another district who is seeking enrollment through the open enrollment provisions.

Residency [1002.31 F.S.](#)

Walton County School District requires proof of residency for all students and should be provided by a parent/guardian or adult student. Follow the requirements below that best describes your residency situation.

Note: In all cases a valid driver's license/ID card, military ID with picture or passport with picture are required for identification purposes.

IF YOU ARE A HOMEOWNER, you **MUST** provide the following documents:

1. current mortgage statement (dated within 30 days) **or** deed **or** property tax record **and**
2. **ONE** current utility bill dated within 30 days (for new services, an activation notice may be accepted) **or**
3. **ONE** additional current document showing your address from the list below:
 - bank statement
 - credit card statement
 - insurance policy or statement
 - paycheck stub
 - property tax record
 - vehicle registration

IF YOU ARE A RENTER, you **MUST** provide the following documents:

1. Current lease with the names of everyone living in the household listed on the lease. If the lease is month to month, a notarized letter from the landlord/owner/property manager is required [Lease must have both tenant and landlord/property manager's signature and contact information.] **and**
2. **ONE** current utility bill dated within 30 days (for new services, an activation notice may be accepted) **or**
3. **ONE** additional current document showing your address from the list below:
 - bank statement
 - credit card statement
 - insurance policy or statement
 - paycheck stub
 - property tax record
 - vehicle registration

IF YOU ARE LIVING WITH A PERSON WHO OWNS THEIR HOME, the following documents **MUST** be provided:

the **HOMEOWNER MUST** provide the following documents:

1. current mortgage statement (dated within 30 days) **or** deed **or** property tax record
2. [Homeowner's Acknowledgment of Residency Form](#)

AND YOU MUST provide the following documents:

3. **ONE** additional current document showing your address from the list below:
 - bank statement
 - credit card statement
 - insurance policy or statement
 - paycheck stub
 - property tax record
 - vehicle registration
 - current utility bill (for new services, an activation notice may be accepted)

IF YOU ARE LIVING WITH A PERSON WHO IS A RENTER, the following documents **MUST** be provided: the *Homeowner/Landlord/Property Manager MUST* provide a:

1. [Homeowner's Acknowledgement of Residency Form](#)

The **RENTER MUST** provide the following documents:

2. current lease **OR**
3. current utility bill dated within 30 days (for new services, an activation notice may be accepted)

AND YOU MUST provide the following documents:

4. **ONE** additional current document showing your address from the list below:
 - bank statement
 - credit card statement
 - insurance policy or statement
 - paycheck stub
 - property tax record
 - vehicle registration
 - current utility bill (for new services, an activation notice may be accepted)

Change of Residence

A student and his/her parents cannot occupy a residence at more than one address, and only the student's current residence may be used for enrollment purposes. If the student's permanent residence changes, notification and updated documentation must be provided to the school within 10 school days of this change.

The following items are evidence that a student's move is complete, and a new residence has been established:

1. The former residence is not occupied for any purpose at any time by the student or any of the persons with whom the student has been living; and
2. All personal belongings are moved from the former residence; and
3. Mail is received at the new residence; and
4. All utilities are transferred to the new residence

Residency Fraud

Parent(s)/Guardian(s) are committing residency fraud if they submit an address during the enrollment process that is not their true residence. If there is reasonable suspicion that the student is not residing at the claimed address, the following procedures may be implemented at the discretion of the Superintendent or designee.

1. A letter may be sent to parent(s) who have conflicting address information requesting that the parent verify and update enrollment information. This may be followed by a phone conversation or home visit.
2. The school staff may examine the Property Appraiser's website to determine the parent's homestead (permanent residence) location. The homestead address of the parent will be used as a factor to determine the student's zoned school. A conflicting address indicates that further investigation is required.

If it is determined that the student is attending a school outside of their zone, the student may be withdrawn by the school and must be registered and enrolled in the appropriate zoned school or complete the Controlled Open Enrollment process.

In all cases the Superintendent or designee reserves the right to make an independent investigation and to make the final determination as to the residence of a student.

Guardianship

Pursuant to [F.S. 744.442](#), when a student resides with a person who is not the student's parent but seeks to enroll in school, the student/guardian shall present a court order appointing the person with whom they reside as either their legal guardian or legal custodian or shall present other proper documentation, to include a legally notarized document, from a state or federal agency, to include a certified notary, placing the child with the person with whom they reside.

<p>1.0.4</p>	<p><u>Withdrawals</u></p> <p>Withdrawal procedures are used upon a parent’s request or when it is necessary for the school to withdraw a student before the end of the current school year. Withdrawal processes are as follows:</p> <ol style="list-style-type: none"> 1. The parent/legal guardian must make their request in writing to the school principal to explain the reason for early withdrawal and give the last day the student will attend. A withdrawal form should be used for this notification and may be obtained from the school’s front office. 2. All staff members working with the student will be notified to ensure the return of all materials, textbooks, etc. 3. The student’s grades will be analyzed and if the results show the student has made satisfactory progress academically as of the withdrawal date, the teacher(s) and/or principal designee shall complete the withdrawal grades section of the withdrawal form. Grades should be calculated up to the withdrawal date and the teacher(s) and/or the principal designee will sign or initial the withdrawal form. It will then be the responsibility of the receiving school to decide course completion and promotion/retention based upon the progression criteria of that district. 4. Copy of the withdrawal form will be provided to the parent for the receiving school and a copy of the withdrawal will be placed in the student’s cumulative folder once it has been entered into FOCUS. <p>The semester exam(s) may be administered for students withdrawing from school early if it is within 10 days of the end of the course and the school determines that it is in the best interest of the student to complete the course before withdrawal from the school.</p> <p>Any student that is enrolled in a year-long, credit-bearing course that withdraws out of the Walton County School District or to Home Education after semester 1 and before the end of semester 2 may be awarded .50 credit for the semester 1 portion of the course upon exit from the Walton County School District.</p> <p>Per F.S.1003.25, when a student withdraws, the transfer of records shall occur <u>within 5 school days of the receipt of the request for records from the new school or district or receipt of the identity of the new school or district of enrollment, whichever occurs first.</u> The records shall include:</p> <ol style="list-style-type: none"> 1. Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services. 2. Psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district or charter school staff, as appropriate. <p>Withdrawal to Walton County School District’s Home Education Program</p> <p>When the parent/legal guardian of a student informs their school of their intent to withdraw their child from a brick and mortar school to enroll in WCSD Home Education Program the following procedures should be followed:</p> <ol style="list-style-type: none"> 1. Parent/legal guardian should be provided with contact information for the WCSD Home Education Department which may be found at https://www.walton.k12.fl.us/home-education 2. School should send a copy of the withdrawal form to the WCSD Home Education Department by Share file or fax. 3. Provide the parent with a WCSD Home Education Program Packet. The packet may be found online at https://www.walton.k12.fl.us/home-education. Schools should encourage parent/guardian to complete the Notice of Intent upon withdrawal from the brick and mortar school so the Notice of Intent may be sent to the WCSD Home Education Department along with the withdrawal. Parent has 30 days to provide the Notice of Intent to Home Educate to the WCSD Home Education Department. <p>Parent should be informed by the school upon withdrawal to the Walton County School District Home Education Program that the truancy officer will begin monitoring these withdrawing students until they enroll into their new school/program.</p>
<p>1.0.5</p>	<p>Transfer Students</p> <ol style="list-style-type: none"> 1. Upon registration, a student entering a Florida school by transfer from another public, private, or parochial school or home education program shall provide evidence of the immunization and medical requirements stated in School Board policies and verification of academic status from the previous school.

2. Any transferring student shall be assigned by the school Principal to a grade according to proof of age, previous school record or portfolios and/or placement tests. When no previous school records, achievement test results or portfolio assessments are available, entry assessment instruments may determine grade placement.
3. Transfer students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the principal shall make the determination of appropriate placement based on all factors.
4. Official entry will be delayed for at least one day until placement can be determined.
5. Third, fourth or fifth grade students transferring from another Florida school or from a private school or home education program who did not take the Florida Standards ELA Assessment at grade 3 or grade 4 will be assessed using the SAT-10 or STAR Enterprise prior to grade placement to determine their reading proficiency. If testing reveals that the student is not proficient in reading, he/she may be placed at a lower grade level.
6. Each student at the time of initial registration must provide in writing a statement concerning any previous school expulsions, arrests resulting in a charge and juvenile justice actions the student has had. Students wishing to enroll while currently under disciplinary suspension or expulsion from another district or state, or who have withdrawn following an offense that would normally result in suspension or expulsion if committed in Walton County, will not be enrolled until their original term of expulsion or suspension has been served or an amount of time equal to the standard Walton County suspension or expulsion for the offense has passed.
7. For transition purposes, any student entering the Walton School District directly from a Department of Juvenile Justice (DJJ) facility, may be recommended for placement by the transition reentry team through completion of an Electronic Educational Exit Plan (EEEP). School placement decisions will be determined by the district with input from the CRT (Community Release Team) members, including the students and parents.

ESE students with a current IEP will be referred to their WCSD zoned school where an IEP team will convene to determine placement based on the IEP, per [F.S. 1003.52](#).
8. Military Dependent Transfer Students [1000.36 F.S.](#)- The Interstate Compact on Educational Opportunity for Military Children specifies what local the education agency (LEA) must do to facilitate the on-time graduation of children of military families in Article VII:
 - i. LEA officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.
 - ii. States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, the provisions of Article VII Section C apply.
 - iii. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving LEA after all the alternatives have been considered, the sending and receiving LEAs must ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements from the sending LEA. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in Sections A and B of Article VII.

For additional information regarding the Interstate Compact on Educational Opportunities for Military Children please refer to <http://www.fldoe.org/core/fileparse.php/7757/urlt/0082683-gamilitary.pdf> and http://mic3.net/assets/mic3_parent_guide---final.pdf.

1.0.6**Attendance** (pursuant to [F.S. 1003.21](#))

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

1. School attendance is mandated by state law and is essential to a student's academic progress. Poor academic performance is often caused by poor attendance. All students aged six (6) to eighteen (18) years are subject to mandatory school attendance unless those students aged sixteen (16) to eighteen (18) years have filed with the district a formal statement of intent to withdraw from school which includes acknowledgments that terminating school enrollment is likely to reduce the student's earning potential and that driving privileges may be withheld or terminated. The declaration must be signed by student and parent, and the school district must notify the student's parent or guardian of receipt of the child's declaration of intent to terminate school enrollment. A student who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age.
2. When a high school principal receives a request for an enrollment from a student who is 18 years of age or older, he/she will determine the proper school placement for that student.
3. A student must attend a class regularly, as established by the WCSD Code of Conduct attendance policy. Students participating in Teenage Parent Programs may be exempt from minimum attendance requirements for verified absences due to pregnancy issues or parenting obligations but shall be required to make up work missed during these absences.
4. Students who have developed a pattern of non-attendance for any class of enrollment shall be referred to the school's MTSS team to determine if early patterns of truancy are developing. If the MTSS team finds that a pattern of non-attendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies. If an initial meeting does not resolve the problem, the MTSS team shall implement interventions that best addresses the problem.

The interventions may include, but need not be limited to:

- i. frequent communication between the teacher and the family;
 - ii. changes in the learning environment;
 - iii. mentoring;
 - iv. student counseling;
 - v. tutoring, including peer tutoring;
 - vi. placement into different classes;
 - vii. evaluation for alternative education programs;
 - viii. attendance contracts;
 - ix. referral to other agencies for family services; or
 - x. other interventions.
5. If the parent or guardian does not respond adequately to the MTSS team recommendations, the student may be reported to the District Attendance Officer. The Attendance Officer may file a truancy petition in circuit court and notify the Department of Highway Safety and Motor Vehicles to withhold or suspend driving privileges and/or license.
 6. When a student is placed in Out of School Suspension, his/her absences cannot be counted as unexcused and he/she will receive an attendance code of "O" (other).
 7. Students shall not be exempt from academic performance requirements based on practices and policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.
 8. A student whose parent/guardian has been called for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting may be granted additional excused absences at the discretion of the site Administrator or his/her designee.

<p>1.0.7</p>	<p>English Language Learners (ELL)</p> <p>1. For a student identified as an English Language Learner (ELL) and transferring from a school in another district, state or country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found in the <i>ESOL Program Guidelines and Procedures Manual</i>.</p> <p>2. Home Language Survey (HLS) Responses/Assessment Criteria:</p> <ul style="list-style-type: none"> i. A student with all NO responses on the HLS is considered fully English proficient and placed in the regular program. ii. A student with any YES response is referred for additional English language proficiency assessment within twenty (20) days of enrollment. iii. A student with a YES response to question # 1 <i>only</i> is temporarily placed in general education classes until English language proficiency assessment occurs. iv. A student with more than one YES response is temporarily placed in the ESOL program and coded LY, until English language proficiency assessment occurs. <p>3. New students who enroll with no English language skills may be placed into an intensive English Immersion Class for up to nine weeks, contingent upon the school's ability to appropriately schedule and staff it.</p> <p>No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an ELL student will be addressed by the ELL Committee after a thorough review of the student's performance on a Native Language Assessment (Aprenda) if applicable, classroom performance, statewide assessment data, English language progress and parent and/or student interviews.</p>
<p>1.0.8</p>	<p>Promotion and Placement</p> <p>No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. Additionally, the School Board will adopt policies that minimize promotion of unprepared students to the next grade level in feeder schools that articulate with a school earning a performance grade of "F". The procedures included herein assure that students promoted within the district can benefit from the next grade level of instruction and that those who earn a diploma from high school have met or exceeded all the requirements described by the State of Florida and by the Walton County School Board.</p> <p>Promotion decisions are based upon the following:</p> <ul style="list-style-type: none"> 1. Progress tests 2. Classroom assignments and performance tasks 3. Daily observation 4. State and district tests 5. Proficiency in reading, writing, and mathematics 6. Mastery of the State Academic Standards 7. Mastery of the Florida/B.E.S.T. Standards 8. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions implemented with fidelity. <p>District verification of student mastery of the State Academic Standards and Florida/B.E.S.T. Standards will be teacher observation, class or individual assignments/projects, portfolios, skills checklists, performance tasks, examinations and/or state assessments.</p>

<p>1.0.9</p>	<p>Assessments (pursuant to F.S. 1008.22 or F.S.1008.25(8))</p> <ol style="list-style-type: none"> 1. Every student must participate in district progress monitoring and statewide assessments required by 1008.22 F.S. or 1008.25(8) F.S., including students enrolled in a virtual instruction program and students in Department of Juvenile Justice education programs, except as otherwise provided by law. 2. If any student is provided with classroom accommodations and/or instructional modifications that are not allowable during the administration of State assessments, the district must inform the parent/guardian in writing, and the parent/guardian must provide signed consent for a student to receive classroom accommodations and/or instructional modifications that would not be permitted on the statewide assessments. <p>Kindergarten Screening The statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards s. 1002.67(1). Data from the screening, along with other available data, must be used to identify students in need of intervention and support pursuant to s. 1008.25(5).</p>
<p>1.0.10</p>	<p>Progress Monitoring and Supports</p> <ol style="list-style-type: none"> 1. Student performance in English Language Arts, science, social studies, and mathematics will be evaluated at each grade level and reported to parents or guardians. Each student who does not achieve a Level 3 or above on the statewide, standardized ELA assessment, mathematics assessment, or the Algebra I EOC must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and the strategies for providing academic supports to improve the student's performance. The areas of academic need and intervention strategies are identified through a problem-solving, response to intervention process. Multiple tiers of increasingly intense intervention services are implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments. 2. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and Mathematics must be covered by one of the following plans: <ol style="list-style-type: none"> i. A federally required student plan such as an IEP, Section 504, ELL Plan; ii. A school wide system of progress monitoring for all students (Level 4 or above may be exempt by principal); or iii. An individual Progress Monitoring Plan. <p>Students not meeting performance expectations receive increasingly intense intervention services to support student academic proficiency. Students will receive a progress monitoring plan that identifies instruction and intervention support through a problem-solving, response to intervention process. Multiple tiers of increasingly intense intervention services are implemented to support student academic proficiency. Students are matched to the intervention tier based on screening, progress monitoring and diagnostic assessments.</p> <p>Additionally, students who score a level 1 or 2 on the Florida Standards English Language Arts, the Florida Standards Mathematics assessment or Algebra I End of Course assessment may receive remediation the following year. This remediation may be delivered in an applied, integrated, or combined course.</p> 3. The District shall assist schools and teachers in the implementation of research-based reading activities. 4. Teachers shall issue interim progress reports to parents or guardians when it is apparent that a student might fail or is doing unsatisfactory work in any course or grade assignment. 5. An exceptional education student who has been properly staffed into a special program is assigned to a grade according to the recommendation of the IEP Team. Promotion and placement of ESE students is defined more clearly in the Exceptional Student Education section.

<p>1.0.11</p>	<p>Drop Out Prevention</p> <p>A district-approved dropout prevention plan which differs from regular educational programs and strategies may be implemented for students who, through screening procedures, are determined to be unmotivated, unsuccessful, and/or disruptive and are properly staffed into the program. School sites, eligibility criteria, and grade placement and progression will be specified in each model. Student participation in dropout prevention programs shall be voluntary. The district school board may assign students to a disciplinary program for disruptive students or an alternative school setting or other program pursuant to s. 1006.13. No student shall be identified as being eligible to receive services through the dropout prevention and academic intervention program based solely on the student being from a single-parent family or having a disability.</p> <p>For each student enrolled in a dropout prevention and academic intervention program, an academic intervention plan shall be developed to address eligibility for placement in the program and to provide individualized student goals and progress monitoring procedures. A student's academic intervention plan must be consistent with the student's individual education plan (IEP).</p> <p>The parent of a public school student has the right to receive written notice by certified mail or other method agreed to by the parent before prior to placement of the student in a dropout prevention and academic intervention program and shall be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement, in accordance with the provisions of s. 1003.53(5).</p>
<p>1.0.12</p>	<p>Supplemental Summer Programs</p> <p>Summer programs, when offered by the Walton County School Board, shall be for credit, promotion, enrichment, and/or continuous progress and shall conform to all provisions of the State Board Rules and the District School Board Policies.</p>
<p>1.0.13</p>	<p>Academically Challenging Curriculum to Enhance Learning (ACCEL) (pursuant to F.S. 1002.3105)</p> <ol style="list-style-type: none"> 1. All schools must offer options to eligible students that provide an academically challenging curriculum or accelerated instruction. At a minimum, these options must provide for: <ol style="list-style-type: none"> i. Whole-grade or mid-year promotions to students meeting district eligibility guidelines ii. Subject matter acceleration iii. Virtual instruction in higher grade level subjects iv. A Credit Acceleration Program (CAP) open to all students 2. Additionally, schools are encouraged to offer, but not limit themselves to, the following ACCEL options: <ol style="list-style-type: none"> i. Enriched STEM course work ii. Industry certifications articulated to college credit iii. General curriculum enrichment programs iv. Flexible (multi-grade level) student grouping v. Advanced academic courses vi. Combined classes (e.g. math/science joint credit for a single course) vii. Self-paced instruction viii. Curriculum compacting (only covering "new" material in a course) ix. Advanced content instruction x. Telescoping curriculum (e.g. combining Spanish 3 and 4 into a single course) xi. Work-related internships or apprenticeships 3. To qualify for the ACCEL program, a student must meet the following eligibility criteria; <ol style="list-style-type: none"> i. Level 4 or better performance in all areas tested by current statewide assessments OR equivalent scores on the district progress monitoring tool ii. Record of at least three years of above grade level performance iii. Unweighted GPA of 3.65 (secondary students) iv. All "A" performance (elementary students) v. Fewer than 5 unexcused absences in the previous semester vi. Discipline record reviewed and judged acceptable

- vii. Recommendation from one or more of the student's core subject teachers
- viii. Guidance verification that all academic and behavioral criteria have been met

4. Additionally:

- i. Parents and students will be informed of the ACCEL options available and of the requirements for eligibility
- ii. Parents must be allowed to request student participation in the various ACCEL options
- iii. If a parent requests student participation in an ACCEL option and the student meets the eligibility requirements, the student must be provided the opportunity to participate
- iv. If a principal initiates student participation in an ACCEL option, the student's parent must be notified but a performance contract is not required.

Assignment to a Higher Grade or Higher-Level Class

Students who meet academic performance criteria may be eligible for assignment to a higher-level class or grade. The assignment of a student to a higher-level class or grade which results in the student's skipping a prerequisite class or grade or part of a grade should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social, and emotional effect of the decision should be considered. The principal has the responsibility for assessing and recommending such assignments, but a child will not be accelerated without parental consent. The Promotion for High Achievement Request for Grades K-8 form outlines promotion criteria. This form must be signed by a core academic teacher, school counselor, school principal and parent in order to advance the student. Once this form has been completed and signed by all parties the grade level change should be made by the DCS at the school and the form placed in the student's cumulative folder.

1.0.14

Placement of Homeless Students ([F.S.420.621](#))

A homeless student is defined as a child or youth who shares the housing of other persons due to loss of housing, economic hardship, or a similar reason, lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or is living in an emergency or transitional shelter, is abandoned in hospitals or living with a guardian awaiting foster care placement, or lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings or has been released from jail, prison, the juvenile justice system, the child welfare system, a mental health and developmental disability facility, a residential addiction treatment program, or a hospital, for whom no subsequent residence has been identified, and who lacks the resources and support network to obtain housing.

The Walton County School District adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll in the Walton County School District. They shall not be placed in a separate school or program within a school based on their homeless status and shall be provided services comparable to those offered to other students enrolled in the school.

It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer immediately the student to the school nurse for assistance.

A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunizations records, and proof of residency. Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days.

1.0.15 Grading System

Kindergarten through Grade 12

A student's average each nine weeks will be based upon a minimum of six (6) standards-based graded assignments. In grades K-2, in the areas of Science and Social Studies, a student's average each nine weeks will be based upon a minimum of four (4) standards-based graded assignments. These assignments may include, but are not to be limited to, a combination of summative end-of-unit tests, homework averages (middle and high schools) and interim formative assessments. Formative assessments may be included within a larger, project-based individual or group exercise.

All assignments included in the gradebook calculations shall be Florida/B.E.S.T. Standards-based congruent to the Course Code assigned to the grade level subject area. Florida/B.E.S.T. Standards related to each course can be found at <http://www.cpalms.org/Public/search/Course>

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

ACADEMIC

A 90-100 Outstanding Progress
B 80-89 Above Average Progress
C 70-79 Average Progress
D 60-69 Lowest Acceptable Progress
F < 59 Failure
I Incomplete*

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

SELECTED NON-ACADEMIC SUBJECTS in Grades K-5 (Fine Arts & Physical Education), PENMANSHIP, PERSONAL DEVELOPMENT, AND CONDUCT

E Excellent
S Satisfactory
N Needs Improvement
U Unsatisfactory

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

For students in elementary grades K-5, students shall be permitted to make-up work for unexcused absences and will be allowed to receive full credit for all made-up work, except for Out of School Suspension.
3. Students who have received an Out of School Suspension will be provided assignments so they might return to school without being irretrievably behind in their work. The procedures and timelines for providing and grading these assignments will be determined by individual school policy. The maximum score that may be earned on these completed assignments will be 70%. Students whose earned grade on this work is less than 70% will receive the grade earned. Students whose earned grade is 70% or more will receive a grade of 70%.
4. No student can be exempted from academic performance requirements, including examinations, based on student attendance.
5. A student's academic grade shall not be reduced as a disciplinary measure except in cases of academic fraud or cheating. A student's grade may also be affected for work missed during a suspension, unexcused absence, and/or excessive absenteeism only for the days when all students in the class were given grades.

	<p>6. A complete explanation of the grading system shall be included on the report card.</p> <p>7. Initial and primary authority for determining the grade to be assigned a student shall rest with the classroom teacher. Upon request of a parent or guardian, the Principal shall review any grade given a student at the end of a reporting period. However, such grade cannot be changed or altered by the Principal unless:</p> <ul style="list-style-type: none"> • There was an apparent error in the grade calculation, • There were no data to support the grade, or • The grade was not consistent with School Board policy.
<p>1.0.16</p>	<p>Report Cards</p> <ol style="list-style-type: none"> 1. Report cards shall be issued at nine-week intervals and clearly depict the following: <ol style="list-style-type: none"> a. Each student's academic performance in each class or course, which in grades K through 12 will be based upon examinations as well as written papers, class participation, and other academic performance criteria and must include the student's performance or nonperformance at his or her grade level. b. Each student's conduct and behavior. c. Each student's attendance, including absences and tardiness. 2. The final report card for the school year will contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or nonacceptable behavior and attendance, and promotion or non-promotion. 3. Teachers shall issue an interim progress report during each grading period when it is apparent that the student may fail or is doing unsatisfactory work in a course or grade assignment. 4. Students will assume the responsibility of sharing and communicating with parents or guardians any information concerning their progress at school, particularly as reflected on interim progress reports and/or report cards sent home after each grading period.
<p>1.0.17</p>	<p>Education Records 6A-1.0955 (F.S. 1002.221)</p> <p>Schools are required by the Family Educational Rights and Privacy Act (FERPA) to:</p> <ol style="list-style-type: none"> 1. Provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request 2. Provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the school 3. Redact the names and other personally identifiable information about other students that may be included in the child's education records <p>FERPA affords full rights to either parent unless the school has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights FERPA allows a stepparent to exercise all record access rights granted to a parent when the stepparent is present in the home on a day-to-day basis, together with the child and a natural parent, and the other parent is absent. In such cases, stepparents have the same rights under FERPA as natural parents. Conversely, a stepparent who is not present on a day-to-day basis in the home of the child has no FERPA rights with respect to the child's records. The surrogate parent has the same right to review educational records as parents have. This includes all records regarding the student to which school administrators and teachers have access. As for any parent, surrogate parents must protect the confidentiality of educational records. When a student turns 18 years old or enters a postsecondary institution at any age including as a dual enrollment student, the rights under FERPA transfer from the parents to the student ("eligible student").</p> <p>Under FERPA, personally identifiable information about a student may not be disclosed without the parent's consent. FERPA allows school personnel to discuss student information among themselves when there is a legitimate educational purpose.</p> <p>The student information system should include the student's preferred name below the legal name. Substitute teachers should be informed of a student's preferred name.</p>

	<p>A parent or an eligible student may request a correction or amendment to an education record that he or she believes is incorrect, misleading, or violates his or her right of privacy. The district must comply with a request within a reasonable period of time, but no more than 30 days after it has been made in accordance with State Board of Education Rule 6A-1.0955(6)(b), F.A.C.</p> <p>The WCSD Code of Conduct provides an annual written notice to inform adult students or the parent or guardian of students of their rights as defined in Section 1002.22(2), F.S., and FERPA.</p> <p>Student records are maintained and secured in a locked room at the school level with access limited to the names and titles of the persons responsible for the records listed on the door of the secured room. Records are only accessible to those who have a legitimate educational interest in the student or who have a signed records release from the parent/guardian/student (if eligible). Schools maintain a record log of each request for access to, and each disclosure from, an education record as well as the names of state and local educational authorities and federal officials and agencies that may make further disclosures of personally identifiable information from the student's education records without consent. Also, the school's log must be maintained as long as the record is maintained, include the parties who have requested or received information from the records and include the legitimate interest parties had in receiving the information.</p> <p>The transfer of records shall be made immediately upon written request of an adult student, a parent or guardian of a student or a receiving school. The principal or designee shall transfer a copy of the student's record and maintain the originals in accordance with the Florida Department of State in General Records Schedule GS7 for Public Schools Pre-K - 12, Adult and Vocational/Technical. The transfer of records of students who transfer from school to school must occur within five(5) school days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first. Student records must contain verified reports of serious or recurrent behavior patterns, including threat assessments and intervention services, and psychological evaluations, including therapeutic treatment plans and therapy progress notes created or maintained by district or charter school staff.</p> <p>For additional information related to FERPA please visit https://info.fldoe.org/docushare/dsweb/Get/Document-5441/dps-2009-103.pdf</p>
<p>1.0.18</p>	<p>Annual Reporting</p> <p>Districts will annually report the progress of student's in English Language Arts, mathematics social studies, and science statewide standardized tests to their parents or guardians in writing in a format adopted by the district school board. Student evaluations must be based upon classroom work, observations, tests, district and state assessments and other relevant information. Additionally, districts must publish the following in local newspapers and submit copies to the State Board of Education by September 1 of each year:</p> <ul style="list-style-type: none"> • Policies and procedures on retention and promotion • Number and percent of students in grades 3-10 scoring at levels 1 and 2 on the statewide, standardized English Language Arts assessment. • Number and percent of students retained in grades kindergarten - 10, by grade • Number of students promoted for good cause by each category of good cause • Revisions made to promotion and retention policies and procedures from the previous year

Elementary School



Grades K-5

2.0	Elementary School- Grades K-5
2.0.1	<p>Entry into Kindergarten and First Grade</p> <ol style="list-style-type: none"> 1. A child is eligible for admission to public kindergarten if he/she has attained the age of five (5) years on or before September 1 of the school year. However, any five (5) year old who has not been in kindergarten previously during the school year and will not attain the age of six (6) by February 1, may not enter kindergarten after December 1. State law requires that a child who will be six (6) years of age by February 1 of any school year must attend school regularly during the entire school term. <p>An exception to this admission policy is permissible if a student transfers from a public school in another state which has a different age requirement for entrance into kindergarten. Upon entering kindergarten, or initially entering any other grade in a public school, a student shall provide evidence of a medical examination and immunization against communicable diseases pursuant to 1003.22 F. S.</p> 2. Acceptance of kindergarten credit from a non-public Florida kindergarten shall be dependent upon the following conditions: <ol style="list-style-type: none"> i. Any student who has attended a non-public school must have met the Florida Statutes age requirements for receipt of kindergarten credits. ii. The student must have maintained regular attendance during an entire school term of at least 170 actual school days comprising a minimum of 540 net instructional hours. iii. The non-public school must submit a transcript of kindergarten skills achieved by the student and certify that all above requirements have been met. 3. A child who has been enrolled in a public school and is six (6) years old on or before September 1, or a child who is six (6) years old on or before September 1 and who has satisfactorily completed the requirements for kindergarten in a non-public school, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, may progress to the first grade according to this <i>Student Progression Plan</i> and 1003.21 F.S. 4. A student transferring from out-of-state/country to first grade who has not attained six (6) years of age before September 1 must meet the age requirements for public schools in the state/country from which he/she transferred. <p>Prior to placement in kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following (1003.22 F.S.):</p> <ol style="list-style-type: none"> 1. evidence of date of birth,* 2. evidence of residence, 3. evidence of immunization, and 4. evidence of medical examination completed within the last twelve months. <p><i>*If an original birth certificate verifying date of birth is not available, the next evidence obtainable in the order set forth below shall be accepted:</i></p> <ol style="list-style-type: none"> i. a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births, ii. a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent or guardian, iii. an insurance policy on the child's life that has been in force for at least two years, iv. a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent or guardian, v. a passport or certificate of arrival in the United States showing the age of the child, vi. a transcript stating date of birth in the child's school record of at least four years prior to application, or vii. an affidavit of age sworn to by the parent or guardian, accompanied by a certificate of age signed by a public health officer, a public school physician, or by a licensed practicing physician designated by the district School Board, stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

	<p>A kindergarten student who transfers from an out-of-state school and who does not meet age requirements for admission to Florida public schools, must satisfy the following:</p> <ol style="list-style-type: none"> 1. meet age requirements for public schools within the state from which the student is transferring and 2. academic credit that is acceptable under the rules of the School Board. <p>In addition, the parent must provide all of the following:</p> <ol style="list-style-type: none"> 3. official school records which show attendance, academic information, and grade placement in kindergarten, 4. evidence of residence, 5. evidence of immunization, 6. evidence of date of birth, and 7. evidence of medical examination completed within the last twelve months.
<p>2.0.2</p>	<p>Specific Promotional Criteria</p> <p>Grades K - 5 Promotion from grades K - 5 is based on evidence the student has met the Florida/B.E.S.T. Standards and State Academic Standards in English language arts, math, science and social studies as indicated by a final grade of “D” or above, or through evidence of meeting the standards as determined through class or individual assignments, projects, portfolios, skills checklists, performance tasks, norm-referenced and/or locally determined assessments.</p> <p>Additional Requirement in Grade 3 Third grade students must achieve a score of Level 2 or above on the FAST (Florida Assessment of Student Thinking) ELA Assessment as specified in s. 1008.25, F.S. or meet the requirements for a Good Cause Waiver. The School Board may only exempt students from mandatory retention for good cause. Refer to the Waiver of Promotion Criteria in Section 2.0.3 of this document.</p>
<p>2.0.3</p>	<p>Waiver of Promotion Criteria In grades K–3, students who are unsuccessful in meeting the grade level promotion criteria may be considered for a waiver of these criteria based upon the good cause exemptions defined by State Board Rule. Students may be exempted from mandatory retention for good cause (1008.25(5)(b) F.S.). Good cause exemptions shall be limited to the following:</p> <ol style="list-style-type: none"> 1. English Language Learner students who have had less than two (2) years of instruction in an English for Speakers of Other languages program based on the initial date of entry into a school in the United States (DEUSS). 2. Students with disabilities whose Individual Education Plan indicates participation in the state assessment program is not appropriate. State Board Rule 6A-1.0943 specifies that such students must have a demonstrated significant cognitive disability that prevents them from completing required coursework and meeting the State Academic Standards and Florida/B.E.S.T. Standards, even with appropriate and allowable course accommodations, supplementary aides and services, appropriate provision and use of assistive technology, and requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities. 3. Students who demonstrate an acceptable level of performance on the SAT-10 or STAR Reading. State Board Rule sets acceptable levels of performance as a score at or 4. above the 45th percentile on the SAT-10 and at the 50th percentile or above on the end of the year STAR Reading. 5. Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Florida/B.E.S.T. Standards in English Language Arts equal to at least a level 2 performance on the Florida/B.E.S.T. Standards ELA assessment. 6. Students with disabilities who have an IEP or Section 504 Plan reflecting they have received intensive instruction in reading or English Language Arts for more than two (2) years but are still deficient in reading and have been previously retained in PreK, Kindergarten, Grade 1, 2 or 3.

7. 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 Pre-Kindergarten, 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.

2.0.4

Proficiency Levels-Elementary Grades

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

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

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

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

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

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

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

2.0.5	<p>Elementary Grading</p> <ol style="list-style-type: none"> 1. In Grades K-5 a grade of D or above indicates passing of grade-level curriculum for the grading period. 2. In order to determine an integrated English Language Arts grade, yearly grades for writing composition, spelling, English grammar, and reading will be averaged. When averaged, the subjects should reflect the following weights: 35% English grammar/writing, 5% spelling, 60% reading. 3. A student shall pass English Language Arts, mathematics, science, and social studies to be eligible for promotion from Grades K-5. A passing grade indicates mastery of the grade level curriculum which includes Florida/B.E.S.T. Standards and the State Academic Standards. All grades must reflect the students' independent mastery of standards. Refer to the Grading System explanation in the General Provisions section of this document. 4. Parental notification must be made in writing for students who are at risk of retention in grades K-2 due to poor performance in English Language Arts and/or Mathematics. This should include an opportunity for parental input on the retention decision and include information on the importance of students mastering early literacy and communication skills in order to be reading at or above grade level by the end of grade 3. 5. A student's daily average must represent an accurate picture of the student's performance on grade level curriculum. 80% of the graded assignments must represent independently produced work.
2.0.6	<p>Third Grade Mandatory Retention</p> <p>Grade 3 parents will be notified, in writing, of their child's reading deficiency, current services provided, proposed remediation strategies, the mandatory 3rd grade retention requirement and consulted in the development of a Progress Monitoring Plan to provide the necessary remediation.</p> <p>Additionally, parents must be notified that the Florida Standards assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for promotion. Parents will be told the district's specific criteria and policies for mid-year promotion to Grade 4 (possible at any time during the year of retention once the student has demonstrated the ability to read at grade level).</p> <p>The student's reading proficiency will be reassessed by locally determined assessments and/or teacher recommendations at the beginning of the grade following the intensive reading instruction and the student must continue to be given intensive reading instruction until the deficiency is remedied. The student must be retained if the deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or above on the Florida English Language Arts assessment for grade 3. Parents of those students must be notified in writing and given a list of services and supports that will be provided to the child. At grade 3, students with reading deficiencies can be exempted from mandatory retention for good cause.</p> <p>Retained third grade students must be provided intensive interventions to ameliorate the student's specific reading deficiency, as identified by a valid, reliable diagnostic assessment. These interventions must include effective instructional strategies, the opportunity to participate in the district's summer reading camp and appropriate methodologies necessary to assist students to be able to read at or above grade level and ready for promotion to the next grade. Students who are retained, and students needing remediation or intensive instructional support, will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments.</p> <p>As part of the intensive intervention procedure, the district shall:</p> <ol style="list-style-type: none"> 1. Provide third grade students intensive instructional services to remediate identified deficiencies, such as participation in the school district summer reading camp and a minimum of ninety (90) minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary and comprehension. Other strategies which may be provided include, but are not to be limited to integration of science and social studies content within the 90-minute block, small group instruction, reduced teacher-student ratios, response to intervention strategies, more frequent progress monitoring, tutoring or mentoring, transition classes combining 3rd and 4th grade students and an extended school day, week or year. Parents will receive this information

	<p>during meetings with the administration once their child has been identified for the programs.</p> <ol style="list-style-type: none"> 2. Provide written notification to the parent that his/her child has not met required proficiency levels and the reason he/she does not qualify for a good cause exemption, including a description of the proposed interventions and support services. 3. Implement a policy for mid-year promotion of retained students who can demonstrate they are successful and independent readers, at or above grade level in reading and English Language Arts. 4. Provide retained students with a highly effective teacher as determined by the teacher's performance evaluation. 5. Establish an Intensive Reading Acceleration Course at each applicable school for any Grade 3 student previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following: <ol style="list-style-type: none"> i. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the Grade 4 State Academic Standards in the other core subject areas through content-rich texts. ii. Small group instruction. iii. Reduced teacher-student ratios. iv. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the school year. v. A read-at-home plan. <p>Retained 3rd grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include:</p> <ol style="list-style-type: none"> 1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. 2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies 3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies in this instruction may include: <ol style="list-style-type: none"> i. Integration of content-rich texts in science and social studies content within the 90-minute block. ii. Small group instruction iii. Reduced teacher-student ratios iv. More frequent progress monitoring. v. Tutoring or mentoring. vi. Transition classes containing 3rd and 4th grade students. vii. Extended school day, week, or year.
<p>2.0.7</p>	<p>Accelerated Placement</p> <ol style="list-style-type: none"> 1. The following procedures for waiver of promotion criteria must be followed: <ol style="list-style-type: none"> i. The student's teacher shall submit documentation to the school principal indicating that the promotion is appropriate and is based upon the student's academic record. The documentation shall consist only of the existing academic improvement plan (or progress monitoring plan), individual educational plan (if applicable), report card or student portfolio. Also see Assignment to higher grade or higher-level class section.

- ii. The school principal shall review the documentation with the teacher and make a determination as to whether the student should be promoted or retained. If the principal determines the student should be promoted, the principal shall make such recommendation in writing to the district school superintendent. The superintendent shall accept or reject the principal's recommendation in writing.

2. Mid-Year Promotion of Retained Third Graders [6A-1.094222](#)

Mid-year promotions of retained third grade students should occur during the first semester of the academic year.

- (1) To be eligible for mid-year promotion, a student must demonstrate that he or she:
 - (a) Is a successful and independent reader as demonstrated by reading at or above grade level;
 - (b) Has progressed sufficiently to master appropriate fourth grade reading skills; and,
 - (c) Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
- (2) The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements of paragraphs (1)(a)-(c) of this rule including the mastery of third grade reading skills as presented in the state academic standards in English Language Arts. Evidence is as follows:
 - (a) Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to Section 1008.25(8)(b)2., F.S.;
 - (b) Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to Section 1003.41, F.S.;
 - (c) Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C.; or
 - (d) Successful completion of portfolio elements that meet state criteria in subsection (3) of Rule 6A-1.094221, F.A.C.
- (3) The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of subsections (1)-(2) of this rule, and that the student's progress is sufficient to master appropriate grade four level reading skills equivalent to the level necessary for the month in which the transition to grade four occurs.
- (4) The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary, for additional school years.

3. In grades 4-8, waiver of promotion criteria shall be granted in a manner consistent with the good cause exemptions outlined in State Board Rule.

4. The assignment of a student to a higher grade which results in the student's skipping a grade or part of a grade should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long- range academic, social and emotional effect of the decision should be considered. A committee consisting of the school counselor and teacher(s) of the student has the responsibility for making recommendations for accelerated placement to the Principal. **Initial third grade students are not eligible for accelerated placement because they are required to take the third grade Florida/B.E.S.T. Standards Assessment.**

The following procedures for accelerated placement must be followed:

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

2.0.8**Students with Reading Deficiencies / Tier 2 Instruction**

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

The district shall allocate remedial and supplemental instruction resources to students in the following priority:

- i. Students in kindergarten through grade 3 who have a substantial deficiency are deficient in reading
- ii. Students who fail to meet performance levels required for promotion consistent with the district school board's plan or student progression required.

The parent of any PreK-3 student who exhibits a substantial reading deficiency shall be immediately notified of the student's deficiency pursuant to s.1008.25(5) and with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a plan, as described in s. 1008.25(4). The school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions.

The student's reading proficiency must be monitored, and the intensive interventions 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. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

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

	<ul style="list-style-type: none"> i. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading. ii. A description of the current services that are provided to the child. iii. A description of the proposed intensive interventions supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. iv. That 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. Strategies, including multisensory strategies, through a read-at-home plan the parent can for parents to use in helping his or her their child in reading proficiency. v. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion. vi. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the immediately begin collecting evidence for a portfolio. The district's specific criteria and policies for midyear promotion. Midyear 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.
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<p>2.0.9</p>	<p>Students with Mathematics Deficiencies (CH. 2023-108)</p> <p>Any student in Prekindergarten through grade 4 who exhibits a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:</p> <ol style="list-style-type: none"> 1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either: a. Daily targeted small group mathematics intervention based on student need; or b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor. Any student identified as having characteristics of dyscalculia shall undergo further screening. 2. The performance of a student receiving mathematics instruction under subparagraph 1 must be monitored and instruction must be adjusted based on the student's need. 3. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under paragraph (4)(b) is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. 4. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.
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	<p>5. The parent of a student who exhibits a substantial deficiency in mathematics, as described in paragraph (a), must be notified in writing of the following:</p> <ul style="list-style-type: none"> I. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics. II. A description of the current services that are provided to the child. III. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency. IV. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the resources identified in paragraph (e). V. After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.
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<p>2.0.10</p>	<p>Instructional Requirements- Elementary Grades</p> <ol style="list-style-type: none"> 1. <u>Instruction in English Language Arts, mathematics, science, social studies, physical education, music, and fine arts will be regularly scheduled for all students in grades K-5.</u> In grades K-5, an ELA block will be implemented that is a minimum of 120 minutes, including a 90-minute uninterrupted block of time for reading instruction. At least 150 minutes of physical education must be provided each week in sessions that last no less than 30 minutes. <p>Students in grades K-5 are eligible to waive the physical education requirement if the student is enrolled or required to enroll in a remedial course or the student's parent indicates in writing to the school that: 1) the parent requests that a student enroll in another course from among those offered as options by the school district; or 2) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.</p> 2. Instruction in environmental education, nutrition, health education, alcohol and substance abuse prevention, conservation of natural resources, kindness to animals, flag education, agricultural principles, consumer education, and Florida history will be provided in appropriate classes. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when feasible. A character development program is also required for all elementary schools. 3. Pupil proficiency levels in English Language Arts, mathematics, science, and social studies will be evaluated at each grade level. Students who are identified as non-proficient according to district criteria may be provided intensive remediation through a Progress Monitoring Plan. School personnel may waive instruction in all areas except English Language Arts, mathematics, science, and social studies in order to schedule remedial instruction necessitated by a Progress Monitoring Plan. 4. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and Mathematics must be covered by one of the following plans: <ol style="list-style-type: none"> 1. A federally required student plan such as an individual education plan;
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2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and Mathematics assessments may be exempted from participation by the principal; or an individualized progress monitoring plan. A student who has a substantial reading deficiency as determined in paragraph (5)(a) or a substantial mathematics deficiency as determined in paragraph (6)(a) of [CH. 2023-108](#) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary.

The individualized progress monitoring plan shall include, at a minimum:

1. The student's specific, identified reading or mathematics skill deficiency.
 2. Goals and benchmarks for student growth in reading or mathematics.
 3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
 4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
 5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
 6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.
5. District assessments at the elementary level may consist of the District Writing Assessment, STAR Enterprise reading and math assessments, and English Language Arts Assessments throughout the school year in grades K-5.

Secondary Programs

Grades 6-12



Secondary Programs Grades 6-12

A. Promotion and Placement

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

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

B. Secondary School Reform Programs

Middle and high school programs throughout the district must include:

1. Procedures for placing and promoting students from out of state or from a foreign country
2. Alternative methods for demonstrating competency in required courses, with special support for students who have been retained
3. Applied, integrated, and combined courses that meet individual learning styles
4. Intensive reading and mathematics courses
5. Grade forgiveness policies
6. Summer programs for remediation or credit recovery programs
7. Support for teachers seeking the reading endorsement and reading professional development for content areas
8. Creative and flexible scheduling to meet student needs
9. Procedures for middle and high school students to prepare a personal education plan
10. Tools for parents to regularly monitor student progress and communicate with teachers

C. Proficiency Levels – Middle and High School

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

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

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

Per [CH. 2023-108](#), the individualized progress monitoring plan shall include, at a minimum:

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

At the high school level, school personnel will identify students failing to pass the tenth grade FSA (Florida Standards Assessment) English Language Arts and/or the Algebra I EOC or the Florida Assessment of Student Thinking (F.A.S.T) and prepare a specific remediation plan to address their deficiencies so they might earn a passing score on a subsequent retake opportunity.

D. Secondary Grading

1. A grade of D or above reflects mastery of 60 percent of the course performance standards (as identified in the appropriate course descriptions and grade level expectations) for the grading period.
2. When a student has an unexcused absence, it is the responsibility of the student to complete and turn in the work to the appropriate teacher. A student shall have one day to complete all coursework and turn in the work for each day the student is absent (i.e., in the event of three days unexcused absences; the student has three days to complete and turn in assignments). Make up time begins the day after the student receives the assignment upon return. Students may earn up to 70% credit for unexcused absence coursework. Students whose earned grade is less than 70% will receive the grade earned. Coursework, tests, and quizzes not completed and submitted within the allotted time frame will earn no credit. Special circumstances should be considered (i.e., student is in MTSS process for attendance, student has an IEP or 504 with extended time, or mental health considerations). There is no expectation that the student's teacher(s) recreate lessons, lectures, or labs for unexcused absences.
3. ALL students in grades 6-12 will be given end-of-term examinations in **non-EOC** courses as follows:
 - i. First Nine Weeks – A comprehensive nine weeks test that will carry 20% additional weight toward the nine weeks grade.
 - ii. Second Nine Weeks – A comprehensive semester test (covering both nine weeks) that will count 20% of the first semester grade.
 - iii. Third Nine Weeks - A comprehensive nine weeks test (third nine weeks only) that will carry 20% additional weight toward the nine weeks grade.
 - iv. Fourth Nine Weeks – A semester test (covering the third and fourth nine weeks) that will count 20% of the second semester grade.
4. ALL students in grades 6-12 enrolled in courses assessed by **state EOCs** will be given end of term assessments as follows:
 - i. First Nine Weeks – A comprehensive nine weeks test that will carry 20% additional weight toward the nine weeks grade.
 - ii. Second Nine Weeks – A comprehensive semester test (covering both nine weeks) that will count 20% of the first semester grade.
 - iii. Third Nine Weeks - A comprehensive nine weeks test (third nine weeks only) that will carry 20% additional weight toward the nine weeks grade.
 - iv. Fourth Nine Weeks – A state administered EOC that will constitute 30% of the final course grade. A comprehensive semester test covering the third and fourth nine weeks will not be administered.

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

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

E. Miscellaneous Provisions

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

3.0	Middle School- Grades 6-8												
3.0.1	<p>A. Promotion and Placement</p> <p>1. A student shall earn three academic course credits each year to be promoted from grade six or seven. Academic credits include English Language Arts, mathematics, science, and social studies. Prior to being promoted from grade 8, a student must have earned three academic credits in each of the following areas; English Language Arts, mathematics, science, and social studies. These credits are inclusive of courses completed in grades six and seven. Additionally, students must have earned 1.5 physical education credits (one semester per year) prior to exiting the middle grades. A credit is defined as those skills/competencies contained within the State Academic Standards or Florida/B.E.S.T. Standards as guided by the course descriptions available in the Florida Course Code Directory. Credits may be completed in less than a year's time as long as all competencies are met and documented.</p> <p>A middle school student who has experienced accelerated placement because of exceptionally high achievement will be required to earn two credits in each of the four academic areas before being promoted from the 8th grade. The middle school policies for earning credits, accepting transfer credits, and validating credits on transcripts will be the same as those at the high school level as described this Student Progression Plan. At the middle school level, course completion credit is awarded based upon verified student mastery of the appropriate State Academic Standards or Florida/B.E.S.T. Standards, not 135 hours of seat time. Exceptions are courses for which high school credit is awarded.</p> <p>2. A student must master 60 percent of the course State Academic Standards or Florida/B.E.S.T. Standards before receiving a passing grade. Mastery may be determined through teacher observation, class or individual assignments, projects, skills/standards checklists, portfolios, performance tasks, and/or examinations.</p> <p>3. An ELL student may be retained only by the decision of an ELL Committee. ELL students who are identified as being substantially below grade level in reading in English, but who are proficient in their home language may not be retained. A formal retention recommendation regarding an ELL student will be addressed by the ELL Committee after a thorough review of the student's performance on a Native Language Assessment (Aprenda) if applicable, classroom performance, statewide assessment data, English language progress and parent and/or student interviews.</p>												
3.0.2	<p>B. Instructional Requirements – Middle Grades</p> <p>1. Instruction in environmental education, nutrition, health education, alcohol and substance abuse prevention, conservation of natural resources, kindness to animals, flag education, agricultural principles, consumer education, and Florida history will be provided in appropriate classes. Instruction in the sacrifices that veterans have made in serving our country and protecting democratic values worldwide will be provided. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when feasible.</p> <p>2. Each student will receive the following instruction:</p> <p>i. The following basic subjects are required of all students:</p> <table data-bbox="337 1602 792 1787"> <thead> <tr> <th>Subject</th> <th>Course</th> </tr> </thead> <tbody> <tr> <td>English Language Arts</td> <td>3</td> </tr> <tr> <td>Mathematics</td> <td>3</td> </tr> <tr> <td>Science</td> <td>3</td> </tr> <tr> <td>Social Studies</td> <td>3</td> </tr> <tr> <td>Physical Education</td> <td>1.5</td> </tr> </tbody> </table>	Subject	Course	English Language Arts	3	Mathematics	3	Science	3	Social Studies	3	Physical Education	1.5
Subject	Course												
English Language Arts	3												
Mathematics	3												
Science	3												
Social Studies	3												
Physical Education	1.5												

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

- ii. One social studies course must be at least a one semester civics education course that a student successfully completes that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historical documents such as the Articles of Confederation, the Declaration of Independence and the Constitution of the United States.

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

A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, a personalized education program, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social sciences or two yearlong courses in social sciences that includes coverage of civics education.

The School Board shall include plans to implement a career and professional academy in at least one middle school as part of the District Strategic Plan. The academy must ensure the transition of enrolled students to a high school academy currently operating in the District. Students must have the opportunity to earn an industry certification, high school credit and to participate in career provide opportunities to earn high school credit; provide access to virtual instruction courses; employ instructors who hold industry certification; offer externships and provide personalized student advisement. planning, job shadowing and business leadership development activities. Middle school academies must also provide instruction in high growth, high demand, and high pay occupations; integrate content from the core subject areas; and integrate with intensive reading and mathematics requirements. Per [SB 1688 - Ch. 2024-119](#), students and parents must be informed during course selection for middle school of the career and professional academy or career-themed course(s) available within the district.

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

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

Middle School students enrolled in any course for which a state EOC is provided will be required to take the EOC assessment. For these courses, state administered EOCs will count as 30% of the final course grade. The corresponding grade level standardized assessment may not be taken. In order for a middle school student to earn high school or middle school credit in any course assessed by a statewide assessment, the student must pass the course with the statewide EOC calculated as 30% of the student's final course grade. Per [s.1003.4282](#), if a transfer student's transcript shows 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.

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

	<p>iv. Other courses may be offered for high school credit to middle school students provided the following conditions are met:</p> <ul style="list-style-type: none"> • Specific School Board approval is obtained for each course requested • Course instructors maintain the appropriate high school certification • Course content meets the high school State Academic Standards or Florida/B.E.S.T. Standards and Course Descriptions • The instructional time requirement for credit courses is met • Students are required to pass a district-approved comprehensive final exam before high school credit may be awarded. If they successfully answer 60% or more of the questions, they may elect to count the course towards high school graduation. The score on this credit examination will not affect the grade earned in the course. If credit is awarded, the course grade will be included when the student's high school GPA is computed. (A comprehensive final exam will not be administered for any course with a state assessed EOC). <p>v. Computer literacy will be scheduled regularly for all students in Grades 6-8, and critical thinking and related skills will be incorporated into the academic curriculum. Civics instruction will be given as a separate course or as part of another social studies course.</p> <p>vi. Comprehensive health education will be regularly scheduled. Such education will include, but not be limited to, substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, and personal health and hygiene.</p> <ul style="list-style-type: none"> • Students will also receive instruction that abstinence from sexual activity outside of marriage is the expected standard for all school age children and that abstinence from sexual activity is a way to avoid Acquired Immune Deficiency Syndrome and other communicable diseases. • Any student whose parent makes a written request to the Principal will be exempted from AIDS instructional activities. <p>vii. Student cultural development will be facilitated through exposure to regularly scheduled experiences to be selected from, but not limited to, art, music, foreign languages, and exploratory vocational education.</p> <p>viii. A middle school student is required to successfully complete one course in career and education planning (stand alone or integrated into another course). It must result in a completed personalized academic and career plan for the student which may be revised as the student progresses through middle school and high school.</p> <p>ix. Students may utilize the grade forgiveness policy to replace a grade of "C" or below in a high school course taken for credit while in middle school.</p>
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4.0	High School- Grades 9-12
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4.0.1	<p>A. Promotion and Placement- High School</p> <ol style="list-style-type: none"> 1. A student must have been duly promoted from Grade 8 in order to enter Grade 9. To be promoted to Grade 10, a student must have earned five (5) credits. To be promoted to Grade 11, a student must have earned a total of eleven (11) credits. To be promoted to Grade 12, a student must have earned a total of eighteen (18) credits on a 24-credit diploma track or thirteen (13) credits on an 18-credit diploma track. 2. Students will be required to earn 24 credits to graduate. ESE Students are eligible to pursue any graduation pathway provided to general education students and may also be eligible to pursue one of two options only available to students with disabilities. Additional information regarding these plans may be found in the Graduation Programs for Students with Disabilities section.
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	<ol style="list-style-type: none"> 3. An ELL student may be retained only by the decision of an ELL Committee. ELL students who are identified as being substantially below grade level in reading in English, but who are proficient in their home language may not be retained. A formal retention recommendation regarding an ELL student will be addressed by the ELL Committee after a thorough review of the student's performance on a Native Language Assessment (Aprenda) if applicable, classroom performance, statewide assessment data, English language progress and parent and/or student interviews. 4. Remedial instruction cannot be in lieu of graduation requirements in English and mathematics. School personnel may waive non-academic promotion requirements in order to schedule remedial instruction necessitated by a Progress Monitoring Plan. 5. Students in grades 11 and 12 who have met the graduation requirement with a high Level 2 score on the English Language Arts Florida Standards assessment may be served through reading courses, content area courses without a specific professional development requirement or before or after school. 6. Students who have previously dropped out of school and have returned to finish their education within the regular instructional setting will be held accountable for the promotion and placement policies that were in effect at the time of their original enrollment. Students returning after discontinuing their education, however, will be required to pass the appropriate tenth grade FCAT test, Florida Standards assessment, or required EOCs before graduating.
<p>4.0.2</p>	<p>B. Transfer of Credits 6A-1.09941 F.A.C</p> <ol style="list-style-type: none"> 1. It shall be the responsibility of the Principal to classify a new student entering school. Temporary classification may be made on the basis of the report card, pending the receipt of the student's official transcript. A new student who does not have a report card or transfer record shall be placed in the grade indicated by the student or his/her parent or guardian for a probationary period, pending receipt of substantiating data from the previous school attended. 2. The Walton County School District does participate in foreign exchange programs. 3. Credits should be interpreted so that requirements for promotion and graduation are not retroactive, provided the student has met all requirements for that grade placement in an accredited school from which the student is transferring. However, before receiving a Standard Diploma, a senior must have attained the minimum scores established by the Commissioner of Education on both the math and reading sections of the Florida Standards assessment or required EOC assessment or, for students with disabilities, must have been granted a waiver for the required assessments. Beginning with the 2012-2013 school year, if a transfer student's transcript shows a mathematics credit in a course that requires passage of a statewide standardized assessment (Algebra I EOC), the student must pass the assessment unless he/she has earned a comparative score or passed a comparable assessment offered by the transferring school. The Algebra 1 EOC results do not count as 30% of the student's final course grade in this instance. If the transfer student's transcript indicates credit in high school reading or ELA II or III, the student must take and pass the Grade 10 FSA ELA assessment or the Florida Assessment of Student Thinking (F.A.S.T) or earn a concordant score to earn a standard diploma, they may not use a transferring state's ELA exam to meet this graduation requirement. For Geometry, Biology 1, or U.S. History the transferring final grade and credit must be honored without the student taking the requisite EOC assessment and without the results constituting 30 percent of the student's final course grade. Although to qualify for a scholar diploma designation, the student must satisfy the scholar diploma designation requirements for their Grade 9 cohort year. 4. When compatible courses are offered at the high school level or at a postsecondary level through an approved dual enrollment program, the Principal will evaluate the transcript and determine course credits. 5. All evidence of work or credits earned at another school and offered for acceptance shall be based on an official transcript authenticated by the proper school authority. 6. The Walton County School Board will accept work or credits from public or non-public schools provided the schools have met accreditation or curricular criteria required by the Florida Statutes and/or the Florida State Board of Education and this <i>Student Progression Plan</i>. In the absence of documentation verifying a school's compliance with required criteria, a student may be assigned to a grade or course according to age, placement test(s), and/or previous school records.

7. High school credits will not be accepted from a private school, independent school, religious school or home education program unless the institution of record is fully accredited by a nationally recognized accrediting agency (e.g., Southern Association of Colleges and Schools (SACS), Middle States Association of Colleges and Schools (MSACS), New England Association of Schools and Colleges (NEASC), North Central Association of Colleges and Schools (NCACS), Northwest Association of Schools and Colleges (NASC), Western Association of Schools and Colleges (WASC)). Within the state of Florida, credits will also be accepted from institutions accredited by the Florida Council on Independent Schools (FCIS), the Florida Association of Christian Colleges and Schools (FACCS) and member agencies of the National Council for Private School Accreditation (NCPA). NCPA member agencies consist of: Florida Conference of Seventh-Day Adventist Schools, Colleges and Universities; Association of Christian Schools International; Association of Independent Schools of Florida; Christian Schools of Florida; International Christian Accrediting Association; Council of Bilingual Schools (COBIS); Episcopal Diocese of Florida; Florida Catholic Conference; Florida League of Christian Schools; Lutheran Schools of Florida – Georgia District; and the National Independent Private School Association. Such credit may be earned through correspondence courses; dual enrollment courses or online courses earned from the Florida Virtual School.

8. If the District determines that validation of the student’s transcript is necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

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

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

- i. Portfolio evaluation by the superintendent or designee;
- ii. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- iv. Demonstrated proficiencies on nationally normed standardized subject area assessments;
- v. Demonstrated proficiencies on the Florida Standards assessment or appropriate EOC assessment; or
- vi. Written review of the criteria utilized for a given subject provided by the former school.

4.0.3

C. High School Diplomas and Certificates of Completion

- 1. The Walton County School Board shall assume the cost of all high school diplomas and certificates of completion. Individual pupil expenses relative to graduation, such as class rings, caps and gowns and graduation photos, are the responsibility of the student and are not limited by the Board.
- 2. Types of Exit Documentation:
 - i. **Standard Diploma** - A Standard Diploma shall be awarded when a pupil has successfully completed the graduation requirements as described in this *Student Progression Plan*. Schools may attach a Florida Gold Seal endorsement to a Standard Diploma or award differentiated diplomas to students exceeding the prescribed minimums ([1003.43 F.S.](#)). Diplomas shall also designate students who have completed four or more accelerated college credits, a career education certification or a Florida Ready to Work Credential.

- **Scholar Designation** – A Scholar Designation may be attached to a Standard Diploma when, in addition to the minimal requirements for a Standard Diploma, the student has:
 - a. Earned a credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course.
 - b. Passed the Biology I EOC, earned one credit in chemistry or physics and one credit in an equally rigorous course
 - c. Passed the U.S. History EOC
 - d. Earned two credits in the same foreign language
 - e. Earned at least one credit in an AP (Advanced Placement), IB (International Baccalaureate), AICE (Advanced International Certificate of Education) or dual enrollment course
 - f. Pass the Geometry EOC (2014-15 and beyond cohorts only)

- **Industry Designation** - A Industry Designation may be attached to a Standard Diploma when, in addition to the minimal requirements for a Standard Diploma, the student has:
 - a. Attained one or more approved industry certifications from the list established under [s. 1003.492](#).

- **Seal of Biliteracy Program** -The Florida Seal of Biliteracy Program is established to recognize high school graduates who have attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, by the awarding of a silver or gold seal on a standard high school diploma.
 - a. A silver seal is awarded to graduating seniors who have earned four (4) foreign language courses in the same language with a cumulative 3.0 or higher GPA on those courses, OR who achieves a score or performance level on a foreign language assessment set forth in SBR [6A.109951](#) for this designation.
 - b. A gold seal is awarded to a student who achieved a 4.0 or higher on the tenth grade FSA ELA assessment and earned four (4) foreign language courses in the same language with a cumulative 3.0 or higher GPA on those courses, OR who earns a score or performance level on a foreign language assessment set forth in SBR for this designation.
 - c. A silver seal shall also be awarded to any graduating senior who did not enroll in, or complete, foreign language courses upon attainment of at least the minimum score or performance level set forth in SBR for this designation. A student demonstrating a proficient score on the foreign language assessment shall be awarded up to four (4) foreign language high school course credits in the foreign language assessed.
 - d. For languages which are not tested on nationally recognized examinations listed in SBR, proficiency may be demonstrated through a portfolio of language performance based on the 2012

- **Florida Seal of Fine Arts Program**- The purpose of the Florida Fine Arts Program is to encourage students to develop an exemplary level of proficiency in the performing or visual arts. Beginning with the 2024-2025 SY, the Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theater, or the visual arts with a grade of “A” or higher in each course or earned three sequential course credits in such courses with a grade of “A” or higher in each course; and meets a minimum of two of the following requirements:
 1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment, or honors course in the subjects listed in this paragraph with a grade of “B” or higher.
 2. Participates in a district or statewide organization’s juried event as a selected student participant for 2 or more years.
 3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experience.
 4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
 5. Receives district, state or national recognition for the creation and submission of an original work of art. For purposes of this paragraph, the term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

ii. **ACCEL Program** (18 credits minimum) [1002.3105\(5\)](#), F.S

Students must meet the following course requirements to earn an 18-credit ACCEL Diploma Option:

English	Four (4) credits (with major concentration in composition and literature). Beginning with incoming ninth graders in 2013-2014, the four credits must be in ELA I, II, III and IV. ELA Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement
Mathematics	Four (4) credits (to include Algebra I and Geometry). The following courses, or series of courses, are equivalent to Algebra I and may be combined for graduation purposes: <ul style="list-style-type: none">• Applied Mathematics I and Applied Mathematics II• Integrated Mathematics I and Integrated Mathematics II• Algebra IA and Algebra IB• Algebra I Honors• Pacesetter Mathematics I• Industry certification courses that lead to college credit may substitute for up to two math credits. Approved Computer Science credit may substitute up to one math credit (except for Algebra I and Geometry).
Science	Three (3) credits (two with lab components, one of which must be Biology and two credits in equally rigorous courses). Agriscience Foundations 1 will count as a science credit for graduation. Industry certification courses that lead to college credit may substitute for up to one science credit. Approved Computer Science credit may substitute up to one science credit (except for Biology).
American History	One (1) credit (to include content of the Declaration of Independence and its philosophical foundation of government, the arguments in support of adopting the republican form of government as they are embodied in the most important of the Federalist Papers, and the essentials of the United States Constitution and how it provides the structure of the government; also to include African American history)
World History	One (1) credit (to include a comparative study of the history, doctrines, and objectives of all major political systems; also, to include the teaching of the Holocaust)
Economics	One-half ($\frac{1}{2}$) credit (to include a comparative study of the history, doctrines, and objectives of all major economic systems).
American Government	One-half ($\frac{1}{2}$) credit (to include a study of the Constitution of the United States and Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government)
Fine or Performing Arts	One (1) credit (to include fine and performing Arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. This requirement may also be satisfied by the completion of two years in an ROTC program)
Electives	Three (3) credits in elective courses as authorized by law and by rules of the State Board of Education

ACCEL Program (18 credits minimum) [1002.3105\(5\)](#), F.S

Students may qualify for early graduation and earn a standard high school diploma by meeting all requirements outlined for a standard high school diploma except:

- Physical education is not required
- Students are only required to earn 3 elective credits

iii. **Career and Technical Education Graduation Pathway**

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Same graduation requirements for ELA, Math, Science and Social Studies as the Standard High Diploma (3) (a) through (d) 1003.4282 Requirements for a standard high school diploma.
- For students who entered grade 9 before the 2023-2024 SY, completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- For students who entered grade 9 before the 2023-2024 SY, completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy, for work-based learning program courses to fulfill this requirement.
- For a student who enters grade 9 in the 2023-2024 SY and thereafter, they must earn two and one-half credits in electives and one-half credit in financial literacy.

- iv. **Certificate of Completion** - A Certificate of Completion shall be granted after a minimum of twelve years of formal education, excluding kindergarten, to a student who has successfully completed the district requirements and credits for graduation but has failed to pass the English Language Arts Florida Standards Assessment and/or appropriate EOC assessment and/or has failed to earn the required GPA for graduation. Receipt of a Certificate of Completion does not prohibit a student from earning a Standard Diploma at a later time.

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

4.0.4

D. Requirements for Graduation

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

1. General Requirements

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

A student who has not earned passing scores on the Grade 10 ELA Florida Standards assessment or Algebra I EOC assessments must participate in each retake of the assessment until he/she earns passing scores or achieves concordant scores on standardized

assessments or the Florida Assessment of Student Thinking (F.A.S.T). A student who has taken the Grade 10 ELA Florida Standards assessment or Algebra I EOC assessment without earning a passing score may substitute a concordant score on the ACT, SAT, or other state-approved assessment. Concordant scores are to be determined annually by the Commissioner of Education and students who attain them may be awarded a standard diploma provided all other graduation requirements are met.

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

- Earn a 2.0 cumulative GPA.
- If the student is in the 11th grade – pass the Grade 10 English Language Arts FSA and Algebra I EOC or the Florida Assessment of Student Thinking (F.A.S.T).
- If the student is in the 12th grade – attain ACT or SAT scores which equate to the passing scores on the Grade 10 English Language Arts FSA or Algebra I EOC assessments or the Florida Assessment of Student Thinking (F.A.S.T).

Any home school student who has ever been enrolled in a Florida public school must pass the 10th grade FSA (or required EOC assessments or the Florida Assessment of Student Thinking (F.A.S.T)) to receive a diploma and cannot meet the graduation requirements through a concordant score alone.

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

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0
- v. WCSD will calculate GPA by semester grade for all courses not assessed with a statewide standardized end-of-course assessment. Courses with statewide standardized end-of-course (EOC) assessments will be calculated by full course grade. These EOC courses include Biology I, Geometry, Algebra I and U.S. History.
- vi. At the end of each semester, the Principal must identify each student in Grades 9-12 who has a cumulative GPA of less than 0.5 above the required graduation level and must notify the parent or guardian that this student is at risk of not meeting the GPA requirement for graduation. This notification must also include an explanation of district policies that will assist the student in meeting the GPA necessary for graduation. See Grade Forgiveness and Course Recovery sections.
- vii. A student must be enrolled in a Walton County high school for at least one academic year immediately before graduation in order to receive a diploma unless their enrollment results from a family relocation from another school district, state, or country. Students in the Adult High School Program may be exempt from this policy and will be evaluated on an individual basis.
- viii. Students who are 0.5 credits short of meeting graduation requirements may participate in graduation ceremonies if the student is currently enrolled in a credit recovery or other credit acquisition program which will allow the student to earn the 0.5 missing credits before the beginning of the next school year. The student must be in good standing with the course 30 days prior to graduation.

2. Credit Requirements

- i. Twenty-four (24) credits are required for graduation. Graduation requirements may also be met through the completion of an international Baccalaureate or an Advanced International Certificate of Education curriculum. Credits may be earned through a combination of standard, equivalent, applied, or integrated courses.
- ii. One-half (1/2) credit may be earned in all courses, including those offered on a full-year basis.
 - A student enrolled in a full-year course will receive one-half (1/2) credit if he/she successfully completes either the first or second half of the course but fails the other half and the averaging of the numerical grades obtained in each half would not result in a passing grade for the year.
 - A student enrolled in a full-year course will receive full credit if he/she successfully completes either the first or second half of the course but fails the other half and the averaging of the numerical grades in each half results in a passing grade for the year, provided that any additional requirements, such as class attendance with a minimum of 135 hours of instruction, and/or other indicators of performance, shall be successfully completed by the student.
 - Numerical grades for each half of a full-year course will not be averaged when the program specifies that semester grades are final as do some alternative programs and the adult diploma program.

Students who have earned the requisite number of credits and have otherwise met all requirements for graduation with a Standard or other approved diploma may elect to graduate early (in less than 8 semesters).

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

A student who graduates mid-year may continue to participate in graduation events.

A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort.

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

3. Credit Limitations

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

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

4. Course Requirements

Students must meet the following course requirements to earn a 24 Credit Standard Diploma:

English	<p>Four (4) credits (with major concentration in composition and literature). Beginning with incoming ninth graders in 2013-2014, the four credits must be in ELA I, II, III and IV.</p> <p>ELA Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement</p>
Mathematics	<p>Four (4) credits (to include Algebra I and Geometry). The following courses, or series of courses, are equivalent to Algebra I and may be combined for graduation purposes:</p> <ul style="list-style-type: none">• Applied Mathematics I and Applied Mathematics II• Integrated Mathematics I and Integrated Mathematics II• Algebra IA and Algebra IB• Algebra I Honors• Pacesetter Mathematics I <p>Industry certification courses that lead to college credit may substitute for up to two math credits. Approved Computer Science credit may substitute up to one math credit (except for Algebra I and Geometry).</p>
Science	<p>Three (3) credits (two with lab components, one of which must be Biology and two credits in equally rigorous courses). Agriscience Foundations 1 will count as a science credit for graduation. Industry certification courses that lead to college credit may substitute for up to one science credit. Approved Computer Science credit may substitute up to one science credit (except for Biology).</p>
American History	<p>One (1) credit (to include content of the Declaration of Independence and its philosophical foundation of government, the arguments in support of adopting the republican form of government as they are embodied in the most important of the Federalist Papers, and the essentials of the United States Constitution and how it provides the structure of the government; also to include African American history)</p>
World History	<p>One (1) credit (to include a comparative study of the history, doctrines, and objectives of all major political systems; also, to include the teaching of the Holocaust)</p>
Economics	<p>One-half ($\frac{1}{2}$) credit (to include a comparative study of the history, doctrines, and objectives of all major economic systems).</p>
American Government	<p>One-half ($\frac{1}{2}$) credit (to include a study of the Constitution of the United States and Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government)</p>
Fine or Performing Arts	<p>One (1) credit (to include fine and performing arts, speech and debate, or career and technical education. A practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. This requirement may also be satisfied by the completion of two years in an ROTC program)</p>

Physical Education and Health

One (1) credit (All schools in the District will utilize the HOPE Physical Education Variation course to meet this requirement. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons will satisfy the one-credit requirement for physical education. This requirement may also be satisfied by the completion of two years in an ROTC program. Marching band or dance class may substitute for ½ credit in Physical Education.)

Electives

Eight (8) credits in elective courses as authorized by law and by rules of the State Board of Education. Per [CH. 2022-17](#), any student entering 9th grade in the 2023-2024 SY or after, must have seven and a half (7.5) credits in elective courses plus one half (0.5) credit in personal financial literacy and money management.

Electives must be coordinated to focus upon areas of student interest and must include opportunities for students to earn college credit, including industry certification programs.

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

Algebra 1A and 1B admission and Applied Math 1A and AB will only count as 1.0 math credit for university admission and the Florida Bright Futures Florida Academic and Florida Medallion awards. They will continue to count as two credits for graduation purposes.

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

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

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

Beginning with the 2021-22 SY, students taking the US Government course are required to take the Assessment of Civic Literacy identified by the state board of education. Students earning a passing score on the assessment are exempt from the post-secondary civic literacy assessment.

5. Participation in Extracurricular Activities

- i. An extracurricular activity is any education-related activity occurring during or outside the regular instructional school day. An interscholastic activity is any education-related activity occurring between two or more schools during or outside the regular instructional school day, such as competitions and sports.
- ii. Students must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in the courses required for graduation.

- iii. Eligibility for the first semester of a school year will be based on the previous year's policy. In middle and high school, students must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, through the end of the previous semester. Additionally, student athletes must execute and fulfill the requirements of an academic performance contract between the student, the school district, the governing organization for athletics, and the student's parents or guardian, if the student's cumulative grade point average falls below 2.0, or its equivalent, on a 4.0 scale in the courses required by 1003.43 F.S. At a minimum, the contract must require that the student attend summer school, or its graded equivalent, between grades 9 and 10 or grades 10 and 11, as necessary.
- iv. The student must have a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses listed as graduation requirements by [1003.4282](#) F.S. (Section VIII-F(4) of this document) during his or her junior or senior year.
- v. Students exempt from attending a full school day must maintain the same GPA requirements.
- vi. A student must maintain satisfactory conduct. No student shall be eligible to participate in any extra- curricular activity if the student is being supervised by either the Florida Department of Juvenile Justice or the Florida Department of Corrections. This supervision includes, but is not limited to, pre- trial and post-trial (or plea) supervision.
- vii. The failure of a student to pay for lost or damaged instructional materials may include suspension of the pupil from participation in extracurricular activities.
- viii. A student who transfers to another school during the school year will be eligible to participate in extra- curricular activities at the new school providing the transfer has occurred prior to the beginning of practice for the activity.
- ix. Please see the Walton County School District Student Code of Conduct for specific information on interscholastic extracurricular activity (athletics) eligibility.

6. Honor Student Designation

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

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

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

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

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

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

- 24-Credit Graduates –

At the end of the seventh semester, honor graduates will be determined by averaging the following highest 17 credits:

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

- 18-Credit College Preparatory Graduates –

At the end of the fifth semester, honor graduates will be determined by averaging the following 14.5 credits:

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

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

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

7. Graduation Requirements for Students with Disabilities

Graduation Programs for Students with Disabilities Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Students with disabilities are not restricted or limited to a diploma option/graduation option. Students with disabilities shall be afforded the opportunity to meet all standard graduation requirements and earn a standard diploma. Decisions regarding the student's diploma option are made by the IEP team, which includes the parent and the student, using the student's post-secondary education and career goals to guide the decision.

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. <https://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>

Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in [s. 1003.572](#).

An ESE student who received a special diploma in the past, or who left school without a diploma, may return to school and work toward a standard diploma. Rule [6A-6.03028](#), F.A.C. requires that FAPE be available to students under the age of 22 who have an IEP and who have not earned a standard diploma. Students who graduated with a special diploma or who otherwise left the public-school system without earning a standard high school diploma may return to public school.

An ESE student who entered the 9th grade before the 2014-15 school year and whose IEP noted that they were working toward a special diploma on the day the bill was signed into law (June 20, 2014) may receive a special diploma, as provided by s. 1003.438, F.S.

8. Graduation Requirements for Certain Students in an English for Speakers of Other Languages (ESOL) Program ([CH. 2021-157](#))

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.

4.0.5**Grade Forgiveness Policy**

1. A student may elect to retake a course in which he/she made a "D" or "F." The forgiveness policy for required courses shall be limited to replacing a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course, including Florida Virtual School summer credit recovery courses. The forgiveness policy for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or another course of the same level according to the current course code directory. Students may only attempt grade forgiveness two times for the same course. If a student earns a grade of a D or F in a subsequent attempt of the course in which they have already earned credit, an additional grade from the subsequent attempt course will not be included in the student's GPA. Once a C is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA. In all cases of grade forgiveness, only the new grade, of "C" or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced according to the district forgiveness program shall be included in the calculation of the cumulative grade point average required for graduation.
2. First priority for course enrollment will be given to students taking courses for the first time to meet graduation requirements and students seeking grade forgiveness will be added on a space-available basis. Students will be allowed only one attempt at grade forgiveness per course unless special circumstances exist, and principal approval is obtained.
3. If a student retakes the same or comparable course and meets the grade forgiveness requirements it is recorded on the transcript by entering an "X" (Exclude) course flag on the first attempt of the course and an "I" (Include) to the same or comparable course taken subsequently. Courses may not be deleted from a student's transcript per [6A-1.0955\(3\)](#), F.A.C.
4. High school level courses taken below grade 9 may be used to satisfy high school graduation and Bright Futures award requirements as well as meet middle school subject area course requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such a case, the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures.

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

5. A student in Grades 9-12 who is failing a course or who has a GPA below 2.0 may be scheduled for parent/teacher/student conferences, referred for academic and career advisement, issued periodic progress reports, placed with volunteer/peer tutors, enrolled in a study skills class and/or recommended for summer school (if available).

Grade Forgiveness and EOC Retake Policy

1. A high school student who is retaking an EOC course for grade forgiveness and has already taken the EOC is encouraged to retake the EOC but is not required. If the student does not retake the EOC, then the previous EOC results must be averaged into the grade for course average. Grade forgiveness does not mean a new grade without the EOC averaged in.

If the student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F", the options for the student include one of the following:

- i. Retaking a semester of the course;
- ii. Retaking the entire course;
- iii. Retaking the EOC assessment for that course; or
- iv. Retaking both the course and the EOC assessment to improve the student's final course grade.

If retaking the entire course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of "C" or above, then this grade replaces the "D" or "F." If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA ([s. 1003.4282\(5\)](#), F.S.): In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

Note – students who took Algebra I, Geometry or Algebra II for original credit during 2014-2015 are exempt from the 30% EOC requirement for grade forgiveness as it was never used in calculating the original grade.

2. A student may retake an EOC to qualify for the scholar designation or to improve his/her grade for the course.

Algebra I EOC Information

Passing the Algebra I EOC is a graduation requirement. It is important to understand the possible scenarios for an Algebra I student:

Course	EOC	The EOC is always 30% of the final grade
Passes	Fails	<ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • The student must retake and pass the EOC to fulfil graduation requirements • Student is eligible to retest for Algebra in Retake windows • The final course grade is re-averaged once the EOC is passed
Fails	Passes	<ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • If the student chooses to participate in grade forgiveness, the EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade.
Fails	Fails	<ul style="list-style-type: none"> • The final course grade is included in the GPA • The student must retake and pass the EOC to fulfil graduation requirements • Student is eligible to retest for Algebra in Retake windows • The final course grade is re-averaged once EOC is passed

Credit Recovery Courses

1. Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by current adopted Florida/B.E.S.T. Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course, the EOC assessment or both, since the course requirements for the Credit Recovery course are exactly the same as the previously attempted 12 corresponding courses. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements.
2. Credit Recovery courses may be used for Grade Forgiveness / Credit Recovery as well as remediation, and they may be taken in a traditional classroom, a credit recovery lab or through virtual school. It is important to note that Credit Recovery courses are not bound by s. [1003.436](#)(1)(a), F.S., which requires a minimum of 135 hours of bona fide instruction in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course.
3. Credit Recovery courses should only be used for credit recovery, grade forgiveness or remediation for students needing to prepare for an EOC assessment retake. Specific courses in English, mathematics, science, and social studies are designated as credit recovery and listed in the current year's Florida Course Code Directory. Courses are designated as Level 2 and R (Recovery). They are reported as elective courses. Credit Recovery courses have a 0.5 credit value and may be taken for up to a maximum credit value of 1.0 ([Rule 6A-1.09441, F.A.C.](#)) Credit Recovery courses designated as electives will not satisfy SUS FTIC admissions and the Florida Bright Futures Scholarship Program requirements ([Board of Governors Regulation 6.002](#) and [Rule 6A-20.028, F.A.C.](#)).
4. A student who takes a Credit Recovery course may earn elective credit for the terms up to a maximum value of 1.0. In addition, the grade earned in the Credit Recovery course and the course credit value is posted on the transcript. Then, the corresponding academic core course is recorded on the transcript using the grade earned in the Credit Recovery course. If the course has a required EOC assessment, then the EOC assessment results must constitute 30 percent of the academic core final course grade. As a result, if the student earns a "C" or higher in the academic core course, then the district grade forgiveness policy may apply. If the student earns a "D" then the credit may be used to meet graduation requirements but will not qualify for grade forgiveness. Students may only attempt credit recovery two times for the same course.

4.0.6

E. Miscellaneous Provisions

1. Only students who receive a Standard Diploma, a Certificate of Completion or a State of Florida High School Performance-Based Diploma will be eligible to participate in official graduation exercises.
2. No more than seven (7) full credits (plus one-half (1/2) non-academic credit earned in a summer program) shall be awarded in any given 12-month period. However, this limitation does not apply when additional credits are earned through the following alternative methods:
 - i. performance-based courses, including but not limited to the alternative education and adult high school programs;
 - ii. dual enrollment;
 - iii. correspondence courses;
 - iv. credit by examination;
 - v. community service credit; and/or
 - vi. approved distance learning, including The Florida Virtual High School courses.Upon recommendation by a counselor and a written request from a parent or guardian, the Principal may waive this limitation for a student with extenuating circumstances.
3. Credit for practical arts or exploratory vocational education and/or for performing fine arts shall be made available in the ninth grade, and students shall be scheduled into ninth grade courses as a priority.

4. Students will be advised of the requirements necessary for participation in a Bright Futures scholarship program: The Florida Academic Scholarship, the Florida Gold Seal Vocational Scholarship, or the Florida Merit Scholarship. The amount and type of scholarship award may be based on a student's high school GPA, SAT scores, ACT scores, the courses the student took in high school, the type of program in which a student enrolls and the number of credit hours for which the student enrolls.
5. Each high school shall advise each student of programs through which they can earn college credit, including AP, IB, AICE, dual enrollment, career academy courses, courses that lead to a national industry certification and the availability of virtual courses. An AICE, AP, Technical Dual Enrollment, Dual enrollment or IB course is designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for these courses may reflect topics not typically included in WCSD courses. Due to the dual credit nature of this course, content and materials used in this course are not able to be modified to accommodate variations in student age and/or maturity. Beginning with the 2011-2012 school year, each high school shall offer an IB program, an AICE program or a combination of at least four courses in dual enrollment or AP, including one course each in English, mathematics, science, and social studies. Virtual instruction may be used to meet this requirement.
6. Any course in Grades 9-12 using currently adopted curriculum frameworks or course descriptions may contain a component of volunteer community service. Credit for high school graduation may be earned for volunteer and nonacademic activities that have been approved by the State Board of Education. A maximum of one-half credit in social studies and one-half credit elective may be awarded to a student who completes 75 or more hours of nonpaid voluntary community or school service work. Credit may not be earned for service provided as a result of court action.
7. Schools shall provide career and curricular counseling that includes recommended high school coursework to prepare students for success in college-level work. Before a student graduates from high school, the school shall assess his/her preparation to enter the workforce. The student and his/her parent or guardian will be furnished the results of the assessment.
8. Each school district and charter school shall provide students in grades 11 and 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) and consult with a military recruiter if the student selects. To optimize student participation, the ASVAB must be scheduled during normal school hours.
9. Career technical programs are governed by certifications that may require more stringent attendance requirements than regular programs.
10. Competencies gained for the two 0.5 credit courses for Grades 9-12, Practical Computer Skills and Practical Keyboarding Skills, will substitute for the competencies gained in the 1.0 credit course, Keyboarding and Document Processing. These two replacement courses will meet the Gold Seal requirements for Business Education job preparatory programs.
11. When offered by the school, students may participate in programs concerning character development, law education, objective study of the Bible and religion, traffic education, free enterprise and consumer education, patriotism, drug abuse resistance education, comprehensive health education, care of nursing home patients, instruction in acquired immune deficiency syndrome and voting instruction.
12. Students will be advised that, although a foreign language is not a graduation requirement, two (2) credits are needed for admission to a Florida public university, to receive two of the Florida Bright Futures scholarships and to earn a Scholar's Designation on a Standard Diploma. Courses in American Sign Language (ASL) will be accepted as foreign language credit for high school graduation. Students must be advised that postsecondary schools outside the state of Florida may not accept ASL courses for foreign language credit.
13. Instruction in health concerns and environmental education will be provided in science and other appropriate courses.

14. All class changes must be made within ten (10) school days into a new semester. With the approval of the Principal, however, a teacher or counselor may request a schedule change at any time if such change is in the student's best interest.

15. Colleges and universities strongly advise students to take a full day of academic courses their senior year as it is critical to the college admissions process. However, twelfth grade students who remain on track for normal graduation with required credits who have met the state graduation requirements for standardized testing (FAST- Florida Assessment of Student Thinking, EOC) and have earned a cumulative unweighted GPA of 3.00 at the end of their junior year will be allowed to register for a maximum of one No-Class period. The No-Class will be granted for the first or seventh period only. Transfer students will be eligible for No-Class participation if they have met the above criteria upon enrollment.

16. Private school students will not be allowed to enroll in any classes at a Walton County school on a full-time basis. Middle or high school private school students shall be eligible to participate in an interscholastic or interscholastic sport that is zoned for the physical address at which they reside if:
 - i. The private school is not a member of the FHSAA, has less than 125 enrolled students and does not offer an interscholastic or interscholastic program of its own.
 - ii. The student's parents register him/her for each sport, in writing, at the school by the deadline established by the district school board.
 - iii. The parents are responsible for transporting their child to and from the public school. The public school, private school, school board and FHSAA are exempt from civil liability arising from any injury occurring during such transportation.
 - iv. In one calendar year, the student must only participate at the public school in which he/she first registered or made themselves a candidate for an athletic team by engaging in practice.
 - v. The athletic director at each public school shall maintain the student records necessary for eligibility, compliance, and participation.
 - vi. The private school makes participating student records, including, but not limited to, academic, financial, disciplinary and attendance records available, upon request, to the FHSAA.
 - vii. The student applies to participate in this program through the FHSAA program application process.
 - viii. The student meets the same district eligibility criteria for participation in extracurricular activities regarding GPA, course failures and satisfactory conduct as required of public-school students.

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

The parent may also choose to have the private school student participate in the statewide assessments pursuant to paragraph (7) (d) of [HB 5101](#). If the parent requests that the student participating in the program take all statewide assessments required pursuant to [s.1008.22](#), the parent is responsible for transporting the student to the assessment site designated by the school district.

5.0	ALTERNATIVE METHODS FOR CREDIT AND/OR GRADUATION
5.0.1	<p>Articulated Acceleration</p> <p>Articulated acceleration will be available to qualified students and will serve to shorten the time necessary for a student to complete the requirements associated with a degree or increase the depth of study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, advanced placement, credit by examination and the International Baccalaureate Program.</p>
5.0.2	<p>Dual Enrollment/Early Admission</p> <p>1. The Walton County School District may offer high school credit for college courses that have been assigned Florida Statewide Course Numbering System numbers, provided there is a written cooperative agreement to that effect between the Walton County School District and the Florida college or university and provided each student has been recommended by the high school and accepted as a dual enrollment student by the college or university. Students dually enrolled in an eligible private postsecondary institution which is located and chartered in Florida, as provided in 1005.02_F.S., may use the private institution course numbers. A comprehensive list of all courses eligible to be offered for dual enrollment credit may be accessed at the Florida Department of Education Dual Enrollment Course List web site (http://www.fldoe.org/core/fileparse.php/5421/urlt/0078394-delist.pdf).</p> <p>The superintendent of schools and president of the college shall establish an articulation committee to complete an interinstitutional articulation agreement prior to fall registration each year. The agreement must include a ratification of all existing articulation agreements, courses and program available to dual enrollment students, eligibility criteria for student participation, responsibilities for student screening and monitoring, responsibility for transportation to off-campus sites and the process for converting college credit hours earned to high school credit based upon mastery of course outcomes.</p> <p>Students approved for dual enrollment must demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. Dual enrollment of vocational courses may be approved if the student demonstrates a minimum cumulative GPA of 2.0 on a 4.0 scale, readiness for vocational level coursework and is enrolled in an approved program of study leading to a degree of certificate from a complete job-preparatory program. Vocational dual enrollment shall not be used to sustain students in isolated vocational courses.</p> <p>Students in 6th-12th grade may participate in dual enrollment as long as the student has a cumulative unweighted GPA of 3.0 and has the required passing college readiness test scores.</p> <p>Students must maintain their initial conditions of eligibility (GPA) in order to maintain their approval for dual enrollment classes. Their eligibility may be withdrawn if they are deemed disruptive in the classes, and/or if students fail (F) or withdraw for a total of three classes.</p> <p>Dual Enrollment Courses Offered:</p> <ol style="list-style-type: none"> i. Must meet the same course competencies as those offered on a college campus ii. Must use the same or comparable instructional materials iii. Cannot be combined with non-college credit high school courses (honors or AP level) iv. Must administer a college provided EOC assessment

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

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

2. Early admission is a form of dual enrollment through which eligible secondary students enroll in an eligible postsecondary institution on a full-time basis in courses that are creditable toward both the high school diploma and the associate or baccalaureate degree. To be considered for early admission, a student must have met the requirements of State Board of Education Rules, as well as the following requirements:
 - i. The student must be recommended by the Principal or Superintendent.
 - ii. The student must be accepted by a Florida public post-secondary institution or an eligible dependent institution as defined in [1005.02](#) F.S.
3. A student who meets the conditions of early admission may be excused from attendance for all or any part of his remaining high school program. He/she remains eligible to participate in the honors program.
4. For students dually enrolled or in early admission, the Principals is authorized to approve the fulfillment of graduation requirements and to award a diploma to the student at the graduation of his regular class, or at a later convenient time, based on the following:
 - i. The student has completed the number of post-secondary credit hours determined by the Articulation Coordinating Committee as required for each credit awarded toward high school graduation.
 - ii. The student's permanent cumulative record shows adequate notations covering the work completed under the college program.
 - iii. The student has completed all courses and credits required by School Board rules and presented in this *Student Progression Plan*.
 - iv. All dual enrollment students must be enrolled in a full daily schedule through a combination of regular high school classes and/or off campus (or evening) college courses.

5.0.3

Career Dual Enrollment

The CTE Dual Enrollment program at Emerald Coast Technical College provides the opportunity for qualified high school students from Walton County, who meet eligibility criteria, to enroll in postsecondary career technical education programs while simultaneously enrolled in a Walton County public high school. Students may not take a dual enrollment course that ends after the scheduled graduation date. The purpose of CTE dual enrollment is to assist the student in achieving relevant industry certification and postsecondary career and technical education credits while also achieving high school credits. Enrollment is available for specific programs only and may be offered at times other than the regular high school day.

Career and technical dual enrollment requirements for Emerald Coast Technical College include:

1. Students must have a cumulative unweighted GPA of 2.0 or above
2. Students must be at least 16 years old and currently enrolled in a Walton County School District high school (including registered home educated students enrolled in a program that is in compliance with [1002.41](#) F.S.)

	<ol style="list-style-type: none"> 3. Students should be advised that disciplinary actions in the semester prior to enrollment will be reviewed and evaluated. Students are expected to be free of disciplinary action(s) while enrolled in CTE dual enrollment. Disciplinary referrals will be evaluated on a case by case basis to determine if continued enrollment is recommended. 4. Students must demonstrate readiness for career-level course work 5. Students must take the Test of Adult Basic Education (TABE). Contact the advisor/counselor in ECTC’s student services to arrange for testing and for program required scores by calling 850-892-1241. 6. Be pursuing an approved industry certification. See a counselor/advisor in student services for currently approved certifications. 7. Students must meet the attendance requirements of their program of enrollment. 8. Student and parent/guardian MUST attend mandatory information session with Emerald Coast Technical College advisor/counselor to review ECTC current satisfactory academic progress policies. In order for students to be awarded Post-Secondary Career Technical Education credit, they must meet the grading and attendance policies of Emerald Coast Technical College. Student and parent/guardian should review the satisfactory academic policies of the specific program of enrollment prior to enrolling. 9. Student must not be scheduled to graduate prior to the completion of the dual enrollment course. <p>Instructional hours in career educational programs are also known as “clock hours”. As a guideline, 135 instructional hours (120 with block scheduling) is equivalent to one secondary credit. Career certificate programs are broken into discrete sets of competencies called occupational completion points (OCPs). Most OCPs are divisible by 75 clock hours so, for example, a 150 clock hour OCP should be equivalent to one secondary credit.</p> <p>To be eligible for the Gold Seal Scholarship, students must earn three secondary credits in a single Career technical program.</p> <p>Students who complete a Post-Secondary Adult Vocational Career Technical Education (Post-Secondary Career Technical Education) dual enrollment program and achieve the designated industry certification may also be eligible for college credit in A.S. and A.A.S. degree programs through statewide articulation agreements.</p> <p>For a complete list of program offerings visit ECTC’s webpage at www.ectc.edu.</p>
<p>5.0.4</p>	<p>Virtual Instruction</p> <p>Qualified K-12 students may earn middle or high school credits through successful completion of the on-line activities required by the Florida Virtual Program or other state approved programs. See section 9.0</p>
<p>5.0.5</p>	<p>Advanced Placement, International Baccalaureate and Advanced International Certificate of Education</p> <p>Advanced Placement (AP) courses offered by the College Board, International Baccalaureate (IB) courses offered through an approved IB program and Advanced International Certificate of Education (AICE) courses are methods where students may earn postsecondary credits while still in high school. Participating colleges and universities set their own standards for awarding postsecondary credit to students who score well on AP, IB or AICE end-of-course examinations. Postsecondary credit for an Advanced Placement course shall be limited to students who score a minimum of 3 on a 5-point scale on the course’s AP exam or at least the minimum score on an assessment identified subsection (2) of Ch. No. 2023-39.</p> <p>Qualified secondary students shall be exempt from the payment of any fees associated with administering exams in either program.</p>

<p>5.0.6</p>	<p>Credit by Examination (Postsecondary Level)</p> <p>Credit by Examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations (e.g., CELL exams). Minimum scores required for an award of credit are stated in the statewide articulation agreement.</p>
<p>5.0.7</p>	<p>General Education Development Test (GED)</p> <ol style="list-style-type: none"> 1. Any student desiring to be awarded a State of Florida diploma based on successful completion of the General Education Development test, shall be at least eighteen (18) years of age on or before the date of taking such an examination. 2. The Superintendent is authorized to waive the age eighteen (18) requirement for students who are at least sixteen (16) years of age on or before the date of taking the examination when, in the judgment of the Superintendent, such waiver is justified and one or more of the following conditions have been met: <ol style="list-style-type: none"> i. The individual is not an active student in the Walton County School District, ii. The student's parent or guardian requests permission for the student to take such test, iii. Extreme family financial hardship exists, iv. A death in the immediate family results in the need for the student to drop out of school or to seek full time gainful employment, v. A certificate from a practicing, Florida-licensed medical physician states that regular high school course(s) will be physically or mentally harmful to the student. 3. Special assistance to obtain a high school equivalency diploma pursuant to 1003.435 F.S. may only be given when all requirements for graduation are completed except for the required cumulative grade point average. 4. The procedure for obtaining a GED Waiver is as follows: <ol style="list-style-type: none"> i. The student will receive counseling from the WCSD Student Services staff concerning alternate graduation programs available ii. The Superintendent will sign the waiver letter iii. The student will obtain a letter from the Student Services department authorizing NWFSC or ECTC to enroll the student for the GED.
<p>5.0.8</p>	<p>Credit Acceleration Program (CAP)</p> <p>Students may earn high school credit towards graduation by passing the statewide standardized end-of-course assessment (Algebra 1, Geometry, U.S. History or Biology), Advanced Placement Examination, or the College Level Examination (CLEP) associated with the course. Students are not required to complete or be enrolled in these courses before taking the associated assessment. State standardized exams, AP exams and College Level Exams are the only tests that may be used to earn credits through the Credit Acceleration Program per F.S. 1003.4295. If a student earns course credit without enrollment in a course via the CAP (applicable only to AP, EOC and CLEP), an entry is listed with the course name, number, credit attempted, credit earned and a grade of "T" in the term that the assessment or examination is passed. If a student took and passed an EOC assessment or AP examination with enrollment in the respective course for one semester, the grade for the term the student was enrolled is recorded on the high school transcript and counts in the cumulative grade point average. An additional course entry is listed with the course name, number, credit attempted, credit earned and a grade of "T."</p> <p>Note the following stipulations for the Credit Acceleration Program:</p> <ol style="list-style-type: none"> 1. Up to four (4) academic credits toward high school graduation may be earned through a credit examination program, provided the credit courses are currently being offered in Walton County schools. 2. Before qualifying for the credit examination program, a student must have been enrolled at least two semesters in a Walton County secondary school, have earned an overall cumulative GPA of 3.5 or higher and have received academic advisement.

	<ol style="list-style-type: none"> 3. A written request for credit by examination that designates the official course title(s) and is signed by the student's parent(s) must be submitted to the Principal. 4. School personnel will schedule and administer examinations for credit within eight (8) weeks after the first request but no more than twice in one school year. 5. A small fee may be charged for each credit examination.
5.0.9	<p>Additional Year of School</p> <p>A student who is entitled to a Certificate of Completion may, as an alternative, elect to remain in high school for up to one (1) year, on a full-time or part-time basis, to participate in a special program of instruction designed to remediate the student's identified deficiencies.</p>
5.0.10	<p>Adult General Education Program/GED</p> <p>School personnel must inform students aged 16-19 who withdraw from high school, enroll in an adult education program, and attend one or more classes that they will be allowed to reenter the Walton School District <u>only</u> in the Adult General Education Program. The Superintendent may grant students aged 16 and 17 special permissions to enroll in an alternative education program or school on a space available basis only if extenuating circumstances exist.</p> <p>Any person aged 16 and older who has legally withdrawn from an elementary, middle, or high school and who desires to earn a GED may enroll in the Adult General Education Program on a space available basis. Students must meet current Florida requirements for the GED. A waiver from the Superintendent is required for any student age 16 to 17, see 5.0.7 General Education Development Test (GED).</p>
5.0.11	<p>Job Preparatory Program</p> <p>A Walton County student participating in a job preparatory program may be exempt from taking one or more courses required in the program under the following conditions:</p> <ol style="list-style-type: none"> 1. The instructor must verify that the student has mastered the competencies required in the course. 2. This verification must be documented by tests, written and/or hands-on, administered by the teacher.
6.0	<p>Eligibility for Exceptional Student Education (ESE)</p>
	<p>All students having difficulty meeting promotional requirements shall be monitored carefully by the school's SBIT. An Exceptional Student Education evaluation may be considered upon completion of appropriate interventions and activities using a multi-tiered system of supports (MTSS). State law requires that students with learning problems in reading and/or math, language, or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. Walton County has defined the reasonable length of time as a minimum of 45 school days for most students. Exceptions do apply in extreme/emergency situations, and when sensory impairments exist. Initial evaluations must be completed within 60 calendar days following receipt of written consent for evaluation from the parent or guardian. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the <i>Exceptional Student Education Policies and Procedures (SP&P)</i> located on the Florida Department of Education website at http://beessJcim.org/sppDistrictDocSearch.aspx.</p>

Placement for Students with Disabilities

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. School administrators use this information to determine classroom(s) and teacher(s) to which the student will be assigned. Specially designed Instruction will be provided by an ESE teacher or other service provider in the **Least Restrictive Environment (LRE)** as determined by the IEP team. In most cases, this will be in the regular education classroom with non-disabled peers, but some ESE students **may** require instruction in a separate environment for a portion of the day. Changes to a student's placement requires an IEP team review. A continuum of services is provided throughout the district.

School to School Placement

All students new to the district, should enroll at their home zoned school. An IEP team will review the current IEP to determine if the services can be provided at the home zoned school. If the services required cannot be provided at the home zoned school, the school's local Education Agency (LEA) representative will contact the district placement team to determine the most appropriate school placement for the student.

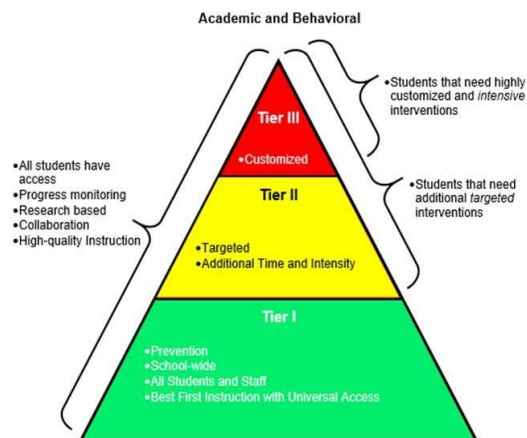
For students who have been receiving services in the district, but are not meeting with reasonable progress, the LEA will work with the ESE Director and placement team to review the current placement and services needed. The Director will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can continue to be met in the home zoned school or may indicate that the resources at the current/home zoned school have been exhausted. At such point, the IEP team will meet to determine the most appropriate placement.

Discipline issues involving suspensions or other extreme behaviors with ESE students and/or students with a 504 plan should be discussed with the LEA and/or 504 coordinators as soon as possible to eliminate any loss of services.

Parents/guardians are invited to attend any meeting discussing school-to-school placement. The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are documented in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

7.0 Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered System of Supports (MTSS) is defined as a whole school, data driven, prevention based, framework for improving learning and behavioral outcomes for *every* student through a layered continuum of evidenced based practices and systems. MTSS is a three-tiered system that focuses support intensity based on levels of student need.



All schools must have regularly scheduled meetings of the School Based Intervention Team (SBIT) that includes administrators, school counselors, teachers, and other related personnel who are involved with student achievement at the school level. The focus of the SBIT within MTSS is to review student progress and identify students needing intervention. The SBIT is responsible for developing and designing interventions aligned with the data which assess student growth and acceleration.

A school that serves any students in K-8 shall implement “Early Warning Systems” to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include, but are not limited to, the following early warning indicators:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
- Prior retentions
- Level 1 or 2 scores or on the Florida Assessment of Student Thinking (F.A.S.T) in ELA or Math
- Below grade level reading and/or math abilities; indicated by course failure during any grading period.
- Prior Tier II and/or Tier III services
- Physical and/or medical concerns
- Significant discipline history, One or more suspensions, whether in school or out of school.
- Demonstrated social-emotional needs

Meaningful parental involvement is a necessity and a core element of the MTSS process. For specific information on this and other requirements, please reference the Multi-Tiered System of Supports Manual on the Student Services page of the WCSD’s website.

8.0 Home Education

Home Education [1002.41 F.S.](#)

To register for home education, contact the office of Home Education in the Walton County School District by fax or by appointment. Students entering Walton County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by [6A-1.09941](#), F.A.C. Home Education Student Participation in Public Schools [1006.15](#) F.S., 1002.41 F.S..

1. A student entering a Walton County school from a home education program shall provide evidence of the immunization and medical requirements stated in School Board policies. A student shall provide results of a State of Florida certified teacher portfolio review, transcripts and/or achievement tests for each year that the student was enrolled in the home education program. If no grade level is provided on the Notice of Intent, one will be assigned based on the Student Chronological Age Assignment Chart in the Admissions section of this Student Progression Plan for entry into FOCUS.
2. Upon re-entry to the Walton County School District when an active IEP or 504 Plan is in place, home education students are eligible for Exceptional Student Education and Related Services.
3. Home education students enrolling in grades 9-12 will be awarded high school course credits only under the circumstances described within the Walton County School District Student Progression Plan.
4. If the District determines that validation of the student’s transcript is necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

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

- i. Portfolio evaluation by the superintendent or designee;
- ii. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- iv. Demonstrated proficiencies on nationally normed standardized subject area assessments;
- v. Demonstrated proficiencies on the FSA and/or appropriate EOC assessment or the Florida Assessment of Student Thinking (F.A.S.T); or
- vi. Written review of the criteria utilized for a given subject provided by the former school.

5. A student entering a Walton County school from a home education program shall provide evidence of the immunization and medical requirements stated in School Board policies. A student shall provide results of a State of Florida certified teacher portfolio review, transcripts and/or achievement tests for each year that the student was enrolled in the home education program. If no grade level is provided on the Notice of Intent, one will be assigned based on the Student Chronological Age Assignment Chart in the Admissions section of this Student Progression Plan for entry into FOCUS.
6. Upon re-entry to the Walton County School District when an active IEP or 504 Plan is in place, home education students are eligible for Exceptional Student Education and Related Services.
7. Home education students enrolling in grades 9-12 will be awarded high school course credits only under the circumstances described within the Walton County School District Student Progression Plan.
8. If the District determines that validation of the student's transcript is necessary or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.

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

- i. Portfolio evaluation by the superintendent or designee;
 - ii. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - iii. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - iv. Demonstrated proficiencies on nationally normed standardized subject area assessments;
 - v. Demonstrated proficiencies on the FSA and/or appropriate EOC assessment or the Florida Assessment of Student Thinking (F.A.S.T); or
 - vi. Written review of the criteria utilized for a given subject provided by the former school.
9. Home education students may earn high school credits through enrollment in Florida Virtual School Flex. Enrollment in Florida Virtual School Flex is open to any student residing within the District's attendance area.
 10. Third, fourth or fifth grade students transferring from a home education program who did not take the FSA ELA Assessment or the Florida Assessment of Student Thinking (F.A.S.T) at grade 3 or grade 4 will be assessed using the STAR prior to grade placement to determine their reading proficiency. If testing reveals that the student is not proficient in reading, he/she may be placed at a lower grade level.
 11. Eligible home education students may participate in dual enrollment, vocational dual enrollment, early admission, credit by examination and Florida Virtual School programs. Home Education students must meet program requirements for entry and continuation of program. Home education student participation within the public-school setting will be limited to interscholastic extracurricular activities (and any required courses associated with them) only. Participating students must continue to demonstrate sufficient academic progress in their course work, including maintaining an overall 2.0 GPA on all courses taken through an accredited institution.
 12. A home education student who meets eligibility requirements may be able to participate in interscholastic/extracurricular activities.

Extracurricular and interscholastic are defined as: An extracurricular activity is any education-related activity occurring during or outside the regular instructional school day. An interscholastic activity is any education-related activity occurring between two or more schools during or outside the regular instructional school day, such as competitions and sports.

Accessibility and participation requirements for home education students are the same as for public school student participation in interscholastic/extracurricular activities. The home education student is eligible to participate at the public school to which the student would be assigned according to district school attendance area policies or which the student would choose to attend pursuant to district or inter-district controlled open enrollment provisions. During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program. Any regular student who has been unable to maintain academic eligibility for participation in extracurricular activities

is ineligible to participate as a home education student until he/she has successfully completed one grading period in home education fulfilling the requirements for interscholastic/extracurricular eligibility.

Home education students may submit FHSAA EL7 Verification of Student Registration form with the Public-School District Home Education Office to the office of Home Education no less than one week prior to the participation deadline.

13. Home education students are eligible to take FSA or the Florida Assessment of Student Thinking (F.A.S.T), State Academic Standards and EOC Assessments at a location and under testing conditions approved by the school district. Parent/Guardian/Student must contact the Home education office at least 3 weeks prior to the day of testing to ensure the location is available and has the appropriate materials to test the student.
14. To withdraw a student for enrollment in a home education program, a parent/guardian must notify the Superintendent of Schools, in writing, of the intent to provide home education for the student. A copy of the notification of intent form to provide home education can be found on the WCSD Home Education website located at www.walton.k12.fl.us/page/home-education. The parent should provide a copy of the student's Notice of Intent to home educate to the current school of enrollment to prompt a withdrawal for their child from that school. Until the student is withdrawn from his/her current school of enrollment, they cannot be entered into the WCSD Home Education program. The notification of intent to provide home education should be mailed to: WCSD Home Education Program Office, 145 S Park Street, DeFuniak Springs, FL 32435

For more information, visit FDOE Office of Independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>.

9.0 Virtual School

Virtual School

Virtual coursework is available but not required at the middle or high school level. Approved high school virtual courses completed in middle school will fulfill graduation requirements. Additional information on Florida Public Virtual Schools is available at the FDOE Virtual Instruction webpage <http://www.fldoe.org/Schools/virtual-schools>. A student's full-time school may not deny access to virtual courses. The School Board shall provide students with access to enroll in courses available through an approved accredited online school and shall award credit for successful completion of such courses. Access may be available to students during or after the normal school day and for FLVS, throughout the summer.

Students wishing to take courses from a virtual school must work closely with their school counselors to ensure that courses fit in their personalized learning plan. Requests for virtual courses made after the start of school fall under the normal school's drop-add policies for any course. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. A full-time brick and mortar student may not enroll in more than three (3) virtual courses at one time as part of their planned curriculum.

Virtual schools may be appropriate for students who:

1. have medical or behavior issues that may limit success in the traditional classroom,
2. need a more flexible schedule due to training or other extra-curricular endeavors, or
3. need access to a course not offered at their school.

Students enrolled in a virtual course which requires a state end-of-course assessment (EOC) are required to take the EOC in their district school of enrollment and the EOC is 30% of the grade in the class.

Full time FLVS students are public school students and are required to take all state assessments at their zoned school they would be enrolled in if attending a brick-and-mortar school in the Walton County School District.

Virtual schools must assess the reading ability of students scoring at Level 1 or 2 on the Florida Assessment of Student Thinking (F.A.S.T) once per year. (State Board Rule 6A-6.054) Virtual students who scored at level 1 or 2 on the Florida Assessment of Student Thinking (F.A.S.T) should receive the same support as brick-and-mortar students. Students should seek counseling from school counseling department personnel prior to pursuing new credit. Curriculum is reviewed to ensure course alignment prior to course approval. New credit shall be awarded by a Walton County School District high school for pre-approved high school courses taken in an accredited public, private or virtual school by students provided EOC assessment requirements have been met. For a list of accreditation agencies see <http://www.advanced.org/oasis2/u/par/search>

Enrollment Students wishing to take advantage of courses offered by a virtual school must follow the procedure outlined below:

1. The student must meet with the school counselor to determine if placement an accredited virtual school is academically appropriate for the student based on course prerequisites, the student's academic history and age, and appropriateness of the course for the student's personalized learning plan.
2. For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a virtual course is appropriate based on their individual needs.
3. All petitions to take a course via a virtual school must be approved by the student's school counselor prior to the start of a new semester or summer school.
4. Once a semester has begun and the regular drop period has passed, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
5. A student may not be placed in the same course concurrently at a district middle or high school and at a virtual school. Middle schools shall make every effort for a student to access virtual coursework on site for a student whose personalized learning plan indicates that placement in a virtual course during the school day is appropriate.
6. Virtual students must meet compulsory attendance requirements. This means virtual school students must regularly log in and complete lessons, assignments, and tests to stay on pace. Students have the same guidelines related to truancy as students in brick-and-mortar schools.

10.0

CAREER AND TECHNICAL EDUCATION

Career and Technical Education ([F.S.1003.493](#))

Career and Professional Education Academies are research-based programs that integrate a rigorous academic curriculum with a Career and Technical Education Program of Study. Students completing a Career and Professional Academy will receive a standard diploma, opportunities to earn the highest available industry certification and postsecondary credit with an approved postsecondary institution through an established articulation agreement.

A Career-Themed Course is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Economic Opportunity. School districts shall offer at least two career-themed courses, and each secondary school is encouraged to offer at least one career-themed course. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the state.

Industry certification is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:

1. Within an industry that addresses a critical local or statewide economic need;
2. Linked to an occupation that is included in the workforce system's targeted occupation list; or
3. Linked to an occupation that is identified as emerging.

The state provides a multitude of statewide articulation agreements, known as Gold Standard, allowing students who earn select industry certifications that simultaneously earn articulated post-secondary credits within the statewide community college and state college AS/AAS degree programs. Please refer to the Statewide Articulation Agreements webpage for additional information <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements>.

The goals of a career and professional academy and career-themed courses are to:

1. Increase student academic achievement and graduation rates through integrated academic and career curricula.
2. Prepare graduating high school students to make appropriate choices relative to employment and future educational experiences.
3. Focus on career preparation through rigorous academics and industry certification.
4. Raise student aspiration and commitment to academic achievement and work ethics through relevant coursework.
5. Promote acceleration mechanisms, such as dual enrollment or articulated credit, so that students may earn postsecondary credit while in high school.
6. Support the state's economy by meeting industry needs for skilled employees in high-skill, high-wage, and high-demand occupations.

For additional information on program and course offerings refer the WCSD CTE webpage at <http://www.walton.k12.fl.us/career-and-technical-education>.

Appendix A

Courses Earning Honors Graduate Weight Points

Courses Earning 1.0 Extra Honors Graduate Weight Points

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

Courses Earning 0.5 Honors Graduate Weight Points

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

Appendix B

Acronyms

A.A.S.	Associate of Applied Science
ACCEL	Academically Challenging Curriculum to Enhance Learning
ACT	American College Testing
AICE	Advanced International Certificate of Education
AP	Advanced Placement
A.S.	Associate of Science
ASL	American Sign Language
B.E.S.T.	Benchmarks for Excellent Student Thinking
CAP	Credit Acceleration Program
CAPE	Career and Professional Education
CLEP	College Level Examination Program
COBIS	Council of Bilingual Schools
CPT	College Placement Test
CRT	Community Release Team
CTE	Career and Technical Education
DAR	Diagnostic Assessments of Reading
DJJ	Department of Juvenile Justice
DOE	Department of Education
DOH or DH	Department of Health
DUESS	Date Entered United States School
ECTC	Emerald Coast Technical College
EEEP	Electronic Educational Exit Plan
ELA	English Language Arts
ELL	English Language Learner
EOC	End of Course
ERDA	Early Reading Diagnostic Assessment
ERSI	Early Reading Screening Instrument
ESE	Exceptional Student Education
ESOL	English as a Second
FAST	Florida Assessment of Student Thinking
FERPA	Family Educational Rights and Privacy Act
F.A.C.	Florida Administrative Code
FACCS	Florida Association of Christian of Colleges and Schools
FAPE	Free Appropriate Public Education
FCIS	Florida Council on Independent Schools
FDOE	Florida Department of Education
FHSAA	Florida High School Athletic Association
FLVS	Florida Virtual School
F.S.	Florida Statute
FSA	Florida Standards Assessment
GED	General Education Development

GPA	Grade Point Average
HB	House Bill
HLS	Home Language Survey
HOPE	Health Opportunities through Physical Education
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
K	Kindergarten
LEA	Local Education Agency
LRE	Least Restrictive Environment
MSACS	Middle States Association of Colleges and Schools
MTSS	Multi-Tiered System of Supports
NASC	Northwest Association of Schools and Colleges
NCAA	National Collegiate Athletic Association
NCACS	North Central Association of Colleges and Schools
NCPSA	National Council for Private School Accreditation
NEASC	New England Association of Schools and Colleges
NWFSC	Northwest Florida State College
OCP	Occupational Completion Point
PK or PreK	Pre-Kindergarten
ROTC	Reserve Officers' Training Corps
SACS	Southern Association of Colleges and Schools
SAT	Scholastic Assessment Test
SAT-10	Stanford Achievement Test – 10
SB	Senate Bill
SBIT	School Based Intervention Team
SBR	State Board Rule
SP&P	Special Programs & Procedures
STEM	Science, Technology Education & Mathematics
TABE	Test of Adult Basic Education
WASC	Western Association of Schools and Colleges
WCSD	Walton County School District

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The Walton County School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.