

STUDENT PROGRESSION PLAN



REQUIREMENTS AND PROCEDURES 2017-2018



Jacksonville, Florida

Revised July, 2017

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INTRODUCTION

The purpose of the Student Progression Plan is to present to school staff, parents¹ and interested community members a guide to student progression which reflects state statute, school district policies and administrative procedures. The changes in this document reflect statute and policy changes as well as a slightly altered format designed to make the document more “user friendly.” Student Progression Plan Steering Committee members for the 2016-2017 document include the following:

Kelly Coker-Daniel, Assistant Superintendent, Assessment and Accountability
Wendy Dunlap, Director, School Counseling and Acceleration Programs
Meredith Fredeking-Osgathorpe, Specialist, Admissions/Placement, EE/SS

FORWARD

In June 1976, the Florida State Legislature enacted the Educational Accountability Act of 1976. It requires that each school district in the State of Florida establish a comprehensive program for student progression. The Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. It is the responsibility of:

- a) The school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences;
- b) Students to assume responsibility for learning, being at school and in class, and to engage in instruction;
- c) Parents for their students’ attendance and for promoting an interest in learning and ensuring their students’ proper conduct while at school;
- d) The principal for required records and reports; and
- e) Teachers for providing effective instruction and remediation and documenting instruction in and student’s mastery of the appropriate state standards.

The district is committed to the implementation of a Response to Instruction/Intervention framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The district will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions – including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention is a “data-based decision making” process applied to education. A four-step problem-solving method and the systematic use of assessment data – at the district, school, grade, class, individual level – will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.

Each student’s progression from one grade to another shall be determined, in part, upon satisfactory performance in English Language Arts, science, social studies, and mathematics, and the district school board policies shall facilitate student achievement. Each student and his or her parent shall be informed of that student’s academic progress. Students shall have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s.1002.3105 F.S.

Florida Statute 1008.25 defines the information that must be included in the Student Progression Plan:

- a) Include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts, mathematics, science, and social studies. High school shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation. The results of evaluations used to monitor a student’s progress in grades K-12 must be provided to the student’s teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student’s parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.
- b) List the student eligibility and procedural requirements established by the school district for whole-grade promotion, mid-year promotion, and subject-matter acceleration, and notify parents and students of the

¹ Throughout the Student Progression Plan, when the word “parent(s)” is used, it also refers to “legal guardians(s) and persons acting as a parent.

school district's process by which a parent may request student participation in whole-grade promotion, mid- year promotion, and subject-matter acceleration, pursuant to s. 1002.3105 F.S.

- c) Advise parents and students of the early and accelerated graduation options under ss. 1003.4281 and 1003.429 F.S.
- d) List or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to 1007.271(21) F.S.

The Duval County School Board shall allocate remedial and supplemental instruction resources to students in the following priority:

- a. Students who are deficient in reading by the end of Grade 3.
- b. Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b).

The Duval County School Board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

The Duval County School Board must annually publish in the local newspaper and on the district website, the following information on the prior school year:

- a) The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- b) By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
- c) By grade, the number and percentage of all students retained in kindergarten through grade 10.
- d) Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
- e) Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

GLOSSARY OF TERMS

ACCEL – Academically Challenging Curriculum to Enhance Learning

ACCESS for ELL 2.0– An assessment that the State of Florida uses to measure the growth of students classified as English Language Learners (ELL) in mastering the areas of reading, writing, listening, and speaking in English.

Accommodations – Changes to the way a student is taught or how a student is tested.

Accreditation – Duval County Public Schools are accredited based on the standards set by the Southern Association of Colleges and Schools (SACS).

ACHIEVE 3000 – System used to determine Lexile levels and to differentiate instruction.

Alternative Assessment – An assessment, other than the state required assessment, which is given to third grade students to show proficiency in the tested areas.

ELL (English Language Learners) – ELL, previously known as Limited English Proficient (LEP), is used to describe a student whose first language is not English while ESOL refers to the program itself.

End of Course (EOC) - State of Florida assessments given in conjunction with the middle school Civics course and the high school Algebra 1, Algebra 2, Geometry, Biology and US History Courses.

Enrichment Mathematics – Intensive mathematics instruction is designed to improve math skills of students who have scored a Level 1 on FCAT Mathematics or other required state assessments.

Enrichment Reading – Intensive reading instruction or reading intervention is required for students who scored a Level 1 or Level 2 disfluent on FCAT Reading or other required state reading assessments in grades 6 – 12. This is in addition to the regular English class. This provides extended instructional time in reading strategies for students.

EP (Educational Plan) – A legal written plan required by the Florida Department of Education for students in the gifted program. It is developed in a meeting with the EP team at the time the student is staffed into the gifted program, and is reviewed and revised at the end of 2nd grade, the end of 5th grade and the end of 8th grade.

ESE (Exceptional Student Education) – This is the name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called special education.

ESOL (English for Speakers of Other Language) – This is a program for students whose first language is not English. Special teaching materials, techniques, strategies, and testing accommodations are used to assist these students in achieving English proficiency.

Extended Day – Before and after school enrichment for students in the areas of academic enhancement, tutoring and remediation that reflects the standards-based efforts of Duval County Public Schools.

Extended School Year Services (ESY) –Individualized instructional services beyond the regular 180-day school year for eligible students with disabilities receiving Exceptional Student Education services.

FAPE (Free Appropriate Public Education) – Guaranteed by the Individuals with Disabilities in Education Act (IDEA), a Free Appropriate Public Education is an educational right of disabled students in the United States. FAPE is defined as an educational program that is individualized to a specific student, designed to meet that student’s unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the student receives educational benefit. To provide FAPE to a student with a disability, schools must provide students with an education, including

specialized instruction and related services that prepare the student for further education, employment, and independent living. It is provided to a student through the age of 21.

Florida Comprehensive Assessment Test (FCAT 2.0) – The State of Florida’s assessment given annually through 2013-14 to students in grades 3-10.

Florida Standards Access Points - Academic expectations in English Language Arts, Mathematics, and Science written specifically for students with significant cognitive disabilities and aligned with the Florida Standards. Access Points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

Florida Standards Alternate Assessment (FSAA) –Designed for students with significant cognitive disabilities whose participation in the general statewide assessment program, as determined by the IEP Team, is not appropriate even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points in English

Language Arts, Mathematics, and Science. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

Florida Standards Assessment (FSA) – The State of Florida’s assessments given annually to students in grades 3-10 beginning in 2014-15.

Formative Assessments – Classroom-based assessments that are utilized to assess mastery of concepts and skills taught in the specific course which informs teachers of instructional adjustments to help students master standards.

GED Exit Option – Provides intense instructional preparation for students in order to facilitate successful completion of FCAT and/or other state mandated tests and GED testing leading to the awarding of a district-designated high school diploma (e.g., high school students whose peers are graduating or have already graduated) [PBD and GI].

Good Cause Exemption – One of seven possible reasons defined in Florida Statutes for a third grade student who has not scored Level 2 on the required state reading assessment to be promoted to fourth grade.

Graduation Initiative Program (GI) – The Graduation Initiative Program is designed to provide an opportunity for students to earn a district high school diploma through successful completion of the GED Exit Option strategy. The Graduation Initiative is designed for students who are overage for grade, have not been successful in the traditional school environment, and have no realistic hope of graduating through the traditional manner. In order to participate in this program, students must score at the 7.0 level on the Test of Adult Basic Education (TABE) and the class they entered school with must either be seniors or already graduated. To earn a district high school diploma via the Graduation Initiative, students must pass both the FCAT or other required state assessments and GED tests (Grades 9-12).

Health Opportunities through Physical Education (H.O.P.E.) – This one credit physical education course includes integration of health and is required for graduation for those students who elected a standard diploma and who entered the 9th grade for the first time in 2007-2008 and beyond. It replaces for those students the ½ credit personal fitness, ½ credit elective PE, and ½ credit Health/Life Management. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

IEP (Individual Education Plan) - A written, legal plan required by the Individuals with Disabilities Act that is developed, reviewed, and revised in a meeting with an IEP team, not less than annually, for a student with a disability.

iReady Reading and Math – A diagnostic assessment that identifies student needs to the sub-skill level, provides individualized instruction, and measures growth.

Kindergarten Screening – A statewide screening to assess the readiness of students based on state performance standards. The kindergarten screening is required within the first 30 days of the student’s enrollment.

LAS-Links (The Language Assessment System) – This test is administered to assess the speaking, listening, reading and writing skills of a student who answers “yes” to any question on the Home Language Survey (HLS) and is also given for extension of services.

Mid-Year Promotion - Mid-year promotion is the promotion of a retained third grade student at any time during the year of retention once the student has demonstrated ability to read at grade level (Elementary- Appendix C). Students in middle and high school may be eligible to promote mid-year if they meet promotion criteria by the end of the first semester.

Modifications – Changes to what a student is expected to learn. If a course is modified, there is a reduction to the amount of material a student must master in order to pass the course. Modifications to core academic grade level standards are reflected as Special Standards.

New Florida Standards – National standards designed to ensure all students, regardless of demography, graduate high school prepared to enter college or the workforce.

Next Generation Sunshine State Standards (NGSSS) – A set of standards approved by the State of Florida to provide expectations for student achievement in Florida. These standards indicate the grade level content that students should master.

Portfolio – The student portfolio contains a systematic collection of evidence used by a teacher or home school parent to monitor the student’s academic growth over a period of time.

Pre-Kindergarten – Pre-kindergarten classes for four-year-olds who meet the educational need criteria of selection in highest need schools.

Progress Monitoring Plan (PMP) – A school-wide or individualized student plan to target instruction and to identify methods to assist the student or school in meeting state and district expectations for proficiency. Students with an IEP, ELL Plan or 504 Plan which addresses deficits in reading, writing, science, and/or mathematics meet the requirements of a

progress monitoring plan for a documented deficit.

Regular Standards – Grade-level standards aligned with the Florida State Standards in DCPS courses. For students in Exceptional Student Education, the IEP team determines if the student will follow regular standards.

Safety Net Programs – Designed at each school to assist students in grade recovery before, during, and after the school day.

SAT/10– A standardized, norm-referenced test that assesses reading, math and language.

Special Standards -Includes access point courses or fundamental courses. Applicable only to students who entered 9th grade prior to the 2014-2015 school year; for whom the IEP team determined access points or fundamental courses are the most appropriate way for the student to access the curriculum; and are working toward a Special Diploma.

SRI (Scholastic Reading Inventory) – Used to determine Lexile levels.

State End of Course Exam (EOC) – Beginning in 2010-2011 students taking certain high school courses will be required to take a state EOC which will be 30% of their final grade depending on the student's 9th grade entry year.

Summer Educational Programs (SEP) - A variety of educational offerings are provided during the summer to students enrolled in the Duval County Public Schools. These offerings may include a Summer Credit Recovery Program, an Elementary Reading Recovery Program, and a Summer Technology Program for enrichment.

Third Grade Reading Recovery Program – A summer program required for 3rd grade students who score a Level 1 on the state required Reading assessment. The program gives students an opportunity to demonstrate proficiency through alternative assessments or student portfolio.

Transition Plan – As a part of an Individual Education Plan (IEP), a transition plan that prepares a student with disabilities for further education, employment, and independent living as he/she transitions from school to adult life. It includes postsecondary goals, transition services with goals and objectives, as well as agency linkages and responsibilities. This plan is developed by an IEP team composed of educators, therapists, parents, the student, and/or agency representatives at least annually starting at age 14 (or at eighth grade, whichever comes first) and continuing as long as the student is enrolled or reaches age 21.

WIDA ACCESS for ELLs 2.0 – A secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English Language Learners (ELLs).

I. GENERAL PROCEDURES/OVERVIEW

A.STANDARDS

1. STANDARDS FOR PROMOTION

The school district is committed to a standards-based program with a well-defined hierarchy of instructional standards. All school instruction shall be standards-based using the applicable state standards for curriculum planning, instruction and evaluation of student progress. Standards for promotion established in this Student Progression Plan are consistent with School Board Policy, Florida Statutes (F.S.), and/or State Board of Education Rules (FAC).

The Duval County School Board, by a positive vote of two-thirds of its membership, may waive any district standards or requirements for grade placement, retention, and/or accrual of credit toward graduation or promotion. The waiver may be granted by the Board, if the evidence presented is based on “the successful completion of” an alternative at least equal to the standards or requirements as specified in this plan.

2. STATE STANDARDS

The Duval County K-12 curriculum is aligned with the applicable state standards. Students will demonstrate acceptable progress in meeting the standards as indicated in district administrative guidelines. Students who have difficulty achieving acceptable progress in meeting the standards will be provided supplemental instruction as available.

Students in Grade 3 must meet state levels of performance in reading as defined by the Commissioner of Education in order to be promoted (1008.25 F.S.). The criteria for third grade promotion can be found in Section II: Elementary Student Progression Procedures, Section B - Promotional Requirements for Basic Education.

High school students are required to pass state designated graduation assessments or earn concordant or comparative scores on state approved alternate assessments (currently ACT, SAT and PERT), 1008.22(3)(c) F.S , 1008.22(3)(c)(2) F.S) . The graduation test requirements vary based on ninth grade entry year. See High School Appendix E for additional information. The state assessments must be taken at a local public high school.

Students with disabilities, excluding gifted only and home/hospital only, may be granted a waiver for the state End of Course Exam (EOC) or the Reading assessment graduation requirement provided the following criteria are met:

- a) the student has an active IEP;
- b) the student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score;
- c) the IEP team has determined that the EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations;
- d) the IEP team determines that the student demonstrates achievement of the course standards, demonstrates skills and proficiencies needed for course credit through the review of evidence that includes, but is not limited to:
 - 1) classroom work samples
 - 2) coursework grades
 - 3) teacher observations
 - 4) relevant classroom data derived from formative assessment
 - 5) intensive remediation activities on the required course standards
 - 6) higher-level, related coursework (honors, advanced placement, etc.)
 - 7) related post-secondary coursework through dual enrollment

B.ENROLLMENT

1. GRADE PLACEMENT

Initial Placement: Upon entry into the school system, it is the responsibility of the principal to determine proper grade placement except for grades K and 1 (see Section II: Elementary Student Progression Procedures). The grade placement of students transferring into Duval County Public Schools will be contingent upon verification of records.

Transfer of Grades/Grade Placement for Student with Records: Grade placement and/or grades shall be granted at face value when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the grade/credit was earned. It should clearly identify the school, the student, course number, date the

course was taken, grade in each course, and for grades 6-12, credit earned. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC).

- a) Private Kindergarten students who did not meet the age requirement for public school Kindergarten (5 years old on or before Sept. 1 of the school year), are not eligible for a transfer to public school Kindergarten during that school year. (See General Appendix D: Interstate Compact on Educational Opportunity for Military Children for exceptions.)
- b) When a grade K-5 transfer student is placed at the appropriate sequential level and is academically unsuccessful during the first grading period, the school, parent, and teacher may reconsider the placement. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher) at the end of the first forty-five days of enrollment. Alternative validation procedures may include successful completion of course work, successfully passing teacher-made exams, demonstrate mastery of the district's Kindergarten and/or first grade standards or minimum grade equivalent score on a district approved reading assessment and/or district approved math assessment for grades 2-5. If a decision is not agreed upon by the school, parent and teacher, the parent may submit a written appeal to the Assistant Superintendent, Curriculum and Instruction. The decision of the Assistant Superintendent, Curriculum and Instruction is final.
- c) Beginning in the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra 1, the students must pass the statewide standardized Algebra 1 EOC assessment to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by a transferring entity or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirement of the Elementary and Secondary Education Act. If a student's transcript shows a credit in English II or III, the student must take and pass the statewide standardized grade 10 Reading assessment, or when implemented, the grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Algebra II, Geometry, Biology, 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.

2. GRADE PLACEMENT FOR STUDENTS WITHOUT RECORDS, INCLUDING HOME SCHOOL STUDENTS

A student enrolling for the first time who has no verifiable scholastic records will be placed by the principal/principal's designee in appropriate classes. The grade placement will be validated in the first forty-five days of school enrollment through the following:

- a) satisfactory completion of appropriate subject or grade level examinations (60 percent or higher),
- b) successful completion of class work ("N" or higher grades K-1, "D" or higher grades 2-12),
- c) successfully passing teacher-made exams (60 percent or higher),
- d) minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment and/or,
- e) overall satisfactory performance (2.0 GPA in high school)

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

3. GRADE PLACEMENT FOR OUT-OF-COUNTRY STUDENTS WITHOUT RECORDS

Students transferring from out-of-country without records shall be placed according to the age of the student as of September 1 of the school year. This should be the official age used to determine the appropriate grade level for placement. (See General Appendix I)

4. GRADE PLACEMENT FOR RETAINEE

A student who has been retained may be assigned to the next higher grade during the next school year if the principal determines that the student has met applicable academic standards and will be able to benefit from instruction at the higher grade. This assignment must be approved by the appropriate Region Superintendent or designee. **This provision does not apply to a retained grade 3 student who has not achieved Level 2 on state required Reading assessments.** However, no student may be assigned to a grade level based solely on age or other factors that constitute social promotion. (1008.25(6)(a) F.S.).

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

5. GRADE PLACEMENT FOR STUDENTS RETURNING FROM AN ADULT STUDIES/OTHER HIGH SCHOOL PROGRAM

If a student does not complete the high school program at an adult studies program or a charter school, the student may re-enroll in the Duval County Public Schools. The student shall be scheduled into the appropriate program of study. All evidence of credits and grades earned in these programs will be based on an official transcript. Students who enroll in Catapult or other Drop-Out Prevention (DPP) Programs must use the guidelines below for reenrollment unless they are a student with a disability with an active IEP and have not yet turned 22, but cannot be served at Catapult Academy or other DPP Program. Exceptions may be considered due to extenuating circumstances. Students who are enrolled in either Catapult or other DPP Programs and wish to be evaluated for reenrollment into a Duval County Public School must:

- submit a letter to the Dropout Prevention Office describing the extenuating circumstances;
- have earned at least 2 credits per semester while enrolled at Catapult or other DPP Program;
- have the ability to graduate on-time with their 9th grade cohort;
- understand that consideration for reenrollment into a DCPS comprehensive high school may only occur within the first ten school days of the semester. Once the ten day window is closed, students may not return during that semester;
- understand that a committee will review each request and determine if reenrollment will be granted;
- understand that this process will only be considered once per student.

6. GRADE PLACEMENT FOR STUDENTS RETURNING FROM AN ADULT STUDIES GED PROGRAM:

If a student does not complete the GED program at an Adult Studies GED Program, including FSCJ, the student may reenroll in the Duval County Public Schools. The student reenrolling into the Duval County Public Schools shall be required to enter an alternative education program, such as the GED Exit Option, and may not enter a 24-credit or 18 credit graduation program.

7. REQUEST FOR CHANGE IN TEACHER:

Florida Statutes, sections 1003.3101 and 1012.42, give a parent the right to request his or her child be transferred to another classroom based on (1) personal preference or (2) the teacher's out-of-field certification status, respectively. These statutes do not give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester.

Parents may complete a "Teacher Change Request Form", which is also available on the district website and at schools. When the form is returned to the school, the parent will be contacted to schedule a conference. After the conference, the principal will either approve or deny the request with the rationale for the denial in writing. Schools must approve or deny the request within fourteen (14) days of receiving the request, regardless of whether a conference with the parent(s) has occurred prior to the expiration of the fourteen (14) day deadline.

Should the parent be dissatisfied with the school's decision, he/she may request a review of the decision by the Superintendent of his/her designee by submitting the "Appeal of Decision Regarding Request for Change in Teacher" to the school. The Superintendent or his/her designee will either uphold or reverse the school's decision and issue a written determination within fourteen (14) days after the appeal is received. This decision is final and no other appeal is available.

8. PART-TIME SENIOR ENROLLMENT:

At a minimum, seniors must be enrolled in courses required to meet graduation requirements (including GPA, credits, and state remediation requirements), and must be counseled on the advantages of taking additional courses that will prepare them for their postsecondary goals; however, seniors may be part time students. Seniors in dedicated magnets or acceleration programs may be excluded from this provision. In order to be a part-time student, seniors (grade 12) must have fulfilled all state required graduation test requirements or have the state approved concordant or comparative scores (currently ACT and/or SAT and PERT), and have a minimum 2.0 GPA at the start of the senior year. Students must meet the qualifications for part-time enrollment and submit the request to the high school counselor by August 1 for first semester and by December 1 for second semester. Approval of a first semester part-time schedule does not guarantee approval of a part-time schedule for second semester. All other high school students (grades 9-11) must be scheduled as full-time students.

9. MILITARY COMPACT:

If the student is a military child, refer to the Interstate Compact on Educational Opportunity for Military Children in General Appendix D.

C. REPORTING OF STUDENT PROGRESS

1. REPORT CARD GRADES

a) Required Components:

Report cards must clearly depict and grade (1) the student's academic performance in each class or course in grades 1-12; (2) the student's conduct and behavior, and (3) the student's attendance, including absences and tardies (1003.33(1) F.S.). An asterisk on a course grade indicates a student is working below grade level standards. The final report card of the school year shall contain (1) a statement indicating end-of-year status or performance/nonperformance at grade level; (2) acceptable/unacceptable behavior and attendance; and (3) promotion/non-promotion (1003.33(2) F.S.).

NOTE: In grades 6-12, a Final Exam or Final Project may only be used as a final examination grade. See Middle School Appendix A for grade calculation.

b) Assignment of Report Card Grades for Transfers from Out of District:

- 1) **Grades K-12** - Course credit or grades for a student who enrolls from another school district after the thirtieth day of the grading period may be determined by the school district from which the student is transferring. In the event the transferring school district will not issue a grade or credit for a transferring student, the receiving school principal may utilize appropriate achievement data from grade/subject-level tests to determine grades or course credit for promotional purposes.
- 2) **Grades K-5** - A student who transfers from another school district into Duval County Public Schools and who has been enrolled 15 days or more during the grading period will receive a grade on the report card.
- 3) **Grade 6-12** - A student who transfers from another school district into Duval County Public Schools and who has been enrolled 15 days or more during the grading period in a traditional or 8 days or more during the grading period on a semesterized (4x4) or A/B class will receive a grade on his/her report card.
- 4) **Grades 6-12** - In the event that a student enrolls from another school with fifteen (15) days or less during the grading period in a traditional or eight (8) days or less during the grading period on a semesterized (4x4) or A/B class and no comparable course is available, the student shall be enrolled in the most comparable course available or in independent study to complete the course credit unless course credit has been awarded by the transferring school.

c) Assignment of Report Card Grades for a Transfer within the District: A student enrolled in the district for a period of fifteen (15) days or more in a grading period will receive a grade from that school. Course grades for a student who transfers from one school to another school within the district will be determined by the school in which the student is presently enrolled. For the purpose of calculating a quarterly grade, the withdrawal grades from the previous school shall be used by the receiving school, based on the percentage of days the student was enrolled in each school.

d) Assignment of Report Card Grades for English Language Learners (ELL):

- 1) No ELL student should be assigned a failing grade due solely to language acquisition. Teachers must be able to provide proof of documentation of use of ESOL teaching strategies appropriate to the level of language. Documentation of the integration of Florida's English Language Development standards with the grade level standards must be recorded in the teacher's lesson plans.
- 2) If an ELL student enrolls during the 4th quarter with no records for the current school year, no final grades are required. In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.

e) Assignment of Report Card Grades for Students with Disabilities:

Prior to assigning a failing grade to a student with an IEP/Section 504 Plan:

- 1) The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP.
- 2) The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP).
- 3) An IEP/Section 504 Team meeting must be held to discuss the student's current academic and/or behavioral functioning in order to determine the need for additional services and/or supports.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may affect final grades and promotion. For grades 6-12: All state End Of Course (EOC) exams, district EOCs and final exams will be administered following the district testing calendar. No exams may be given prior to the approved exam window.

2. INDIVIDUAL EDUCATION PLAN (IEP)/EDUCATION PLAN (EP) PROGRESS REPORTS FOR STUDENTS WITH AN EXCEPTIONALITY

Progress Reports for Individual Education Plan (IEP)/Educational Plan (EP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP/EP Progress Reports must be provided at least every nine weeks and sent home with the student's report card for grades K-12. This requirement is in addition to the academic progress reports and report cards sent for all students.

3. RETENTION POLICY

Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Instruction will be provided to help these students make acceptable progress. (See Table 1, Elementary Program of Study.)

a) Parent Notification:

- 1) A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any subject. Electronic communications do not meet this requirement. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.
- 2) Schools are required to provide formal written notification of anticipated retention at the end of the first semester or any time thereafter that a student is in danger of failing a subject. Electronic communications do not meet this requirement. A student shall not be retained if this procedure is not followed, except third grade students who score a Level 1 on state required Reading assessments pursuant to 1008.25 F.S. (See pages 52-53, Retention in Grade 3.) In addition, for students with disabilities who have an IEP or Section 504 Plan, a meeting shall be scheduled to review the IEP or Section 504 Plan to consider the need for revision of supports and/or services for the student.

b) Parent Request for Retention:

A parent request for retention of a student who has met minimum promotional standards must be submitted in writing to the principal for review. The principal will determine grade placement for the next year based on teacher recommendation(s) and review of appropriate evaluations. If approved by the principal, this shall be considered a retention in the student's records. Written notification will be provided to the parent that the request for retention is approved for the school year indicated.

c) Implementation of the Remediation and Retention Provisions for Students with Disabilities:

- 1) The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.
- 2) The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
- 3) The teacher should make the documentation of accommodations/adaptations and intensive instruction/interventions available to the principal/designee prior to the end of the school year for any student with a disability receiving a failing grade.

d) Implementation of the Remediation and Retention Provisions for ELL Students:

The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:

- amount of time in the country;
- academic experience(s);
- time needed to reach proficiency based on research;
- oral language proficiency in English;
- reading and writing proficiency in English; and
- cultural background.

e) No ELL student may be retained solely due to language acquisition. Documentation of the integration of

Florida's English Language Development standards with the grade level standards must be recorded in the teacher's lesson plans.

- f) The ELL Committee must meet to discuss any ELL student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.
- g) A copy of the ELL Committee Outcomes form must be included in the student's red folder to document the ELL Committee's involvement in the retention decision for each student.

4. FORGIVENESS POLICY

- a) Grades 6-8: The forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement (6A-1.0955(3)(a)(7) FAC).
 - 1) In the calculation of the Middle School Yearly GPA, a grade of "D" or "F" in a core academic course taken during the regular school year can be replaced with the same or comparable standard or advanced level course taken subsequently in the same school year (including summer school) if the new grade is higher than the original grade.
 - 2) Repeating a High School Course Taken while still in Middle School: In the calculation of the Middle School Yearly GPA, a grade of "C", "D", or "F" in a high school course can be replaced with a higher grade in the same or comparable high school course when both courses are taken during middle school (1003.43 F.S.). For courses where the state End of Course assessment counts as 30% of the final grade, when the student makes a final grade of "C", "D" or "F", the student may repeat the complete course, retake the assessment, or both, to try and earn a higher grade.
 - 3) Any course grade not replaced by this policy shall be included in the calculation of the yearly grade point average for middle school (1003.43 F.S.).
 - 4) Out-of-district and/or private school grades shall be included in the student's yearly GPA.
- b) Grades 9-12: The forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement (6A-1.0955(3)(a)(7) FAC).

For students entering the ninth grade for the first time in 2000-2001 school year and thereafter, the following will apply. When a student has earned the 24 credits or 18 credits required by state law for high school graduation but has not met the GPA requirement, the forgiveness policy takes effect and recalculation occurs based on the following criteria.

- 1) A grade of "D" or "F" in a required course can be replaced with a grade of "C" or higher earned subsequently in the same or comparable course (refer to Equivalent/Comparable Course List in Master Scheduling Guidelines).
- 2) The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course (1003.43 F.S.). An elective course with a grade of "D" or "F" can be forgiven by any other subsequent elective course with a grade of "C" or higher. In addition to courses usually defined as electives, credits in excess of the courses required for graduation are defined as "electives."
- 3) Any course grade not replaced by this policy shall be included in the calculation of the cumulative grade point average required for graduation (1003.43 F.S.). (**NOTE:** Districts may no longer select the best 24 credits of all courses taken to meet the cumulative grade point average for graduation requirements; therefore, all course grades not forgiven by this policy for the Graduation GPA will be included in the calculation of the State GPA.)
- 4) Out-of-state and/or private school grades shall be included in the student's cumulative GPA.
- 5) For courses where the state End of Course assessment counts as 30% of the final grade, when the student makes a final grade of "D" or "F", the student may repeat the complete course, retake the assessment, or both, to try and get a higher grade.

NOTE: While a student can repeat any course in which he/she has earned a "C" or higher, the new grade will not "forgive" the previous grade, and both grades will be used in the calculation of the student's unweighted GPA.

NOTE: For high school courses taken in middle school, high school students may earn credit toward

graduation by repeating a course that is designated in the State Course Code Directory as a Level 2 or Level 3 high school course and that was previously completed at the middle school level with a final grade of “C”, “D”, or “F” (1003.428(4)(d) F.S.).

NOTE: Students for whom the state EOC is 30% of the final grade may retake the full credit, or the state EOC to improve a “D” or “F” grade. The formula below applies to the recalculation of the grade.

$$(Q1 + Q2 + Q3 + Q4/4 \times .70) + (\text{state EOC (converted to 0-4)} \times .3) = \text{Final Grade}$$

D. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.)

1. ELEMENTARY

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. **For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student’s future social, emotional and academic performance. A plan for the smooth transition from the student’s current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The student’s commitment, desire for the program and developmental level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and principal.

a) Procedures For All Elementary ACCEL Options

The following procedure must be followed to consider a student for ANY ACCEL option:

- 1) If a parent/guardian requests consideration for an ACCEL option, it must be in writing using the Request for Acceleration form.
- 2) The parent/ guardian must meet with the Principal or Designee to review the request and the student’s eligibility for acceleration.
- 3) If the parent makes a request and the student is eligible, the parent/guardian and student must agree to a performance contract prior to acceleration being granted.

b) Subject Matter Acceleration Eligibility Requirements (request must be submitted by October 1 and recommendation and placement finalized by the end of first nine weeks)

- 1) **Definition:** A student that is placed with students at a more advanced grade level (on campus or virtual) for one or more core subjects (ELA, math, science, or social studies) for a part of a day without being assigned to a higher grade, or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.
- 2) **Eligibility:** The following minimum requirements to be considered eligible for subject-matter acceleration must be met. Any exception to the eligibility requirements must be approved by the Assistant Superintendent, Curriculum and Instruction or designee.
 - a. **Assessment Results:** Mastery in reading or math reflective of Florida Standards level of performance on a selected assessment determined by the district with a predefined mastery level.
 - b. **Grades:** Subject grades equivalent to “A” and/or “B” for the subject area(s) under consideration for acceleration.
 - c. **Attendance:** No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
 - d. **Conduct:** Grades of “A”, “B” or “C” (grades 2-5) or S (grades K-1 in Social Growth and Development) for the current or previous year.
 - e. **Teacher Recommendation:** A positive recommendation from all of the student’s current grade level teachers.
 - f. **School Counselor Recommendation:** A positive recommendation from the student’s current school counselor.

In addition to meeting the above eligibility criteria, please note:

- A third grade student may not participate in subject matter acceleration for English Language Arts due to the state reading assessment requirement.
- Subject matter acceleration follows course sequence and progression. A student may only accelerate to the next higher grade level subject matter.
- The student's schedule must change to reflect the acceleration course.
- Core middle school courses (English Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may affect future promotion.
- If a virtual subject matter acceleration request for a middle school course through Duval Virtual Instruction Academy (DVIA) is approved, the combined total of all DVIA and school district FTE may not be reported as more than 1.0 FTE for the school year. If the school chooses to have one of their teachers serve as the primary instructor utilizing DVIA curriculum, the school will pay a fee to DVIA for the course materials. This will not result in a loss of FTE for the school.
- If a virtual subject matter acceleration request for a middle school course through Florida Virtual School (FLVS) is approved, the combined total of all FLVS and school district FTE may not be reported as more than 1.0 FTE for the school year.

c) Mid-Year Promotion Eligibility Requirements (Request must be submitted by December 1 and recommendation and placement finalized by the end of the 2nd nine weeks)

NOTE: For retained third grade to fourth grade promotions, see Elementary Appendix C.

- 1) **Definition:** Promotion of a student from one grade to a higher grade at the end of the first semester as indicated by the school board approved school calendar.
- 2) **Eligibility:** The following minimum requirements to be considered eligible for mid-year promotion must be met. Any exception to the eligibility requirements must be approved by the Assistant Superintendent, Curriculum and Instruction or designee.
 - a. **Assessment Results:** Mastery in reading and math reflective of Florida Standards level of performance on a selected assessment determined by the district with pre-defined mastery level.
 - b. **Grades:** Subject grades equivalent to "A" and/or "B".
 - c. **Attendance:** No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
 - d. **Conduct:** Grades of "A", "B" or "C" (grades 2-5) or S (grades K-1 in Social Growth and Development) for the current or previous year.
 - e. **Teacher Recommendation:** A positive recommendation from the student's current and previous grade level teachers.
 - f. **School Counselor Recommendation:** A positive recommendation from the student's current school counselor.

In addition to meeting the above eligibility criteria, please note:

- A Kindergarten student may not be considered for mid-year promotion to first grade unless he/she meets the age requirement for entry into first grade.
- A second grade student may be considered for mid-year promotion to third grade with the expectation that the student will take the third grade state Reading assessment and/or other state mandated test. If he/she scores a level 1, he/she has the same rights and privileges for exemptions as any other third grader. If he/she scores at the minimum state designated proficiency level or above on the required state Reading assessments, the student will be eligible for promotion to 4th grade at the end of the year.
- A fifth grade student may not be considered for mid-year promotion to sixth grade due to the credit requirements to complete middle school.

d) Full-Year Promotion Eligibility Requirements (Request must be submitted by the end of the school and recommendation finalized before the next school year)

- 1) **Definition:** Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows.
- 2) **Eligibility:** The following minimum requirements to be considered eligible for full-year promotion must be met. Any exception to the eligibility requirements must be approved by the Assistant Superintendent of Curriculum and Instruction or designee.
 - a. **Assessment Results:** Mastery in reading and math reflective of Florida Standards level of performance on a selected assessment determined by the district with pre-defined mastery level.
 - b. **Grades:** Subject grades equivalent to "A" and/or "B".
 - c. **Attendance:** No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
 - d. **Conduct:** Grades of "A", "B" or "C" (grades 2-5) or S (grades K-1 in Social Growth and Development) for the current or previous year.
 - e. **Teacher Recommendation:** A positive recommendation from the student's current and previous grade level teachers.
 - f. **School Counselor Recommendation:** A positive recommendation from the student's current school counselor.

In addition to meeting the above eligibility criteria, please note:

- A student entering Kindergarten may not be considered for full-year promotion to first grade unless he/she meets the age requirement for entry into first grade.
- A second grade student may not be considered for full-year promotion to fourth grade due to the third grade reading assessment requirement.
- A fifth grade student may not be considered for full-year promotion to seventh grade due to the credit requirements to complete middle school.

e) Parent Requests for Acceleration Options Appeals Process

If a parent request is not granted by the school, the parent may submit a written appeal to the Assistant Superintendent, Curriculum and Instruction or designee explaining why the request should be approved. The decision of the Assistant Superintendent, Curriculum and Instruction or designee is final.

2. MIDDLE SCHOOL

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105, F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete middle school in less than three years shall be able to take a maximum of two additional core courses each year, including summer term. These courses may be virtual or in place of elective courses at the school. Students will be scheduled based on district Master Scheduling Guidelines. Eligible students also have the option to participate in Credit Acceleration Program (CAP). CAP allows students to earn high school credit by passing a state End of Course (EOC) exam for designated subjects. Promotion in grades 6-8 will be based on district promotion criteria. Mid-year and full-year promotion opportunities will be considered when appropriate. Students may not be promoted to ninth grade mid-year due to high school scheduling requirements. Students and parents wishing to pursue ACCEL options must complete the Request for Acceleration form and schedule a meeting with the School Principal or designee and the School Counselor.

a) PROCEDURES for ALL MIDDLE SCHOOL ACCEL OPTIONS

The following procedures must be followed to consider a student for ANY ACCEL option:

- 1) If a parent/guardian requests consideration for an ACCEL option, it must be in writing using the *Request for Acceleration* form.
- 2) The parent/guardian must meet with the School Principal or designee and the School Counselor to review the request and student's eligibility.
- 3) If the parent makes a request and the student is eligible, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

- b) Eligibility:** The following minimum requirements to be considered eligible for ACCEL options must be met. Any exception to the eligibility requirements must be approved by the Assistant Superintendent, Curriculum and Instruction or designee.

- 1) **Assessment Results:** Level 4 on the state standardized assessment instrument in Reading and Math (previous year), when applicable.
- 2) **Annual Grade Point Average** of all courses, when applicable: 3.0 with at least a “B” in all core courses for the previous two years.
- 3) **Attendance:** No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
- 4) **Conduct:** Student’s behavior does not negatively affect his/her ability to perform academically.
- 5) **Teacher Recommendation:** A positive recommendation from the student’s current and previous grade level teachers.
- 6) **School Counselor Recommendation:** A positive recommendation from the student’s current school counselor.

If a parent request is not granted by the school, the parent may write an appeal to the Assistant Superintendent, Curriculum and Instruction or designee explaining why the request should be approved. The decision of the Assistant Superintendent, Curriculum and Instruction or designee is final.

3. HIGH SCHOOL

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105, F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete high school in less than four years shall be able to take a maximum of twelve (12) credits each year, including summer term. These courses may be virtual or in place of elective courses at the school. Students will be scheduled based on district Master Scheduling Guidelines. Eligible students also have the option to participate in Credit Acceleration Program (CAP). CAP allows students to earn high school credit by passing a state End of Course (EOC) exam for designated subjects. Some programs of study, dedicated magnet programs, and career academies, follow a prescribed program of study and require four years in high school. Promotion in grades 9-12 will be based on district promotion criteria. Mid-year and full-year promotion opportunities will be considered when appropriate. Students and parents wishing to pursue ACCEL options must complete the *Request for Acceleration* form and schedule a meeting with the School Principal or designee and the School Counselor.

a) PROCEDURES for ALL HIGH SCHOOL ACCEL OPTIONS

The following procedures must be followed to consider a student for ANY ACCEL option:

- 1) If a parent/guardian requests consideration for an ACCEL option, it must be in writing using the *Request for Acceleration* form.
- 2) The parent/guardian must meet with the School Principal or designee and the School Counselor to review the request and student’s eligibility.
- 3) If the parent makes a request and the student is eligible, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

b) Eligibility: The following minimum requirements to be considered eligible for ACCEL options must be met. Any exception to the eligibility requirements must be approved by the Assistant Superintendent, Curriculum and Instruction or designee.

- 1) **Assessment Results:** Level 4 on the state standardized assessment instrument in Reading and Math (previous year), when applicable.
- 2) **Annual Grade Point Average** of all courses, when applicable: 3.0 with at least a “B” in all core courses for the previous two years.
- 3) **Attendance:** No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
- 4) **Conduct:** Student’s behavior does not negatively affect his/her ability to perform academically.
- 5) **Teacher Recommendation:** A positive recommendation from the student’s current and previous grade level teachers.
- 6) **School Counselor Recommendation:** A positive recommendation from the student’s current school counselor.

If a parent request is not granted by the school, the parent may write an appeal to the Assistant Superintendent, Curriculum and Instruction or designee explaining why the request should be approved. The decision of the Assistant Superintendent, Curriculum and Instruction or designee is final.

Refer to General - Appendix H for the required ACCEL forms.

E. VIRTUAL INSTRUCTIONAL PROGRAMS

Duval County Public Schools offers multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include:

1. Full-time (Grades K – 12)

- a) Duval Virtual Instruction Academy (DVIA) – is a district operated full-time virtual school serving kindergarten through grade 12 comprehensive instruction. Enrollment must occur during the published open enrollment periods. DVIA full-time students fulfilling high school graduation requirements will receive a high school diploma. All students must complete the entire course before grades may be transferred to another school or program. Failure to complete a course may result in an “F” grade, negatively impact promotion, and the ability for a student to transition to an attendance area school.
- b) Florida Virtual School (FLVS) – provides full-time instruction to grades K – 12.

All students participating in full-time virtual instruction programs must participate in state-mandated assessments offered at attendance area schools in order to remain in the virtual program.

Full-time Eligibility Requirements – A student is eligible to participate in full-time virtual instruction if:

- 1) The student spent the prior school year in attendance at a public school in Florida and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance surveys.
- 2) The student is a dependent child of a member of the US Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order.
- 3) The student was enrolled during the prior school year in a virtual instruction program.
- 4) The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
- 5) The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter, or the Florida Virtual School.

2. Part-time

- a) Elementary (Grades K-5)
Elementary school students may be eligible to take advanced coursework through virtual instruction offered through DVIA or Florida Virtual School (FLVS). For eligibility, refer to Academically Challenging Curriculum to Enhance Learning (ACCEL) options.
- b) Secondary (Grades 6-12)
 - 1) **Online Course Graduation Requirement** – Students entering ninth grade for the first time in 2011-2012 and thereafter must complete an online course before graduating. Online courses may be completed through DVIA, or other approved contract providers. (Exceptions may apply for students with disabilities, certain programs of study, and seniors transferring to a Florida public school).
 - 2) **Virtual Learning Labs (VLLs)** – Brick and mortar schools can offer virtual courses taught by DVIA or FLVS instructors as available.
 - 3) **Blended Virtual Learning Labs (BVLLs)** – Brick and mortar schools can offer virtual courses delivered in a traditional setting where students receive both traditional and virtual instruction.
 - 4) **Second School Enrollment** – Students have the option to choose to attend part time brick and mortar (1st school) and part time virtual school (2nd school) according to their individual needs and educational goals.

NOTE: The district has authority and responsibility to provide academic guidance to students. The district may limit a student’s enrollment in virtual courses if a student is not academically eligible to enroll in the same courses in a brick-and-mortar setting within the district. Please refer to ACCEL guidelines and timelines for course acceleration eligibility and the district’s Master Scheduling Guidelines.

3. Other school support

- a) DVIA may contract with full time blended charter schools.
- b) DVIA may contract with private schools who serve students who have residency in Duval County.
- c) DVIA may provide courses offered in the course code directory to students within the school district or to students in other school districts throughout the state.

4. Duval Virtual Instruction Programs

a) General Information:

Duval County students in grades K-12 may enroll full-time in the Duval Virtual Instruction Academy (DVIA).

Students who enroll in the DVIA full-time program must participate in all required State assessments (e.g. state Reading assessment, EOC, statewide English language proficiency assessment, etc.) as well as district pre and post course evaluation assessments. Students must participate in state-mandated assessments offered at attendance area schools in order to remain at DVIA.

Duval County students in grades K-12 enrolled in any public school may enroll part-time at DVIA to repeat a course, take advanced coursework or to take a course that is otherwise unavailable. The principal or designee of both the school of enrollment and DVIA must approve the course(s). Special scheduling criteria will be discussed during the approval process.

Students who withdraw from Duval Virtual Instruction Academy (DVIA) will complete an exit interview and be offered counseling along with information on school choice options.

Failure to submit coursework and/or communicate with instructors on a regular basis is considered absent in the virtual environment and will be reported to the District Truancy Office for action.

McKay Scholarship Eligibility – Fulltime DVIA students who wish to participate in the McKay Scholarship program for the following school year must complete a course with a passing grade to be considered eligible. Completion of a course is determined by the course credit weight and/or course length. Some courses may complete at the semester and others may not complete until the end of the school year

b) Elementary School Programs

Once enrolled in Duval Virtual Instruction Academy (DVIA), it is recommended that elementary students (K-5) remain through the end of the school year. DVIA elementary courses are ONLY offered in an annual format. Therefore, although grades are assigned at the semester, students do not earn course completion until the end of the school year.

In addition to the fulltime programs, elementary students who are eligible for Acceleration through Virtual Instruction may enroll as part-time students to take accelerated courses, if eligible. Part-time enrollment in Duval Virtual Instruction Academy (DVIA) must be approved and requested no later than the end of the first grading period of the current school year to facilitate course completion.

c) Secondary School Programs

Once enrolled in Duval Virtual Instruction Academy (DVIA), it is recommended that secondary students (6-12) remain through the end of the semester. DVIA secondary courses are ONLY offered in a semester format. Therefore, grades are not assigned until completion of a course or at the end of a semester (whichever comes first). Failure to complete a course may result in an “F” grade, negatively impact promotion, and the ability for a student to transition to an attendance area school.

1) Middle School Programs

Retained 8th grade students enrolled full-time in Duval Virtual Instruction Academy (DVIA) may complete their required core middle school academic credits and enroll in any high school course which is academically appropriate IF they remain as a full-time student at DVIA for the remainder of the school year. Promotion to high school will only take place at the end of the school year.

Students enrolled full-time in the Duval Virtual Instruction Academy (DVIA) may meet the career and education planning requirement for middle school through a standalone, half credit career course (M/J Career Education 230500), or through a career social studies course.

High school courses approved for middle school students via virtual education currently include: any appropriate math, world languages, Computing for Colleges and Careers, Guitar, Critical Thinking and Study Skills. District Master Scheduling guidelines should be reviewed in determining course eligibility.

Middle school students completing a high school course through a state approved virtual education provider shall satisfy the on-line course requirement for high school graduation.

2) High School Programs

Duval Virtual Instruction Academy (DVIA) students are eligible to participate in Dual Enrollment following Duval County Public School guidelines. Participation in Dual Enrollment courses shall not exceed part-time enrollment limits at the post-secondary institution.

Fulltime students will only be scheduled for courses which are required to meet promotional and graduation requirements.

A senior may be enrolled in his or her assigned school and complete the requirements for graduation through Duval Virtual Instruction Academy (DVIA) if the student has met all of the following conditions:

- a. has a cumulative, unweighted GPA of 2.0 or higher,
- b. needs three or fewer credits to graduate,
- c. has passed all state assessments required for graduation,
- d. has received a written referral from his or her assigned school's principal and school counselor stating that the student's interests would be best served by his or her completion of high school through Florida Virtual School,
- e. successfully completes the credits, has a cumulative, unweighted 2.0 GPA, and
- f. provides his or her original assigned school documentation of satisfactory course completion by May 20th of the applicable graduation year, the student would be eligible to receive a diploma from the original assigned school.

NOTE: With the approval of the attendance area school principal, full-time Duval Virtual Instruction Academy (DVIA) students are eligible to participate in interscholastic extracurricular student activities at their attendance area school. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. Based on space available and principal approval, a DVIA student may be able to participate in curricular (class) activities if that is a requirement of the extra-curricular activity, such as marching band, ROTC, etc. During the period of participation a DVIA student must: demonstrate educational progress in all subjects taken in the DVIA Program as measured by progress reports and report cards; meet the same residency requirements as other students in the school at which they participate; meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities; register his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which they wish to participate, a DVIA student must be able to participate in curricular activities (school courses) if that is a requirement for an extracurricular activity; and maintain academic eligibility for participation in interscholastic extracurricular activities.

5. Florida Virtual School (FLVS) Programs

- a) High school students may earn credits toward graduation and take test preparation courses through Florida Virtual School (FLVS). This refers to courses taken independently by the student during and/or after the regular school day per 1001.42(21) F.S. Enrollment in FLVS is based on their capacity and is therefore not guaranteed.
- b) A student requesting to take a course through FLVS must have administrative and parental approval. School personnel should carefully evaluate a student's request prior to granting approval to ensure that the FLVS course is academically appropriate for that student (i.e., student has met all prerequisites). The student's Course Request Form will be approved online at the school by the counselor after confirming online the parent/guardian's approval. The registration process will not be complete until the student receives information from FLVS indicating enrollment in the course with section number.
- c) A senior may be enrolled in his or her assigned school and complete the requirements for graduation through Florida Virtual Schools if all of the following conditions are met:
 - 1) The student has a cumulative, unweighted GPA of 2.0 or higher.
 - 2) The student needs three or fewer credit hours to graduate.
 - 3) The student has passed all state assessments required for graduation.
 - 4) The student has received a written referral from his or her assigned school's principal and school counselor stating that the student's interests would be best served by his or her completion of high school through Florida Virtual Schools.

If the student successfully completes the credits, has a cumulative, unweighted 2.0 GPA, and provides his or

her original assigned school documentation of satisfactory course completion by May 15th of the applicable graduation year, the student would be eligible to receive a diploma from the original assigned school.

- d) An underclassman may be enrolled in his or her assigned school for a minimum of two periods (3 periods on a 7 period day) and enroll in Florida Virtual School for the other classes for that year. If there are extenuating circumstances which prevent an underclassman from attending the minimum periods at the high school and the school's principal determines that the student's best interests would be served by his or her full-time enrollment in Florida Virtual School, a formal request in writing to waive this policy must be submitted to the appropriate Region Superintendent.
- e) Florida Virtual School courses are eligible for inclusion in meeting the requirements for NCAA initial eligibility. To ensure that NCAA eligibility for student athletes is not compromised, the school must enter credit for course completion onto the student's official transcript.
- f) Per FLDOE policy, WF and WP withdrawal grades issued by FLVS will not become part of a student's record. Upon completion of a course, it is the student's responsibility to notify school counseling staff to insure inclusion in the student's academic record in a timely manner. Only final grades that have been previously approved by the DCPS staff will be recorded.
- g) Students cannot be enrolled in same course simultaneously at FLVS and at their home school. Schools should not withdraw a student from a course at school until that have received documentation that the student is actually ENROLLED in the course through FLVS.
- h) Students requesting to take a Florida Virtual School course during the summer should pay close attention to FLVS pacing guides and DCPS course completion timelines for the course to count for promotion/retention. Credits to be counted for promotion MUST be completed before the start of the following school year.
- i) Students enrolled in an articulated magnet program must attend classes on the high school campus at least 75% of the regular school day. Students desiring to take fewer courses at the high school campus may do so by withdrawing from the magnet program/career academy and reenrolling at the home high school.
- j) Because Duval County Public School schedules high school courses with a State End of Course Exam as yearlong, full credit classes, a student attempting to recover OR earn initial credit in these courses through FLVS must complete the entire course (semester 1 and semester 2) to satisfy the DCPS requirement and have the grade posted to his/her academic record.
- k) A student of the Florida Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend, pursuant to district or interdistrict controlled open enrollment policies, if the student:
 - 1) During the period of participation in the interscholastic extracurricular activity, meets the requirements for extracurricular eligibility.
 - 2) Meets any additional requirements as determined by the board of trustees of the Florida Virtual School.
 - 3) Meets the same residency requirements as other students in the school at which he or she participates.
 - 4) Meets the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.
 - 5) Registers his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. A Florida Virtual School student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.
 - 6) A student who transfers from the Florida Virtual School full-time program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year. (See FHSAA Bylaws).
 - 7) A full-time FLVS student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities until the student successfully meets eligibility criteria pursuant to paragraph (a).1006.15.

GENERAL - APPENDIX A: STANDARDIZED NUMERICAL GRADING SCALE AND DESCRIPTORS

School Board Policy (Chapter 4, Section 4.80) addresses the descriptive section of the grading scale. In an effort to promote uniformity among schools in this district, a standard scale with descriptors is required.

GRADING SYSTEM FOR ALL STUDENTS IN GRADES KINDERGARTEN AND 1

Grade	Definition
E*	Excellent Progress
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

E, S, N, and U are used on the Kindergarten and grade 1 report card for all subject areas.

GRADING SYSTEM FOR ALL STUDENTS IN GRADES 2-5

Grade	Grading Scale	Definition
A*	90-100	Outstanding Progress
B*	80-89	Above Average Progress
C*	70-79	Average Progress
D*	60-69	Lowest Acceptable Progress
F**	00-59	Failure**
S (for grading art, music, physical education, and grade 2 social studies, science, and health)		Satisfactory Progress
N (for grading art, music, physical education, and grade 2 social studies, science, and health)		Needs Improvement

GRADING SYSTEM FOR GENERAL EDUCATION STUDENTS IN GRADES 6– 12

Grade	Grade Point Average	Value	Definition
A*	90-100	4	Outstanding Progress
B*	80-89	3	Above Average Progress
C*	70-79	2	Average Progress
D*	60-69	1	Lowest Acceptable Progress
F**	0-59	0	Failure**

For Grades K-5

I (Incomplete) - All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period.

NG (No Grade/Insufficient Enrollment) – Insufficient enrollment can be used when a student is enrolled fewer than 15 days.

NOTE: An * beside a course grade indicates a student is working below grade level standards. This rule shall be applied to grades of "F," and "D" earned in any class, or for courses whose number begins with a 77, 78, or 79 except for learning strategies for those students in Program of Study A.

* Teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.

**** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. Electronic communication does not meet this requirement. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.**

INDIVIDUAL EDUCATION PLAN/EDUCATION PLAN PROGRESS REPORTS FOR STUDENTS WITH AN EXCEPTIONALITY:

Progress Reports for Individual Education Plan (IEP)/Educational Plan (EP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP/EP Progress Reports must be provided at least every nine weeks and sent home with the student's report card for grades K-12. This requirement is in addition to the academic progress reports and report cards sent for all students.

GRADING AND PROMOTIONAL REQUIREMENTS FOR STUDENTS ENROLLED IN MONTESSORI SCHOOLS:

Grading and promotional criteria for students enrolled in the following K-5 magnet programs: J. A. Axson and John E. Ford

1) **PROMOTIONAL CRITERIA/ACADEMIC LEVEL ASSIGNMENTS:**

A student shall progress at his/her own pace on a curriculum continuum aligned with the applicable state standards. On-going assessments and annual reviews shall be used to determine a student's level of performance.

2) **ASSESSMENTS:**

On-going comprehensive assessments providing annual benchmark measures that are aligned with the applicable state standards shall be used to determine individual student performance. The student's performance shall be compared to a standardized expected level of performance for the child's chronological age to determine progression on the curriculum continuum. (Appropriate standardized tests shall be used to evaluate the program.)

3) **GRADING AND REPORT CARDS:**

A student's progression on a curriculum continuum, aligned with the applicable state standards, shall be determined by teacher judgment. Teacher judgment shall be based on the student's academic achievement as indicated on a student performance checklist aligned with the applicable state standards applicable for that grade level. Documentation of teacher judgment may be based on any of the following procedures:

- a) applicable tests or evaluation activities selected from the district textbook program or other school-selected instructional materials;
- b) applicable samples of students' daily work assignments;
- c) records of observations of student work (oral and written); and
- d) teacher-made assessments.

Report cards are vehicles by which students' achievements are communicated to parents. The report card shall include student performance in a variety of areas with teacher comments and regularly scheduled parent conferences. Parents of students not enrolled in the Montessori programs shall be given the option of letter grades instead of the above reporting system.

Any waivers to these requirements that are necessary to implement this program shall be approved by the Superintendent or designee prior to implementation.

Montessori Grading Scale: Grade K

Grade	Definition
E*	Excellent Progress
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

E, S, N, and U are used on the Kindergarten report card for all subject areas.

Grades 1, 2 and 3

Grade	Definition
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

Grades 4 and 5

Grade	Grading Scale	Definition
A*	90-100	Outstanding Progress
B*	80-89	Above Average Progress
C*	70-79	Average Progress
D*	60-69	Lowest Acceptable Progress
F**	0-59	Failure**

S	Satisfactory Progress
N	Needs Improvement

A, B, C, D, and F are used for grading all subjects except art, music, and physical education, which receive S or N.

For Grades K-5:

I (Incomplete): All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period.

NG (No Grade/Insufficient Enrollment) - Insufficient enrollment can be used when a student is enrolled fewer than 15 days.

*Teachers may use plus (+) and minus (-) symbols as part of this grading system

NOTE: An asterisk beside a course grade indicates a student is working below grade level standards. This will be applied programmatically based on course code number ("77" courses) or grades of "D", "F", or "U".

**** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. Electronic communication does not meet this requirement. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.**

GENERAL - APPENDIX B: ATTENDANCE POLICY FOR STUDENTS

School attendance shall be the direct responsibility of parents/guardians and students. All students are expected to attend school regularly, receive total instructional time, and to be on time for classes to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Open communication between parents/guardians and schools is an integral component of the educational process. Schools and parents/guardians shall work together to encourage students to attend school regularly. Regular attendance in each forty-five (45) day grading period is necessary for a student to be successful in school. Missed work shall be made up for all absences, including suspension. Make-up work shall be allowed for each day of absence. The make-up work must be made up within a specific time period equaling one day make-up per one day absence, counting from the first day the student returns to school. Each student shall receive full credit for such work.

If a student has at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, the student's primary teacher shall report the student's attendance to the principal. The principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school level Attendance Intervention Team (AIT).

The AIT will schedule a meeting with the parents or legal guardian and a representative of the district attendance office. If appropriate, a contract will be developed and signed by the participating parties. If the contract is violated, the case may be referred to the State Attorney's office.

During each grading period, in middle school grades (6-8) and high school grades (9-12), the principal or designee shall notify parents/guardians by phone or in writing on or before the third absence of the student from any period or school day. Within each grading period, parents/guardians shall be notified in writing upon the fifth absence of the student from any class period or school day to request their cooperation in preventing further absences. (Board Policy 5.42 V.) Principals may authorize a waiver of notification if school personnel have determined the student has contracted an illness, such as a communicable childhood disease, resulting in an extensive number of absences.

Students who are absent shall receive a grade of zero (0) for work missed for the day(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence. Students shall receive appropriate grades for the make-up work to replace the zero (0). The make-up work must be made up within a specific time period equaling one day make-up per one day absence, counting from the first day the student returns to school.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or 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 requirement (1003.33(2) F.S.).

A student is eligible for the Homebound/Hospital program if the following criteria are met:

- 1) certification by a licensed Florida physician that the student is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days or due to a chronic condition for at least fifteen (15) school days, which need not run consecutively,
- 2) confinement to home or hospital,
- 3) ability to participate in and benefit from an instructional program,
- 4) receiving medical care for illness or injury which is acute or catastrophic or chronic in nature, and
- 5) ability to receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
- 6) A medical form can be obtained from the counselor at the student's school or by calling the Homebound/Hospital Program office.

Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy or parenting, but shall be required to make up work missed due to absence.

Students with unauthorized absences shall be held accountable through provisions in the Code of Student Conduct "Minor Offenses", Class 1.08 or 2.23. Other appropriate penalties, such as detention beyond the regular school schedule or appropriate counseling programs for students and parents, may be administered at the discretion of the school principal or designee. Each school shall develop a written plan for encouraging and motivating students to attend school. Such plans may include certificates, awards, special events, and participation grades for exemplary attendance during a grading period.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may affect final grades and promotion. All state End Of Course (EOC) exams, district EOCs and final exams will be administered following the district testing calendar. No exams

may be given prior to the approved exam window.

GENERAL - APPENDIX C: PROGRESS MONITORING PLANS

Pursuant to 1008.25(4) F.S., each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve Level 3 or above on this assessment in English Language Arts, Mathematics, or the Algebra 1 EOC, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and the strategies for providing academic support to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in ELA and Math must be covered by one of the following plans:

- 1) a school-wide system of progress monitoring for ALL students (except a student who scores Level 4 or above on the ELA and Math assessments may be exempted from participation by the principal); ;or
- 2) an individual student progress monitoring plan; or
- 3) a federally required student plan such as an IEP, ELL, or Section 504 Plan which addresses identified deficits in reading, writing, science, or mathematics.

Components which must be included in a school wide progress monitoring system include the following:

Student progress data reported a minimum of three times per year (If a "D" or "F" graded school within the last three years, this requirement is monthly) available to the district, principal, teacher, and parent in the areas of

- 1) reading,
- 2) mathematics,
- 3) science, and
- 4) strongly encouraged for social studies.

Progress data must include:

- 1) student reading progress monitoring,
- 2) student proficiency on grade level standards (including access points for students with significant cognitive disabilities or ELL students),
- 3) classroom proficiency on grade level standards, and
- 4) school proficiency on grade level standards.

Progress data must be used to:

- 1) evaluate and revise classroom instruction,
- 2) determine individual student remediation needs,
- 3) evaluate and revise implementation of the school improvement plan,
- 4) evaluate and revise teacher professional development plans,
- 5) evaluate and revise the district assistance and intervention plan,
- 6) evaluate the fidelity of the implementation of the district K-12 reading plan, and
- 7) evaluate teacher performance.

GENERAL - APPENDIX D: INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (1000.36 F.S.)

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

This compact applies to the children of

- 1) Active-duty members of the uniformed services, including National Guard and Reserve on active-duty orders;
- 2) Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- 3) Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact does not apply to the children of:

- 1) Inactive members of the National Guard and military reserves;
- 2) Members of the uniformed services now retired, except as provided in section above;
- 3) Veterans of the uniformed services, except as provided in the section above; and
- 4) Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Educational Records and Enrollment

If a child's official educational records cannot be released to the parents for transfer, parents shall be provided a set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of unofficial educational records, the school shall enroll and appropriately place the student based on this information (pending validation by official records) as quickly as possible. Requests for official educational records shall be processed and furnished within 10 days.

Students must be given 30 days from the date of enrollment to obtain any immunization required. For a series of immunizations, initial vaccinations must be obtained within the first 30 days.

Students shall be allowed to continue their enrollment at the grade level in which they were enrolled in the sending state, including Kindergarten, at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the previous state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year shall enter school on their validated level from an accredited school in the sending state.

Placement and Attendance

If at student transfers before or during the school year, the receiving school shall initially honor placement of the student in educational courses based on the student's previous enrollment. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

The receiving school must initially honor placement of the student in educational programs based on current educational assessments conducted by the sending school or participation or placement in like programs in the sending state. Such programs include, but are not limited to gifted and talented programs, and ESOL.

Eligibility

When considering the eligibility of a child for enrolling in school:

- 1) A special power of attorney relative to the guardianship of a child of a military family is sufficient for enrolling the child in school and for all other actions requiring parental participation and support.
- 2) A transitioning military child who is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's attendance area different from that of the custodial parent, may continue to attend the school in which he/she is enrolled while residing with the custodial parent.
- 3) Schools must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline; to the extent they are otherwise qualified.

Graduation

In order to facilitate the on-time graduation of children of military families, schools shall:

Waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school, or shall provide reasonable justification for denial. If a waiver is not granted for a student who would qualify to graduate from the sending school, the receiving school must provide an alternative means of acquiring graduation coursework so the student may graduate on time.

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 of requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state in the student's senior year, then the provision stated below apply.

If a military student transfers at the beginning of or during the senior year and is not eligible to graduate from the receiving school after all alternatives have been considered, the sending and receiving schools must ensure the receipt of the diploma from the sending school if the student meets the graduation requirements from the sending school. 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 students. Florida is a member-state.

GENERAL - APPENDIX E: GUIDELINES FOR IMPLEMENTING TEACHER JUDGMENT CRITERION

The professional judgment of the teacher is the major factor in determining promotion. Students must demonstrate mastery of the grade level standards to be promoted. The following guidelines are recommended when evaluating student progress: /

- 1) Assessment activities
 - a) tests
 - b) teacher-developed
 - c) district-developed
 - d) state
 - e) national
 - f) textbook
 - g) student research activities/projects
- 2) Documentation of teacher judgement is evidenced by:
 - a) Assignments including homework activities
 - b) Records on observations of oral and written student work (classroom participation, completion of assignments, quality of work)
 - c) Promotional standards designated for each grade level shall be defined by the district and state standards. Teachers should use the evaluation criteria in instructional guides, and the applicable state standards for the designated grade level.
 - d) A student portfolio* contains a systematic collection of evidence used by the teacher to monitor the student' academic growth over a period of time. Portfolio assessment shall be defined in terms of the following characteristics:
 - 1) ongoing;
 - 2) multidimensional, providing a variety of measures,
 - 3) student-centered, and
 - 4) authentic, requiring students to apply what they have learned.
 - e) Report cards communicate a student's achievement to parents. Report card grades shall reflect a student's mastery of standards.

NOTE: In elementary school, **final grades shall reflect a student's overall mastery of the grade level standards and are not necessarily an average of the four quarter grades.**

*Third Grade Portfolios for promotion of students scoring at Level 1 on FSA Reading must follow the Florida Department of Education guidelines.

GENERAL - APPENDIX F: SUMMER SCHOOL

Summer School Policy Regarding Out-Of-County or Private School Students Attending Summer Educational Programs

Out-of-county or private school students may NOT attend the Duval County Public School's Summer Educational Programs, if offered.

Exception: Students transferring from another school district into Duval County Public Schools must be enrolled in a Duval County public school 15 days or more to receive a grade on his/her report card. This may assist in determining eligibility for the Summer Educational Programs.

Procedures For Duval County Public School Students Attending A Private School's Or Out-Of-County School's Summer Sessions

This option for promotion does NOT apply to a third grade student who was retained due to a Level 1 on the required state reading assessment.

- 1) The parents/guardian of the student must submit a written request to the current school principal for permission to attend a summer school session outside Duval County Public Schools for only one promotional credit (or one-half credit or two one-half credits). This request shall be submitted to the student's current school principal prior to the beginning of the summer session.
- 2) Approval must be granted by the current school principal prior to enrollment for DCPS credit to be awarded. For permission to be granted for attendance at a private school or out-of-county school's summer session for promotion, to earn credit, and/or to improve GPA, the school's summer program must consist of 120 instructional hours or more for a maximum of one credit (or two one-half credits) earned. Tutoring does not qualify as summer school, nor does it meet the teacher judgment certification requirement for promotion or course credit.
- 3) In order for the student to be awarded credit, the parent shall present to the school principal, who granted approval, an official transcript verifying academic progress and attendance, including any appropriate evaluation data from the summer school prior to the opening of the new school year.
- 4) When a student attends an accredited private school* and submits an official transcript, validation of courses/grades is not necessary. The transfer grade is accepted at face value.
- 5) When a student does not attend an accredited private school and/or does not submit an official transcript, the course grade/credit shall be validated through successful ("C"/2.0 GPA) performance during the first forty-five days of enrollment during the next school year (1003.25(3) F.S.) (6A-109941 FAC). If the student achieves the 2.0 GPA during the first 45 days of enrollment, further validation procedures are not necessary. The transfer grade will be accepted at face value.
- 6) Alternative validation procedures are to be used when the student HAS NOT made satisfactory progress at the end of the first quarter. Alternative validation procedures include successfully passing teacher-made exams, and/or minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment and/or district benchmark assessment, if applicable, and/or a passing score of 60% or higher on the appropriate end-of-course exam. The principal/designee will then utilize the data received from the summer school and the testing data to make final determination of grade placement/promotion and/or course credit/grade.
- 7) Secondary students attending a DCPS summer school program for the purpose of promotion may enroll in up to two full credits through DCPS and Florida Virtual School or DCPS and Duval Virtual Summer Academy.
- 8) Eligible High School students wishing to take a Dual Enrollment (DE) course during the summer must meet all DE program eligibility requirements. Students may take up to one full credit. The student's school counselor must sign off on the DE application.
- 9) Students in a ninth grade cohort requiring a State End of Course Exam (EOC) as a part of the final grade calculation who attend an out of county or private school will have their final summer school grade/credit calculated using the appropriate state EOC formula.

*A directory of private schools with their accreditation is provided on the Florida Department of Education Web site at <http://www.floridaschoolchoice.org/Information/PrivateSchoolDirectory>

GENERAL - APPENDIX G: HOME SCHOOL GUIDELINES AND PROCEDURES

A Home Education Program, as defined in Section 1002.01 F. S., is the sequentially progressive instruction of a student directed by his/her parent(s) or guardian in order to satisfy the requirements of 1002.41, 1003.01(13)(d), and 1003.21(1)(b) F.S..

1. Guidelines and Procedures for the Home Education Program

- a) The parent shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent's office within 30 days after said termination.
- b) The parent shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
 - 1) A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
 - 2) Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
- c) The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district school superintendent, or the district school superintendent's agent, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
- d) The parent shall provide for an annual educational evaluation in which is documented the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the district school superintendent's office in the county in which the student resides. The annual educational evaluation shall consist of one of the following:
 - 1) A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
 - 2) The student shall take any nationally-normed student achievement test administered by a certified teacher;
 - 3) The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
 - 4) The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of 490.003(7) or (8) F.S.; or
 - 5) The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent resides.
- e) The district school superintendent shall review and accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in 1002.41(1)(c) F.S. Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.
- f) A home education student is eligible to participate in interscholastic extracurricular student activities at a public school. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. A home education student must be able to participate in curricular (class) activities if that is a requirement of the extra-curricular activity, such as marching band. Home school students may only participate at their attendance area school. (1006.15(3)(a) F.S.)
 - 1) The student must meet the requirements of the Home Education Program (1002.41, F.S.).
 - 2) During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the Home Education Program by a method of evaluation agreed upon by the parent and the school principal which may include:
 - a. review of the student's work by a certified teacher chosen by the parent,
 - b. grades earned through correspondence,

- c. grades earned in courses at a post-secondary institution, or
 - d. standardized test scores above the 35th percentile, or any other method in 1002.41(1)(c) F.S.
- 3) The student must meet the same residency requirements as other students in the school at which he or she participates. Home Education students may only participate at their attendance area school.
 - 4) The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
 - 5) The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities (school courses) if that is a requirement for an extracurricular activity.
 - 6) A student who transfers from a Home Education Program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.
 - 7) Any public school or non-public school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in a Home Education Program fulfilling the requirements for interscholastic extracurricular eligibility (1006.15(3)(a)(2) F.S.) to become eligible to participate as a home education student.

Any insurance provided by district school boards for participants in extracurricular activities shall cover the participating Home Education student. If there is an additional premium for such coverage, the participating Home Education student shall pay the premium (1006.15(7) F.S.).

FLORIDA STATUTES AND STATE DEPARTMENT OF EDUCATION RULES GOVERNING THE HOME EDUCATION PROGRAM WHERE INSTRUCTION IS PROVIDED TO STUDENTS GRANT EXEMPTION FROM COMPULSORY PUBLIC SCHOOL ATTENDANCE.

2. Guidelines and Procedures for Students Who Have Left the Home Education Program to Return to Duval County Public Schools

- a) **KINDERGARTEN PLACEMENT:** A student who enters a Duval County Public School from a Kindergarten Home Education Program must meet the entrance requirements for Kindergarten as outlined in Section I: Enrollment and Promotion within the Elementary School in the Student Progression Plan
- b) **FIRST GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program and verification that the student meets the age requirement for entrance into first grade, a student shall be provisionally placed in a first grade class. During the first 20 days of enrollment, the student shall be assessed through teacher observation and district and state assessments to demonstrate mastery of the applicable state standards for Kindergarten. If the student does not demonstrate mastery of the standards, he/she shall be reassigned to and placed in Kindergarten.
- c) **SECOND THROUGH SIXTH GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for these grades. This provisional placement will be validated before the end of the first 45 days in the program as follows:
 - 1) The judgment of the teacher(s) to whom the student is assigned that the grade placement is correct. This judgment will be based on the student's classroom performance as outlined in General -Appendix E, and
 - 2) Predefined scores on district level assessments in reading and mathematics.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

- d) **SEVENTH THROUGH TWELFTH GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for grades 7 and 12.
 - 1) This provisional grade level AND course placement will be validated before the end of the first 45 days of enrollment. (6A-1.09941 FAC)
 - 2) Validation of courses/grades/credits will be based on performance in classes at the receiving school. The judgment of the teacher(s) to whom the student is assigned will determine if the grade

level/course placement is correct. This judgment will be based on the student's classroom performance as outlined in General - Appendix E. **If a student has a minimum grade point average of 2.0 at the end of the first 45 days of enrollment, further validation of grade/course placement and acceptance of grades/credits will not be necessary.**

- 3) If a student does not earn a 2.0 GPA by the end of the first 45 days of enrollment, further validation is required. Validation methods may include the following:
- a. Portfolio evaluation by the Superintendent or designee;
 - b. A passing score of 60% or higher on a District End of Course Exam (EOC) can be used to demonstrate mastery, to assign a grade, and to receive course credit. (To determine course mastery, assign a grade, and award credit(s) for courses without an EOC, a teacher-made test, benchmark assessments, if appropriate, and/or any other valid measurement tool shall be used for validation.);
 - c. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - d. Demonstrated proficiencies on required state assessments, in appropriate subject areas, or
 - e. Demonstrated proficiencies on nationally –normed standardized subject area assessments, such as the SAT Subject Area Tests.
 - f. Awarding of credit is limited to courses available in the State Course Code Directory.
 - g. Students transferring from a Home Education Program into the Duval County Public Schools may not accrue credits in one school year that exceed the number of credits that may be accrued through the Student Progression Plan.
 - h. Students cannot be promoted to grade 9 without official documentation of successful completion of courses/grades earned in grades 6 -8.

NOTE: Students must be provided at least 45 days from the date of enrollment to prepare for validation assessments outlined above.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

4) **High School Completion/Diploma (6A-1.09941 FAC)**

- a. To receive a 24-credit or 18 credit standard high school diploma, a transfer student must pass state designated assessments based on ninth grade entry year (see High School Appendix E), or alternate assessment as provided by Florida law and earn a 2.0 GPA in courses taken in a Florida public school, specified in 1008.22(3) F.S.. Twelfth grade students transferring into DCPS with ninety (90) or fewer school days left of the school year may receive their diplomas from the school from which the student transferred.
- b. To receive a DCPS diploma a home education student must be enrolled for at least the entire spring semester of his/her senior year, earning credits needed for graduation.
- c. School districts are not authorized to award a diploma to a Home Education Program student. However, a home education student may take the General Education Development (GED) test at an education center, such as Florida State College at Jacksonville's Assessment Centers, and be awarded a GED diploma by the State of Florida, if the student receives a passing score. The toll free number for information pertaining to the GED is 1-800-237-5113.
- d. To qualify for a Florida Bright Futures Scholarship, a student must have been enrolled in home school his/her junior and senior years at the minimum.

GENERAL - APPENDIX H: ACCEL OPTION FORMS

REQUEST FOR ELEMENTARY ACCELERATION

To be completed by Parent/Guardian

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students.

For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and developmental level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and principal.

Student (Legal Name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: _____ Phone: _____ Address: _____

Parent/Guardian Email: _____

Select the ACCEL Option you are requesting:

☐ Mid-year promotion to grade _____ (request must be submitted by December 1; recommendation and placement finalized by the end of the 2nd 9 weeks)

☐ Full-year promotion to grade _____ (request must be submitted by end of school year; recommendation finalized before the next school year)

☐ Subject-matter acceleration for subject(s) _____ (request must be submitted prior to October 1; recommendation and placement finalized by the end of the first nine weeks)

☐ Virtual instruction in higher grade level subject(s) _____ (request must be submitted prior to October 1; recommendation and placement finalized by the end of the first nine weeks)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Name of individual submitting request: _____

Date: _____ Relationship to student: _____

Please submit this form to the school principal prior to the deadline noted above.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ELEMENTARY Performance Contract

(To be completed before each new ACCEL Option)

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

☐ Mid-year promotion to grade ____

☐ Full-year promotion to grade ____

☐ Subject-matter acceleration for subject(s) _____

☐ Virtual instruction in higher grade level subject(s) _____

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the *Duval County Student Progression Plan*. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

Parent/Guardian initials each item as discussed:

_____ I understand the full academic and social ramifications of single subject acceleration.

_____ Accelerated courses used for the purposes of promotion must be completed with a passing grade, prior to the end of the school year.

_____ Students who have completed accelerated courses prior to entering grade 6 may be scheduled with students outside of their normal grade level.

_____ Middle school courses taken in elementary school shall be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades the student earns will become a part of the middle school academic record, including failing grades, and may impact promotion in both elementary and middle school.

_____ Courses taught through FLVS and DVIA will result in a loss of funding to the school regardless of when the instruction is received.

_____ Completion of middle school courses in elementary school may result in the students having to remain on an accelerated track through middle and high school, based on student performance. Middle school students who are on an accelerated track and take a high school course begin their high school GPA in middle school. This may impact scholarship eligibility, college acceptance, etc.

_____ Due to loss of FTE for courses taken through FLVS, the student's school day may be shortened.

I am in agreement with accelerating my learning and with the conditions stated above:

Student's signature: _____ Date: _____

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's signature: _____ Date: _____

Principal's name (print): _____

Principal's signature: _____ Date: _____

File in student's cumulative folder. Social promotion is prohibited as per 1008.25 F.S.

REQUEST FOR MIDDLE SCHOOL ACCELERATION

To be completed by Parent/Guardian

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete middle school in less than three years shall be able to take a maximum of two additional core courses each year, including summer term. **For the majority of students, advanced level courses will provide the learning opportunities needed for advanced students to be challenged.** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

- 1) These courses may be virtual or in place of elective courses at the school. Students will be scheduled based on district Master Scheduling Guidelines.
- 2) Eligible students also have the option to participate in Credit Acceleration Program (CAP). CAP allows students to earn high school credit by passing a state End of Course (EOC) exam for designated subjects.
- 3) Promotion in grades 6-8 will be based on district promotion criteria. Mid-year and full-year promotion opportunities will be considered when appropriate.
- 4) Students may not be promoted to ninth grade mid-year due to high school scheduling requirements.

Schools are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and principal.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

- ☐ Subject-matter acceleration for subject(s) _____
- ☐ Virtual instruction in higher grade level subject(s) _____
- ☐ Credit Acceleration Program (CAP) for courses with a state End of Course Exam that are pass/fail for credit.

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

- 1) Academic performance
- 2) Ability to apply, analyze, and evaluate ideas at an advanced level
- 3) Ability to work independently
- 4) Ability to think creatively
- 5) Motivation to work on advanced material

Name of individual submitting request: _____

Date: _____ Relationship to student: _____

Please submit this form to the school principal.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

MIDDLE SCHOOL Performance Contract

(To be completed before each new ACCEL Option)

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

☐ Subject-matter acceleration for subject(s) _____

☐ Virtual instruction in higher grade level subject(s) _____

☐ Credit Acceleration Program (CAP) for courses with a state End of Course Exams.

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the Duval County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

I am in agreement with accelerating my learning and with the conditions stated above:

Student's signature: _____ Date: _____

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's signature: _____ Date: _____

Principal's name (print): _____

Principal's signature: _____ Date: _____

File in student's cumulative folder. Social promotion is prohibited as per 1008.25 F.S.

REQUEST FOR HIGH SCHOOL ACCELERATION

To be completed by Parent/Guardian

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. Students wishing to complete high school in less than four years shall be able to take a maximum of twelve (12) credits each year, including summer term. **For the majority of students, honors and advanced level courses will provide the learning opportunities needed for advanced students to be challenged.** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression in high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.**

Parent permission is necessary for ACCEL options.

- 1) Students will be scheduled based on district Master Scheduling Guidelines.
- 2) Some programs of study, dedicated magnet programs, and career academies, follow a prescribed program of study and require four years in high school. Students and parents wishing to pursue ACCEL options must complete the Request for Acceleration and schedule a meeting with the school principal or designee and the school counselor.
- 3) Promotion in grades 9-12 will be based on district promotion criteria. Mid-year and full year promotion opportunities will be considered when appropriate.

Schools are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and principal.

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

☐ Subject-matter acceleration for subject(s) _____

☐ Virtual instruction in higher grade level subject(s) _____

☐ Credit Acceleration Program (CAP) for courses with a state End of Course Exams.

☐ Advanced Placement (AP) examination

☐ College Level Examination Program (CLEP)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

- 1) Academic performance
- 2) Ability to apply, analyze, and evaluate ideas at an advanced level
- 3) Ability to work independently
- 4) Ability to think creatively
- 5) Motivation to work on advanced material

Name of individual submitting request: _____

Date: _____ Relationship to student: _____

Please submit this form to the school principal.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

HIGH SCHOOL Performance Contract

(To be completed before each new ACCEL Option)

Student (legal name): _____ DOB: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Address: _____

Parent/Guardian email: _____

Select the ACCEL Option you are requesting:

☐ Subject-matter acceleration for subject(s) _____

☐ Virtual instruction in higher grade level subject(s) _____

☐ Credit Acceleration Program (CAP) for courses with a state End of Course Exam that are pass/fail for credit.

☐ Advanced Placement (AP) examination

☐ College Level Examination Program (CLEP)

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the Duval County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

I am in agreement with accelerating my learning and with the conditions stated above:

Student's signature: _____ Date: _____

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's signature: _____ Date: _____

Principal's name (print): _____

Principal's signature: _____ Date: _____

File in student's cumulative folder. Social promotion is prohibited as per 1008.25 F.S.

GENERAL - APPENDIX I: EXPECTED FLORIDA GRADE BY DATE OF BIRTH

	School Year								
BIRTHDATE	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
9/2/99-9/1/00	12								
9/2/00-9/1/01	11	12							
9/2/01-9/1/02	10	11	12						
9/2/02-9/1/03	09	10	11	12					
9/2/03-9/1/04	08	09	10	11	12				
9/2/04-9/1/05	07	08	09	10	11	12			
9/2/05-9/1/06	06	07	08	09	10	11	12		
9/2/06-9/1/07	05	06	07	08	09	10	11	12	
9/2/07-9/1/08	04	05	06	07	08	09	10	11	12
9/2/08-9/1/09	03	04	05	06	07	08	09	10	11
9/2/09-9/1/10	02	03	04	05	06	07	08	09	10
9/2/10-9/1/11	01	02	03	04	05	06	07	08	09
9/2/11-9/1/12	KG	01	02	03	04	05	06	07	08
9/2/12-9/1/13		KG	01	02	03	04	05	06	07
9/2/13-9/1/14			KG	01	02	03	04	05	06
9/2/14-9/1/15				KG	01	02	03	04	05
9/2/15-9/1/16					KG	01	02	03	04
9/2/16-9/1/17						KG	01	02	03
9/2/17-9/1/18							KG	01	02
9/2/18-9/1/19								KG	01
9/2/19-9/1/20									KG

GENERAL - APPENDIX J: STATE ASSESSMENTS*

*Please see <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.shtml> to review the full Florida state assessment calendar.

ELEMENTARY

FLORIDA STANDARDS ASSESSMENT (FSA)

Grade	Reading	Math	Writing	Science
	Florida Standards			NGSSS
3	T	T*		
4	T*	T*	T	
5	T*	T*	T	T

T = Grade Level Administered

***computer based format**

MIDDLE AND HIGH

Grade	Reading	Math	Writing	Science
	Florida Standards			NGSSS
6	T*	T*	T	
7	T*	T*	T	
8	T*	T*	T*	T
9	T*		T*	
10	T*		T*	

T = Grade Level Administered

***computer based format**

STATE END-OF-COURSE EXAM

Please see High School Appendix E for information on state End of Course Exams.

II. ELEMENTARY STUDENT PROGRESSION PROCEDURES

A. ENROLLMENT AND PLACEMENT PROCEDURES

1. ADMISSION

If the student is a military child, refer to the Interstate Compact on Educational Opportunity for Military Children in General Appendix D.

- a) **Pre-Kindergarten Admission:** Before admittance to pre-kindergarten, the principal shall require evidence of the child's age. Pre-K student must meet the specific age criteria for the Pre-K program in which they are enrolling. Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted.

- 1) Birth Certificate
- 2) Certificate of baptism, showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent
- 3) Insurance policy on the child's life that has been in force for at least 2 years
- 4) A bona fide 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

If none of the evidences listed above 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, which states that the health officer or physician examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (1003.21(4)(a-g) F.S.).

In addition to proof of age, the principal shall require the following:

- 1) Certification of school entry health examination performed within one year prior to enrollment (initial attendance) (1003.22(1) F.S.)
- 2) An updated immunization record (1003.22(3) F.S.)
- 3) Proof of home address, and
- 4) A request for the child's social security number

- b) **Kindergarten Admission:** Students are eligible for admission to public kindergarten if they have attained age 5 on or before September 1 of the current school year. Students who have attained the age of six years by February 1 of any school year are required to attend school regularly during the entire school year. If a student enters public school at age 6 without evidence of kindergarten completion on an official transcript, then they will be placed in the first program of study, and that is kindergarten (1003.21(1)(a)(1) F. S.). Before admittance to kindergarten, the principal shall require evidence of the student's age. Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted:

- 1) Birth Certificate,
- 2) Certificate of baptism, showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent,
- 3) Insurance policy on the child's life that has been in force for at least 2 years,
- 4) A bona fide 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 in the child's educational record showing at least 4 years prior to application stating date of birth.

If none of the evidences listed above 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, which states that the health officer or physician examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (1003.21(4)(a-g) F.S.).

In addition to proof of age, the principal shall require for any initial enrollment to public school:

- 1) Certification of school entry health examination performed within one year prior to enrollment (initial attendance) (1003.22(1) F.S.)

- 2) An updated immunization record (1003.22(3) F.S.)
 - 3) Proof of home address, and
 - 4) A request for the child's social security number
- c) **Kindergarten Screening:** Beginning with the 2006-2007 school year, each school must administer the statewide kindergarten screening within the first thirty (30) days of each school year. The statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards adopted by the department under 1002.67(1) F.S. This screening shall incorporate mechanisms for recognizing potential variations in kindergarten readiness rates for students with disabilities. Reading instruction/interventions are provided based upon the screening results and diagnostic assessment. Designated district schools will administer the statewide kindergarten screening for students admitted to kindergarten in a nonpublic school (1002.69 F.S.)

Grade K Eligibility

5 years of age on or before September 1 of the school year, OR
Student satisfactorily completed a non-public kindergarten with evidence of completion on an official transcript AND Student is not eligible for enrollment in first grade based on age requirement (Provisional Placement, section F).
Exception: Any student who transfers from an out-of-state public school and who does not meet the regular age requirements for admission to kindergarten in Florida public schools may be admitted to kindergarten if the student meets the age requirements for public schools within the state from which he/she is transferring, and an official transcript is provided (1003.21 (2)(a) F.S.; 1003.25 (3) F.S., 6A-1.0985 FAC, 6A-109941 FAC).

d) **Entry Requirements for Students Who Transfer from Out of State, U.S. Territories and/or Out-of-Country and Do Not Meet Regular Age Requirements for Admission to Florida Public Schools (1003.21(2)(a) F.S.; 6A-1.0985 FAC):**

- 1) In order for a student to be admitted to Florida schools from an out-of-state, U.S. territories and/or out-of-country school, the following data must be provided:
 - a. Official verification that the parent(s) or guardian(s) was a legal resident(s) of the state in which the student was previously enrolled in and attended school,
 - b. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student,
 - c. Evidence of immunization against communicable diseases as required in 1003.22 F.S.,
 - d. Evidence of date of birth in accordance with 1003.21(4) F.S., and
 - e. Evidence of a medical examination completed within the last twelve months in accordance with 1003.22 F.S.
- 2) Any student who transfers from an out-of-state, U.S. territories and/or out-of-country public school and who does not meet regular age requirements for admission to Florida public schools will be admitted upon presentation of the data required.
- 3) Any student who transfers from an out-of-state, U.S. territories and/or out-of-country non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools within the state from which he/she is transferring, and an official transcript is provided. Prior to admission, the parent or guardian must also provide the data required.

e) **First Grade Admission:** Students who have satisfactorily completed kindergarten in a public or nonpublic school and will attain the age of six years on or before September 1 will be admitted to the first grade at any time during the school year (1003.21(1)(b)(4) F.S.).

Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted.

- 1) Birth certificate
- 2) Certificate of baptism showing the date of birth and place of baptism 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 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 in the child's educational record showing at least 4 years prior to application, stating date of birth.

If none of the evidences listed above 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, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (1003.21(4)(a-g) F.S.).

Students who enter public school for the first time in first grade must be administered a district screening assessment.

f) Provisional Placement in First Grade:

- 1) **Meets Age Requirement:** Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript AND who are six years of age on or before September 1 of the school year will be enrolled and provisionally placed in Grade 1. By the end of the first diagnostic assessment window, the student will be assessed through teacher observation and district and state assessments to demonstrate mastery of the applicable state standards for kindergarten. The provisional status will be removed if validated through this process during this period. If the student does not demonstrate mastery of the standards, he/she will be reassigned to and placed in kindergarten.
- 2) **Does Not Meet Age Requirement:** Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript BUT who will be six years of age after September 1 will be enrolled and placed in kindergarten, as specified by state statute. The parent may request subject-matter acceleration (see General Procedures, Section D) and if the student meets the criteria, he/she will receive first grade instruction in ELA and/or Math, but will still be classified as a Kindergarten student. As required by state law, the student must remain classified as a kindergarten student (kindergarten homeroom); however, if the student is promoted to grade 1, the parent may also request full-year acceleration at the end of Kindergarten and the student may be accelerated to grade 2 if he/she meets the criteria.

2) REQUIRED PROGRAM OF STUDY K-5:

The required program of study for elementary students in the Duval County Public Schools reflects state and local requirements for elementary education. The areas of study required for each grade, Kindergarten through 5, are shown in Table 1.

TABLE 1: ELEMENTARY PROGRAM OF STUDY					
<u>Grade K</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
Language Arts* (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)	Language Arts*^ (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)	Language Arts* (reading, writing, speaking, listening, and language)
Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*
Science	Science	Science	Science	Science**	Science**
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies **	Social Studies **
Health	Health	Health	Health***	Health***	Health***
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music
Character Education	Character Education	Character Education	Character Education	Character Education	Character Education
<p>*Passing grade is required for promotion</p> <p>^Passing score (Level 2 or higher) on the Florida State Assessment is required for promotion in grade 3.</p> <p>** Passing grade is required for promotion in Science or Social Studies in grades 4 and 5.</p> <p>***Not required for students with disabilities on Alternate Assessment.</p>					

- a) **HEALTH EDUCATION REQUIREMENTS:** Students will receive the minimum amount of instruction in health education, to include human sexuality, substance use prevention, HIV/AIDS, bullying prevention, and other topics as specified in 1003.42 and 1003.46 F.S. Health Education standards and benchmarks are infused in ELA, Science, and Physical Education.

<u>Grade</u>	<u>Hours</u>
K-3	25 hours/year
4-5	36 hours/year

- b) Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption (1003.42(3) F.S.).
- c) **CHARACTER EDUCATION PROGRAM:** A character development program shall be required in elementary grades K-5 (1003.42(2)(s) F.S.).
- d) **PHYSICAL EDUCATION REQUIREMENTS:** Beginning with the 2007-2008 school year, all students in grades K-5 will receive a minimum of 150 minutes of physical education per week (1003.45(5) F.S.).
- e) Duval County students in grades K-12 may enroll full-time in the Duval Virtual Instruction Academy (DVIA) (See Virtual Instructional programs).

B. **PROMOTIONAL REQUIREMENTS FOR BASIC EDUCATION**

No student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement. This does not prevent students from being promoted based upon exemption according to state law and district policy. Grade 3 students who are retained due to not meeting promotion criteria in Language Arts may be eligible for remediation and potential promotion through a summer school assessment. A decision to retain a student may be appealed by a parent or legal guardian to the Superintendent or designee and a final decision will be made after a review of the student's performance. This appeal process does not apply to Grade 3 students who fail due to not meeting the state reading assessment requirements.

KINDERGARTEN		
Promotion of students in Grade K will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:		
LANGUAGE ARTS Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of E, S, or N (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based reading assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	AND	MATH Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of E, S, or N (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.
FIRST GRADE		
Promotion of students in Grade 1 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:		
LANGUAGE ARTS Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of E, S, or N, or above or final grades of S or N in Language Arts for students at Montessori schools (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based reading assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	AND	MATH Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of E, S, or N, or final grades of S or N in Math for students at Montessori schools (see General – Appendices A and E), OR a pre-defined grade level expectation score on district-determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.

SECOND GRADE		
Promotion of students in Grade 2 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:		
LANGUAGE ARTS Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of D or above or final grades of S or N in Language Arts for students at Montessori schools(see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based reading assessment, OR a sufficient growth score as determined by the difference in the district’s baseline and post-test.	AND	MATH Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above or final grades of S or N in Math for students at Montessori schools (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district’s baseline and post-test.
THIRD GRADE		
Promotion of students in Grade 3 regarding Language Arts* and Math will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:		
LANGUAGE ARTS Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of D or above or final grades of S or N in Language Arts for students at Montessori schools (see General Appendices A and E). * Promotion of students is based on attaining the minimum required score on the statewide standardized reading assessment as specified in 1008.25 F.S. The School Board may only exempt students from mandatory retention for good cause. **	AND	MATH Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above or final grades of S or N in Math for students at Montessori schools (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district’s baseline and post-test.
**GRADE 3 GOOD CAUSE EXEMPTIONS (See Elementary - Appendix B) : (1) Have less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial entry date into a school in the United States, or (2) Have an Individual Education Plan (IEP) for a student with disabilities which indicates that participation in the statewide assessment program is not appropriate, or (3) Score at or above the required percentile on the State-approved alternative assessment at the end of the school year or the end of Third Grade Reading Recovery Program, or (4) Complete a Student Portfolio in accordance with district guidelines demonstrating that they are reading at least at Level 2 performance on the statewide standardized assessment, or (5) Be a student with a disability who participates in the statewide standardized assessment and has an IEP or Section 504 plan that reflects that the student has received intensive reading instruction for more than two years but still demonstrates a deficiency in Reading and Language Arts AND was previously retained in grades K, 1, 2, or 3, or (6) Received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in K, 1, 2, or 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers, or (7) A student may not be retained more than once in grade 3. NOTE: A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.		

FOURTH GRADE				
Promotion of students in Grade 4 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:				
LANGUAGE ARTS Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Language (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based reading assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	AND	MATH Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	AND	SOCIAL STUDIES/SCIENCE Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science (see General – Appendices A and E) OR a sufficient growth score as determined by the difference in the district's baseline and post-test in Science.
FIFTH GRADE				
Promotion of students in Grade 5 will be determined through a collective analysis between the parent, teacher, and school site administrator of the following indicators:				
LANGUAGE ARTS Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Language Arts (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based reading assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	AND	MATH Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of D or above (see General – Appendices A and E), OR a pre-defined grade level expectation score on a district-determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the district's baseline and post-test.	AND	SOCIAL STUDIES/SCIENCE Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science (see General – Appendices A and E) OR a sufficient growth score as determined by the difference in the district's baseline and post-test in Science.

1. PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES WITH AN IEP

Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's Individual Education Plan [IEP] and intensive instruction/intervention. All school instruction shall be standards-based using the applicable state standards. The district must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

NOTE: Extended School Year (ESY) services must be provided for students with disabilities whose IEP team has determined that the services are necessary for the provision of a Free and Appropriate Public Education (FAPE) as documented and recommended on the IEP. This is a non-promotional program.

NOTE: The following grade placement consideration process is applicable only to those students with disabilities with an IEP, grades K -5, who were transitioned from modified standards to general education grade level standards for the 2011-2012 school year and have one or more retentions.

EXCEPTION: The promotional requirements (state required Reading assessment), along with the Good Cause Exemption criteria (1008.25 F.S.), supersede any ability for the Student Monitoring and Advocacy Review Team (SMART) to make grade level placement recommendations at the third grade level. This exception does NOT preclude the implementation of all other elements of the consideration process such as development of the intervention plan, application of the interventions, progress monitoring activities, etc.

The purpose of the **SMARTeam** is to systematically monitor and review student academic performance throughout the school year to support individual student achievement through implementation of the core curriculum and required supplemental interventions/remediation strategies designed to address areas of identified deficits.

Regular intervals of progress monitoring will be used to identify and refine intervention supports. At the end of the

school year, the **SMARTeam** will use the data/documentation from the SMART process to make recommendations regarding student grade level advancement or retention (Refer to Elementary - Appendix D).

Regardless of student grade level advancement or retention, a mandatory element of the final grade level recommendation process will be an individualized, prescriptive intervention/remediation plan that must be implemented during the following school year.

2. IMPLEMENTATION OF THE REMEDIATION AND RETENTION PROVISIONS FOR ELL STUDENTS

- a) The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - 1) amount of time in the country,
 - 2) academic experience(s),
 - 3) time needed to reach proficiency based on research,
 - 4) oral language proficiency in English,
 - 5) reading and writing proficiency in English, and
 - 6) cultural background.
- b) No ELL student should be assigned a failing grade due solely to language acquisition. Documentation of the integration of Florida's English Language Development standards with the grade level standards must be recorded in the teacher's lesson plans.
- c) The ELL Committee must meet to discuss any ELL student in grades K – 5 recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.
- d) A copy of the ELL Committee Outcomes form must be included in the student's red folder to document the ELL Committee's involvement in the retention decision for each student.

3. PROCEDURES FOR STUDENTS NOT MEETING GRADE LEVEL STANDARDS

Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and Mathematics must be covered by one of the following plans:

- 1) a federally-required student plan*,
- 2) a school-wide system of progress monitoring for all (grades 3-5) except a student who scores Level 4 or above on the English Language Arts and Mathematics assessments may be exempted from participation by the principal, or
- 3) an individualized progress monitoring plan.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a Progress Monitoring Plan (PMP) that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers will be implemented until proficiency is achieved.

*Federally-required student plans include the following:

1) Individual Educational Plan (IEP)

An IEP is defined as a written statement for each student with a disability that is developed, reviewed and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act 2004. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual Progress Monitoring Plan. (Example: A "Speech-only" IEP which does not address the academic deficits would not suffice.)

For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address his/her deficits in reading, math, science or writing on the Florida Standards Alternate Assessment (FSAA).

2) Section 504

A Section 504 plan provides students with disabilities equal opportunity to benefit from educational

programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual PMP.

3) English Language Learner (ELL) Plan

The individual student ELL plan provides documentation of ELL student status, assessment data, equal access and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (6A- 6.0901(6) FAC). The plan consists of three parts. Part A includes the programmatic assessment and eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule, while Part C is used for post-reclassification monitoring of exited students.

ELLs should be provided the opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. Following are guidelines to determine timelines for inclusion of ELLs in the school-wide process:

- a) All ELLs will participate in the assessments for monitoring progress.
- b) ELLs who have participated in the ESOL program for less than two years are not to be included in the PMP process.
- c) ELLs who have participated in the ESOL program for more than two consecutive years and are not making progress should follow the same guidelines for ELL progress monitoring as general curriculum students.

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent for each student who has been identified as not meeting district or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

- a) Each school will develop programs or strategies to assist low performing students in meeting subject or promotional requirements through Safety Net Programs. These may include but are not limited to the following:
 - 1) Differentiated classroom instruction
 - 2) School-based programs designed by administration and staff
 - 3) Before, during, and after school tutoring
 - 4) Saturday School
 - 5) Computer-assisted instruction
 - 6) Enrichment programs
 - 7) Extended Day services
 - 8) Dropout prevention services
 - 9) Exceptional Student Education services
 - 10) ESOL services
 - 11) Mentoring
 - 12) Intensive skills development programs
 - 13) Third Grade Reading Recovery Program
 - 14) Summer Educational Programs

NOTE: ESOL students or students with disabilities are entitled to participate in all safety nets offered.

b) Reading Deficiency and Parental Notification:

K-3 Reading: If any student exhibits a substantial reading deficiency as determined by assessment or teacher observation, the parent shall be immediately notified and consulted in the development of a detailed individualized progress monitoring plan (PMP) or other federally-required student plan which addresses the reading deficiency and shall be informed that the student will be given daily intensive reading instruction immediately following identification of the reading deficiency and will continue with this instruction until the deficiency is corrected. Students must have their reading proficiency monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on statewide, standardized English Language Arts assessment(1008.25 (5)(a) F.S., 6A-06.054

FAC). To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3 unless he/she meets a good cause exemption.

The parent of any K–3 student who exhibits a substantial reading deficiency must be notified in writing of the following (1008.25(5)(c) F.S.):

- 1) that his or her student has been identified as having a substantial deficiency in reading,
- 2) a description of the current services that are provided to the student,
- 3) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency,
- 4) that if the student’s reading deficiency is not remediated by the end of Grade 3; the student must be retained unless he/she is exempt from mandatory retention for good cause,
- 5) strategies for parents to use in helping their student succeed in reading proficiency,
- 6) that the required statewide assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the student to assist parents and the school district in knowing when a student is reading at or above grade level and ready for grade promotion,
- 7) 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 third grade who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio, and
- 8) mid-year promotion criteria; mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

The progress monitoring plan (PMP) shall identify the following:

- 1) the student’s specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary,
- 2) the desired levels of performance in these areas, and
- 3) the instructional and support services to be provided to meet the desired levels of performance.

District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low performing students.

c) **Retention:**

Each student who does not meet minimum performance expectations on the state required assessments in English Language Arts, science, social studies, and/or mathematics must continue remedial or supplemental instruction until expectations are met. A student shall be retained in the current grade unless one of the following occurs:

- 1) the student has met the applicable state standards,
- 2) the student’s documented deficiency is remediated according to the school-wide progress monitoring plan or an individualized progress monitoring plan, or IEP Plan, ELL Plan or 504 plan,
- 3) the student meets at least one good cause exemption in Grade 3.

Students who are retained, and students needing remediation or intensive instructional support, will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

With Region Superintendent or designee approval, a principal may administratively place a 5th grade student who has been retained two or more years into the Bridge to Success alternative education program.

Retention in Grade 3: If a student’s reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or above on the state required assessment in reading for Grade 3, the student must be retained (1008.25(5)(b) F.S.). **SEE ELEMENTARY APPENDIX C.**

- 1) These students must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include the following:
 - a) effective instructional strategies,
 - b) participation in the school district’s Third Grade Reading Recovery Program, and

- c) appropriate teaching methodologies to assist the student in becoming successful readers able to read at or above grade level and be ready for promotion to the next grade (1008.25(7)(a), F.S.).

NOTE: Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio.

- 2) Provide third grade students with intensive instruction/intervention in reading which must include effective instructional strategies to remediate the identified areas of reading deficiency, including participation in the school district's Third Grade Reading Recovery Program and a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies to assist those students in becoming successful readers able to read at or above grade level, and ready for promotion to the next grade level, which may include, but are not limited to, the following:
 - a) integration of science and social studies content within the 90-minute block.
 - b) small group instruction
 - c) reduced teacher-student ratio that is lower than other classrooms at the same grade level in the school
 - d) more frequent progress monitoring
 - e) transition classes containing 3rd and 4th grade students
 - f) tutoring or mentoring
 - g) extended school day, week, or year
 - h) Third Grade Reading Recovery Program
- 3) Provide written notification to the parent that his/her student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notice must comply with the provisions of 2002.20(14) F.S. and include a description of proposed instruction/interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency.
- 4) Provide a mid-year promotion for any student retained in Grade 3 due to a reading deficiency as evidenced by scoring a Level 1 on the state required Reading assessment, who can demonstrate that he/she is a successful and independent reader, performing at or above grade level in reading and Language Arts. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews (1008.25(7)(b)(4) F.S.). (See Elementary - Appendix C.) Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.
- 5) Provide a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.
- 6) Establish at each school, where applicable, an intensive acceleration class for any student in Grade 3 who scored at a Level 1 on state required reading assessment, or other required state assessments, and who was retained in Grade 3 the prior year because of scoring level 1. The focus of the class shall be to increase a student's reading and Language Arts skills level at least 2 grade levels in one school year. Through this class, a retained third grader could be promoted from third grade to fifth grade. (See Elementary - Appendix C.) Provide a student who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency. (See Elementary – Appendices C and D)

C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM:

- a) **Eligibility for ESOL Services:** Initial Listening, Speaking, Reading and Writing assessment is completed by district testers using the Language Assessment System (LAS Links) test as soon as possible after initial enrollment and shall be completed within four weeks (20 school days). Students in grades 3-5 must complete the

Reading/Writing assessment within the same four weeks [20 school days]. The test is administered at the neighborhood school, district office, or the Center for Language and Culture (CLC).

Eligibility for ESOL Program

GRADE	SUB-TEST	ELIGIBLE	INELIGIBLE
K	LAS Links Listening, Speaking	Levels 1, 2, or 3 Oral Composite	Levels 4 or 5 Oral Composite
1 – 2	WIDA Screener Listening, Speaking	WIDA Screener Oral Composite Score of 1.0 – 3.9	WIDA Screener Oral Composite Score of 4.0 or higher
3-5	WIDA Screener Listening, Speaking Reading & Writing	WIDA Screener Score of 1.0-3.9 Overall Composite <i>or</i> 1.0- 3.9 in Reading	WIDA Screener composite score of 4.0 or higher <i>and</i> no less than 4.0 on the Reading domain subtest
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ ELL Recommendation		

- b) **Provision to Notify Parent/Guardian in Home Language when Testing is Delayed:** A letter, developed by the district, shall be sent to the parent/guardian in the student's home language advising that their student's English language assessment has not been completed within the required time period according to federal/state guidelines.
- c) **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student's ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in Duval County Public Schools. The indicators used are the following:
- 1) academic records/report card
 - 2) transcripts
 - 3) parent interview, student interview, bilingual interpreter interview
 - 4) any other evidence of educational experience

Students who do not have documentation of educational records are placed based on age. Academic records should be current within one school year of initial registration. Upon the student's entry into the school system, it is the responsibility of the principal to determine proper grade placement through programmatic and academic assessment.

- d) **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, the following procedure should be followed:

The student should be placed in the appropriate grade level for the following school year based on his/her age,

- 1) At the end of the school year, final grades MUST NOT be entered,
- 2) FOCUS will assign an "N"; therefore, the student will remain in the same grade level,
- 3) Student will be neither promoted nor retained.

- e) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- f) **Exemption from Statewide Assessments on an Individual Basis:** According to 6A-6.0909 FAC, ELL students receiving services in an approved district program for one year or less may be exempted from FSA ELA Reading and FSA ELA Writing. Exempt ELLs must participate in the statewide English proficiency assessment. All ELLs

enrolled in tested grade levels and subjects are expected to participate in mathematics and science assessments no matter how long these students have been enrolled in a U.S. school. However, DCPS will assess all ELLs regardless of the U.S. school entry date.

- g) **Extension of Services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the student's third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- h) **Statewide English Language Proficiency Assessment:** In accordance with the Federal mandates outlined in Every Student Succeeds Act (ESSA), all English Language Learners (ELL) K – 12 will be assessed annually each spring using the statewide English language proficiency assessment in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by school-based personnel.
- i) **Implementation of the Remediation and Retention Provisions for ELL Students:**
 - 1) The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - a) amount of time in the country,
 - b) academic experience(s),
 - c) time needed to reach proficiency based on research,
 - d) oral language proficiency in English,
 - e) reading and writing proficiency in English, and
 - f) cultural background.
 - 2) No ELL student may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of appropriate ESOL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.
 - 3) The ELL Committee must meet to discuss any student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.
- j) **Summer Educational Programs Services (SEP):** SEP services will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
- k) **Program Exit Procedures:** Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting state required Reading assessments and statewide English language proficiency assessment (ACCESS for ELLs 2.0). Students may exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

ESOL Program Exit Options

Exit Option	GRADES	EXIT INDICATOR
Exit by Test Scores	K-2	WIDA ACCESS 2.0 Language Proficiency Assessment composite score of 4.0 or higher and no lower than 4.0 on the Reading domain subtest.
	3 - 5	WIDA ACCESS 2.0 Language Proficiency Assessment composite score of 4.0 or higher and no lower than 4.0 on the Reading domain subtest and a score at or above a "proficient" level 3 or higher on the FSA in ELA.
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the following criteria to override the statewide English language proficiency assessment or other state required assessment scores that do not meet state exit criteria:

- 1) extent and nature of prior educational and social experiences and student interview,
- 2) written recommendation and observation by current and previous instructional and supportive services staff,
- 3) level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards,
- 4) grades from the current or previous year, and
- 5) test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language, where feasible, will be sent home to the parents by the District Office. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

ELEMENTARY – APPENDIX A: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

Every student should have the opportunity to participate in quality physical education. The Society of Health and Physical Educators (SHAPE) defines physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.”

Program outcomes will include:

- 1) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every student,
- 2) fitness education and assessment to help students understand, improve and/or maintain their physical well-being,
- 3) the development of cognitive concepts about motor skill and fitness,
- 4) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective, **and**
- 5) the promotion of regular amounts of appropriate physical activity now and throughout life.

Requirements:

- 1) Beginning with the 2007-2008 school year, all elementary students (grades K-5) will receive a minimum of 150 minutes per week of physical education (1003.455 F.S.).
- 2) Elementary physical education may be taught by any instructional personnel defined in 1012.01(2) F.S.
- 3) All elementary students will be expected to participate in physical education activities to meet state standards and program outcomes. Physical education specialists will work cooperatively with parents, physicians, school counselors, and administrators to design/adapt physical activities to meet the needs of all students.
- 4) Recess which is defined as unstructured school time DOES NOT satisfy this requirement.
- 5) Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE as determined in their IEPs.
- 6) Funding for elementary physical education programs will be centralized at the district level and be based on a resource formula.
- 7) Physical activity, recess, and physical education are not to be withheld as punishment.
- 8) Every effort shall be made to increase the amount of physical activity students receive. This will help students meet standards and program outcomes and support the recommendations made in *the February 2004 Report to the Board on Ways to Increase the Physical Activity Levels of Elementary Children in the Duval County Public Schools*.

ELEMENTARY – APPENDIX B: EXEMPTION FROM RETENTION FOR GOOD CAUSE – 3RD GRADE ONLY

Florida Statute 1008.25 states “if the student’s reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide standardized assessment, the student must be retained.” In addition, this statute specifies the conditions for granting exemptions for good cause. Good cause exemptions shall be limited to the following:

- 1) ELL students who have had less than 2 years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
- 2) Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- 3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- 4) Students who demonstrate, through a student portfolio, that the student is performing at least at Level 2 on the statewide standardized assessment.
- 5) Students with disabilities who participate in the statewide standardized assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3.
- 6) Students who have received the intensive remediation in reading or Language Arts for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
- 7) A student may not be retained more than once in grade 3.

NOTE:

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.

Further, the statute specifies how requests for good cause exemptions must be made. The requirements are as follows:

- 1) The student’s teacher shall submit to the school principal documentation that indicates the promotion of the student is appropriate based on the student’s academic record. Documentation shall only consist of the following:
 - a) the existing progress monitoring plan (PMP)
 - b) individual educational plan (IEP) /ELL Plan, if applicable
 - c) report cards, **or**
 - d) student portfolio
- 2) The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the Assistant Superintendent, Curriculum and Instruction or designee to accept or reject the school principal’s recommendation in writing.

Checklist Production:

After the statewide standardized assessment scores have been uploaded, Information Management will produce a checklist and a parent letter for every third grade student who meets the following criteria:

- 1) An identified reading deficiency in grades K, 1, 2, and/or 3 based on locally determined or statewide assessments or teacher observations,
- 2) Participation in a school-wide progress monitoring plan or have an individualized progress monitoring plan (PMP), IEP, ELL Plan, or 504 plan in Reading in grades K, 1, 2, and/or 3, **and**
- 3) Statewide standardized assessment score below Level 2.

Checklists and instructions will be sent to the schools. A committee consisting of the principal/designee, the classroom teacher and other needed personnel will meet to discuss whether the student is eligible to be exempted from mandatory retention due to failure on the statewide standardized assessment. The parent shall be invited to participate in this process. The committee will assess student performance by reviewing the factors listed on the *3rd Grade Exemption from Retention Checklist*. **Documentation must be maintained in the student’s cumulative folder if the student is exempt.**

Though no student is automatically exempted from the provisions of this law, various factors to consider when discussing exemption may include, but are not limited to, the following:

- 1) A student with disabilities with an IEP that specifies alternate assessment.
- 2) The student has an undeniable volume of documented work that shows both scores are not a true reflection of the student's reading abilities.
- 3) The student is an ELL student whose scores will not count in the school's grade, but the student was required to be tested.

The committee will decide the following:

- 1) The student is retained in the third grade (mandatory retention due to failure on the statewide Reading standardized assessment), or
- 2) The student is exempted from the mandatory retention due to failure on the statewide Reading standardized assessment.

Duval County Public Schools
3RD GRADE EXEMPTION FROM RETENTION CHECKLIST

Student Name: _____

School: _____ **Homeroom:** _____

Student Number: _____ **Date of Birth:** _____

Reading 20__

Reading Level/Score: _____

I. OTHER INFORMATION

Language Arts Grades

First Quarter _____ Second Quarter _____ Third Quarter _____ Fourth Quarter _____

Primary Exceptionality or 504 (if applicable) _____

LEP Code (if applicable) _____

Retention Grade/Year _____

II. GOOD CAUSE EXEMPTIONS (1008.25(6)(b) F.S.)

- ☐ 1. ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on initial entry date into a school in the United States.
- ☐ 2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- ☐ 3. Students who demonstrate an acceptable level of performance on the alternative assessment.
- ☐ 4. Students who demonstrate through a student portfolio that the student is performing at the minimum requirement on the statewide standardized assessment.
- ☐ 5. Students with disabilities who participate in the statewide standardized assessment, and who have an IEP or a 504 plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in grades K, 1, 2 or 3.
- ☐ 6. Students who have received remediation in reading and Language Arts for two or more years and were previously retained in K, 1, 2, or 3 for a total of two years.
- ☐ 7. **A student may not be retained more than once in grade 3.**

NOTE:

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted.

If a student does not qualify for 1 – 7 above, the student shall be retained in third grade.

- ☐ **Retained for Reading Deficiency** Please note: District Third Grade Reading Recovery Program will be provided at selected school sites for students who lack satisfactory Reading or other state approved assessment scores.

Only students enrolled in District Third Grade Reading and those students for whom prior arrangements have been made (at least a week in advance of the test date) will be allowed to take the alternative assessment that will be administered at the end of Third Grade Reading Recovery Program.

Teacher: _____

Date: _____

Principal: _____

Date: _____

Parent: _____

Date: _____

Copies to: Parent, Cumulative Folder, Research and Evaluation

ELEMENTARY – APPENDIX C: ACCELERATED CLASS, TRANSITION CLASS, AND MID-YEAR PROMOTION OF RETAINED THIRD GRADE STUDENTS

Intensive Instructional Services:

A student who has been retained in Grade 3, who is still not ready for grade promotion, shall receive intensive instructional services to remediate the identified areas of reading deficiency including participation in the Third Grade Reading Recovery program, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies. These strategies may include but are not limited to:

- 1) having a reduced teacher-student ratio,
- 2) using a reading program listed in the state-approved District K – 12 Comprehensive Reading Plan,
- 3) integrating science and social studies content within the 90-minute block,
- 4) small group instruction,
- 5) more frequent progress monitoring,
- 6) tutoring or mentoring,

Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.

Intensive Acceleration Class

Each school district shall establish at each school, where applicable, an Intensive Acceleration Class for any student in Grade 3 who scored level 1 on the statewide standardized assessment, and who was retained in Grade 3 the prior year because of scoring Level 1 on the statewide standardized assessment. The focus of the class shall be to increase a student's reading level at least two grade levels in one school year (1008.25(7)(b) F.S.). The Intensive Acceleration Class shall:

- 1) have a reduced teacher-student ratio which is lower than other classrooms at the same grade level.
- 2) provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the Grade 4 applicable state standards in other core subject areas.
- 3) use a reading program that is scientifically research-based from the state-approved District K – 12 Comprehensive Reading Plan and has proven results in accelerating student reading achievement within the same school year.
- 4) provide intensive language and vocabulary instruction using a scientifically researched-based program, including the use of an interventionist or speech language therapist.

Transition Class:

A student who has been retained in Grade 3 and has received intensive instructional services but has not met the requirements for grade promotion, as determined by the school district, has the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency (1008.25(7)(b)10 F.S.). The Transition Class provides an opportunity for promotion prior to November 1 of the current school year for students in Grade 3 for those:

- 1) who score at Level 1 on the reading portion of the state required Reading assessment and who were retained, and
- 2) have a partially completed portfolio, **and**
- 3) have been granted administrative approval.

The Transition Class shall meet all intensive instructional services requirements.

Mid-Year Promotion of Retained Third Grade Students:

Mid-year promotion is an option to any Grade 3 student who has been retained due to scoring a Level 1 on the statewide standardized assessment who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to Grade 4.

Criteria for Mid-Year Promotion of Retained Third Grade Students:

Students who were retained in Grade 3 due to scoring Level 1 on the statewide standardized assessment, and have been provisionally placed in a transitional class or an accelerated class must demonstrate:

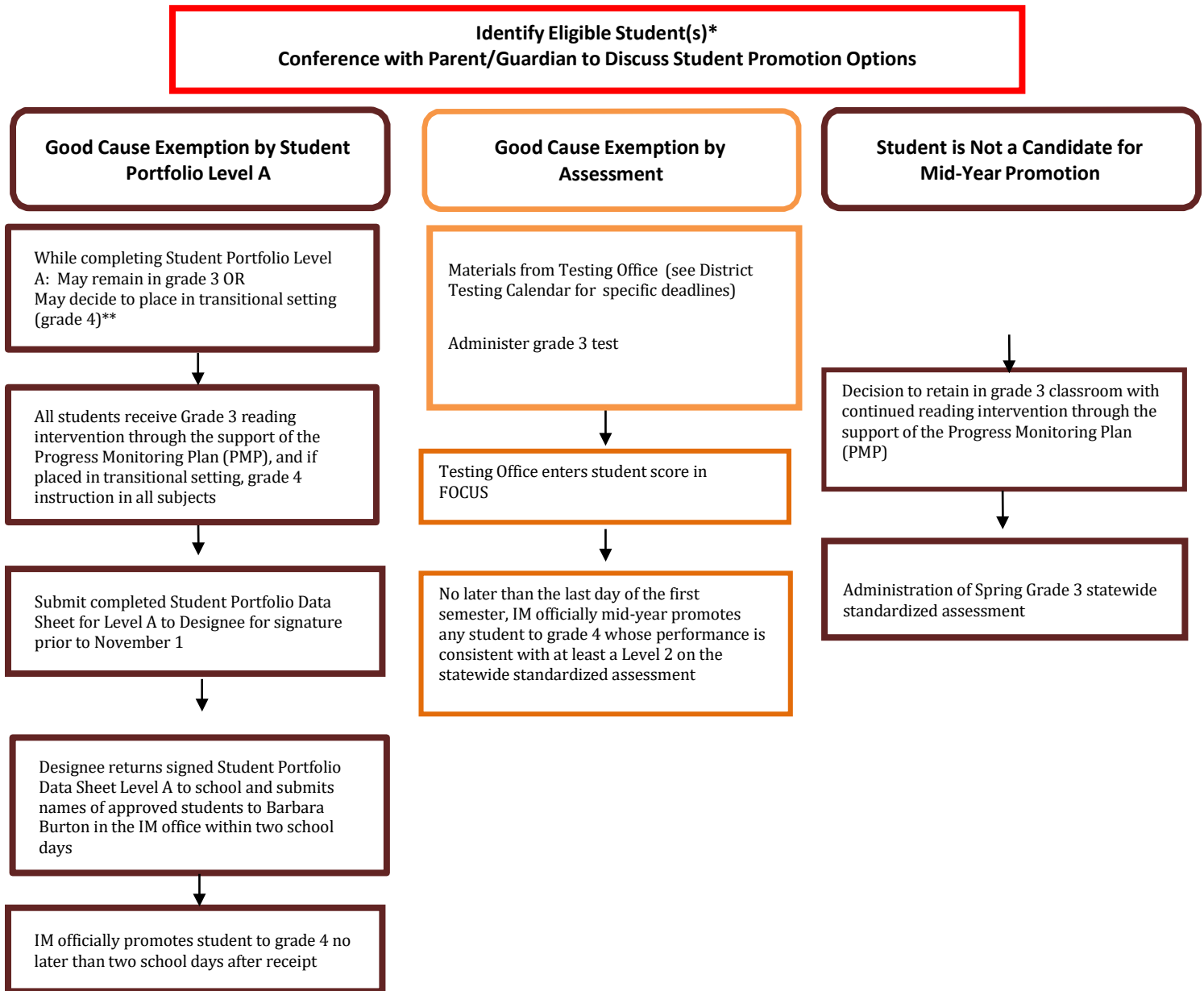
Prior to November 1:

- 1) grade level mastery as evidenced by the Third Grade Portfolio with appropriate signatures, **OR**
- 2) on a locally selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles.

After November 1: Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

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.

Third Grade Good Cause Exemption and Mid-Year Promotion (prior to November 1)



*See Elementary – Appendix B

** See Elementary – Appendix C

ELEMENTARY – APPENDIX D: GRADE PLACEMENT CONSIDERATION FOR STUDENTS WITH DISABILITIES

ELEMENTARY, GRADES K-5

Context:

As a result of FLDOE course option changes in the 2010-2011 school year, many students with disabilities and an IEP were required to follow a general standards course of study for the first time. Recognizing the significant challenge facing these students, a grade placement consideration process was developed to honor the expectation of rigorous academic achievement while, at the same time, acknowledging the impact of disability and the need for intensive, individualized intervention. This process cannot override promotion/retention at third grade level as dictated by 1008.25 F.S.

*The option for grade placement consideration (SMARTeam Advancement) only applies to students in grades 6-8 for the 2017-2018 school year who met the eligibility criteria indicated below. This option will phase out by grade level each year and will no longer be available for the 2020-2021 school year.

SMARTeam Eligibility Criteria:

- 1) Student with a disability and an IEP identified as SMARTeam eligible, **during the 2010-2011 school year only**, due to transition from modified regular standards to regular standards.

SMARTeam Advancement Criteria*:

- 1) Student identified as SMARTeam eligible during the 2010-2011 school year only. Documentation of eligibility available in the cumulative folder, and
- 2) Student has one or more previous retentions, and
- 3) Student is not meeting current regular education grade level standards, as indicated on the report card.

Student Monitoring and Advocacy Review Team (SMART) Membership:

- Principal/Designee
- School Counselor
- Current general education teacher(s) of the ESE student (Core Member)
- ESE teacher of the student with disabilities (Core Member)
- Representative from the next grade level (3rd Grading Period Initiation)
- District Disability Specialist- (serving as consultative resource, as appropriate)
- Instructional Coach (if available)
- Parent (Core Member, Invited)
- Other

SMARTeam Meeting Schedule:

- 1) Full Team - The Full Team will meet a minimum of two times per school year – (1) At the midpoint of the first grading period and (2) one/two weeks prior to submission of final grades.
- 2) Core Team - In addition to participation as Full Team members, the Core Team will meet at the midpoint and at the end of each of the first three grading periods.

Sequence of SMARTeam Activities:

- 1) Initial Meeting
Full Team meets to review individual data for any ESE student not currently meeting grade level standards in order to complete the Academic Intervention Documentation (RtI Template) OR to review the existing intervention documentation from the previous school year, if applicable. Identify member of Core SMARTeam as the case manager to facilitate intervention plan implementation.
- 2) Midpoint/End of Each Grading Period Meetings
Core Team meets to develop and continually refine progress monitoring activities. If applicable, the Core Team may recommend revisions to the current IEP.
- 3) Final Meeting
Full Team meets to review all available data from SMART/RtI activities and any other relevant/impacting data such as academic history, attendance, academic gains, and availability of remediation alternatives in order to make a grade placement recommendation to the principal. Recommendations will be provided to the principal using the SMARTeam Grade Placement Recommendation and Authorization form [available on EE/SS Portal Website]. Regardless of advancement or retention, a mandatory element of the recommendation process will be a comprehensive, rich narrative identifying the specific strategies/elements that will be put in place for effective

remediation/intervention for the student. This narrative must include specific minimum requirements for implementation of each strategy, (i.e., number of times per week, amount of time each session, student group size, etc.).

Principal Responsibilities:

- 1) Review student data relevant to SMARTeam grade placement rationale and resulting recommendations.
- 2) Authorize grade placement decision.
- 3) Grade advancements will be entered in FOCUS using the “Administrative Promotion” code.

Appeal Process:

Once an advancement/retention recommendation has been presented to the principal and a decision has been authorized by the principal, should there be a ‘challenge’ to the decision, all documentation of the process will be reviewed by the Regional Superintendent or designee, for final authorization.

III. MIDDLE SCHOOL STUDENT PROGRESSION PROCEDURES

A. ENROLLMENT AND PLACEMENT PROCEDURES

1. TRANSFER OF CREDITS

The State Board Rule on the State Uniform Transfer of Students in the Middle Grades was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools composed of middle grades 6, 7, and 8 (6A-1.09942 F.A.C.). Grades/ Courses earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation.

- a) **Transfer of Credits with an Official Transcript:** Courses/Credits from the previous school shall be honored when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent electronically or by mail and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, the course, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC). Home Education parents are responsible as the school administrator to provide to the school a transcript which provides the information noted above. The parent may type or hand-write this information, sign, and date.

When a student enrolls from a foreign country and provides academic records indicating that the student has completed a course with a passing grade, the student should receive that credit/grade. If the student is transferring from a foreign country and studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as M/J Language Arts 1, 2, 3. For example, if the student took two years of Italian, enter the appropriate M/J Language Arts course number. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for world language (FLDOE SALA office).

- b) **Transfer of Credits without an Official Transcript:** Students transferring into the Duval County Public Schools without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. (See General Appendix G.) The final determination for course placement or grades will be based primarily on classroom performance and not on any single test score. The receiving school principal/designee may utilize appropriate achievement data from grade level/subject tests such as teacher-made or final quarterly exams, minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment, portfolio evaluation by the Superintendent or designee, and/or appropriate end-of-course exams to determine grades for course credit or promotional purposes. Students must be provided at least ninety (45) days from the date of transfer to prepare for assessments outlined in this paragraph per 1003.4156(3) F.S.

When the student is placed at the appropriate sequential level and is academically unsuccessful during the first grading period, the school, parent, and teacher may reconsider the course placement and/or course grades.

Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher/2.0 GPA) at the end of the first forty-five days of enrollment. Alternative validation procedures include successful completion of course work, successfully passing teacher-made exams, successfully completing appropriate subject/grade level exams, and/or minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment. When a home education student has made satisfactory progress ("C" or higher/2.0 GPA) during the first forty-five days of enrollment, further validation is not necessary. The school must honor the grade placement/courses/grades recorded on the student's transcript. Students must be provided at least forty-five (45) days from the date of transfer to prepare for assessments outlined in this paragraph per 1003.4156(3) F.S.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

In order to be promoted to grade 9, a student from a foreign country who enters middle school having completed credits for which there is no documentation for these credits is required to have the same number of core course credits and GPA as any student at that grade level. For instance, a student entering in the 7th grade will need two credits in each of the four core subjects to promote to grade 9; while a

student entering as an 8th grade student will only need one credit in each of the four core subjects to promote to grade 9. The course or grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance (FLDOE SALA office).

- c) **Determining Course Placement/Grades/Course Credit:** In the event that a student enrolls from another school with fifteen (15) days or less left of a course and the course on the student's schedule is not available at the receiving school, the student shall be enrolled in the most comparable course available or in an independent study to complete the course credit.

Course credit or grades for students who enroll from another school district with fifteen (15) days or less left of the grading period may be determined by the school district from which the student is transferring. In the event that the transferring school district shall not issue a grade or credit for such a transferring student, the receiving school principal/designee may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotional purposes. Eighth grade students transferring into Duval County Public Schools with ninety (90) or fewer school days left of the school year may be promoted to grade 9 using achievement/report card data from the school district from which the student transferred.

For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school be used by the receiving school, based on the number of days the student was enrolled in each school.

- d) **Evaluation of Transfer Credits/Course Placement:** For grades 6-8, course placements from other educational institutions shall be accepted at face value; the validation must be completed within the first forty-five days of a student's enrollment. Once validation is complete and all appropriate courses/credits entered, a transcript for the student may be printed.

NOTE: All Duval County Public School requirements, prior to the date of entry, shall not be retroactive for transfer students provided the student has met the requirements of the school district or state from which he or she is transferring.

- e) **Requirements for Earning Credit Taken While Enrolled in the Duval County School System:** In order for a course credit to be transferable when taken outside of Duval County Public Schools, that credit shall be earned only through the following Board-authorized means for acquiring additional credit.

Program

Florida Virtual School

Private or Out-of-County Summer School (pre-approved)

Additional Information

General - Appendix F

2. **TRANSFER OF STUDENTS:**

- a) Students transferring into the Duval County Public Schools after grade 6 from private, home school, or out of state shall meet all district requirements that can be appropriately met during the time period that the students are in attendance in the Duval County Public Schools. All state and district testing requirements or other applicable district promotion requirements shall be met. Students shall be enrolled in courses which shall enable them to meet the graduation and/or promotional requirements of the Duval County School Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to DCPS with reading and/or math deficiencies should be scheduled into an intensive reading and/or intensive math course.
- b) When a student enters from private, home school, or out of state who has been promoted to grade 7, he/she shall be considered to have successfully completed one (1) English course, one (1) mathematics course, one (1) social studies course, and one (1) science course in order to satisfy the General Requirements for Middle Grades promotion pursuant to 1003.4156 F.S.
- c) When a student enters from private, home school, or out of state who has been promoted to grade 8, he/she shall be considered to have successfully completed two (2) English courses, two (2) mathematics courses, two (2) social studies courses, and two (2) science courses in order to satisfy the General Requirements for Middle Grades promotion pursuant to 1003.4156 F.S.
- d) A student transferring within Duval County Public Schools who is enrolling in a school with a period schedule different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements.
- e) Beginning in the 2012-2013 school year, if a student transfers to a Florida public school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in

Algebra 1, the students must pass the statewide standardized Algebra 1 EOC assessment to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by a transferring entity or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirement of the Elementary and Secondary Education Act. If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology, 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.

3. COURSE RECOVERY

When a student receives a "D" or "F" as a final grade in a course, they may retake the course and replace the grade in the annual GPA and credit calculation following state forgiveness criteria.

A middle school student receiving a final grade of "C", "D" or "F" in a high school course may retake the course and replace the grade in the GPA and credit calculation following state forgiveness criteria.

4. COURSE RECOVERY PROGRAMS:

- a) Dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, curriculum, or setting and shall employ alternative teaching methodologies, learning activities, and diagnostic/assessment procedures to meet the needs, interests, abilities, and talents of eligible students. Middle school students enrolled in these programs, as defined in Duval County's Comprehensive Dropout Prevention Plan, shall be exempt from the hourly instructional requirements for earning credit as defined in 1003.436(1)(a) and (b) F.S..
- b) Students in each of these programs shall not be awarded credit nor shall they be promoted unless they have demonstrated mastery of the student performance standards in the course of study as provided by the rules of the Duval County School Board (1003.436(2) F.S.). These programs would include Credit Recovery, Grand Park Career Center, Mattie V. Rutherford Alternative Education Center, Bridge to Success and the Self-Paced Academic Component at the PACE Center for Girls.

5. STATE REQUIREMENTS FOR INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES:

- a) In order for a middle school student to participate in interscholastic extracurricular student activities, a student must be promoted to grade 6. Thereafter the student must maintain a 2.0 GPA for each grading period and pass five subjects to remain eligible during grades 6, 7 and 8, except the eligibility for the first nine weeks of grade 8 which will be based on the entire previous school year's GPA. Home Education students may only participate at their attendance area school.
- b) Participation in other interscholastic extracurricular student activities requires a 2.0 GPA for the grading period prior to the event. Eligibility for the first nine weeks will be based on meeting the previous year's promotion requirements.
- c) Additionally, a student must maintain satisfactory conduct. All students are subject to the DCPS Code of Student Conduct prior to, during, and after athletic contests or extracurricular events.

6. CRITERIA FOR EARNING CREDIT/STUDENT EVALUATION:

- a) In order to earn standard course credit, and unless otherwise stated, each student (including students with disabilities) shall demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement standards are being met.
- b) Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit. Each course in each academic program in grades 6-8 must have district performance standards. A comprehensive exam or comprehensive project will be given to all students in all courses for each grading period. A District approved End of Course exam or teacher final examination will be given in each subject and shall count as 20% of the student's final course average. Middle school students enrolled in Civics, Algebra I, Algebra II, Geometry, or Biology are required to take the state EOC exam which shall count as 30% of the student's final course average. With the exception of the final grading period of the school year, make-up EOC exams will be completed during the first ten school days of the following grading period. Make-up EOC exams for the final grading period of the school year must be completed by the last day of school. (See Middle School - Appendix A.)

7. STANDARDS-BASED INSTRUCTION:

All school instruction shall be standards-based using the state standards for applicable curriculum planning, instruction, and evaluation of student progress. The Duval County Public Schools Technology Standards for Students will be implemented as technology is available.

8. DEPARTMENT OF JUVENILE JUSTICE (DJJ):

Retained eighth grade students in a year-long Department of Juvenile Justice (DJJ) program may complete the 12 core middle school academic credits and then enroll in any high school course which is academically appropriate. Promotion to high school will happen at the end of the school year.

B. PROMOTIONAL REQUIREMENTS FOR MIDDLE SCHOOL

No student shall be assigned to a grade level based solely on age or other factors that constitutes social promotion or administrative placement. The student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics. This does not preclude students from being promoted based upon state law and district policy. In order to be promoted to the next grade level, the student must meet the current teacher judgment and credit requirements as outlined in the document. Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses as indicated below:

Table 1	
Middle School Promotion Requirements (6-8)	
To Grade	Course Requirements
7	Successfully complete three or more 6th grade core courses ^{1,2,3}
8	Successfully complete three or more 7th grade core courses and recover the core course not passed in 6th grade, if applicable ^{1,2,3}
9	Successfully complete all four 8th grade core courses and recover the core course not passed in 7th grade, if applicable ^{1,2,3}
<p>1. Core courses are language arts, mathematics, science, and social studies.</p> <p>2. Teachers and administrators have an obligation to provide timely intervention so that students may recover courses (core or elective) during the academic year.</p> <p>3. One core course failed and not recovered during the academic year may be recovered during DCPS Summer Education Programs (if available) or during the summer through a private or out-of-county provider to meet course requirements for promotion.</p> <p>NOTE: A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade-adjustment.</p>	

NOTE: Beginning in the 2012-2013 school year students enrolled in Biology and Geometry are required to take the state EOC and the state EOC shall count as 30% of the final grade. In 2013-2014, middle school students are required to take the state EOC for Civics; it shall count as 30% of the final grade. Middle school students enrolled in Algebra 1, Geometry or Biology are required to take the state EOC which shall count as 30% of the final grade. Students must pass the Algebra 1 EOC to graduate.

NOTE: A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that a state end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the state end-of-course assessment results waived for the purposes of determining the student's course grade and completing the requirements for middle grades promotion. This process cannot take place until AFTER the student has taken and failed the state EOC.

1. PROMOTION TO HIGH SCHOOL

Promotion of students from middle school to high school will be based on:

- a minimum final grade of "D" in all 12 required core courses in the middle school required curriculum, and
- for students entering grade 6 during the 2006 -2007 school year and thereafter, successfully passing a social studies courses which integrates career and education planning including the creation of an Academic Plan. Students enrolled full-time in the Duval Virtual Instruction Academy (DVIA) may meet this career and education planning requirement through a standalone, half credit career course (M/J Career Education 2305000).

2. INTENSIVE REMEDIATION

a) Reading:

For each year in which a student scores at Level 1 on state required Reading assessments, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers will be in either an intensive reading course or a content area course in which reading strategies are delivered which shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by (1011.62(8) F.S.; 1003.428(2)(b)2(c) F.S.). For ELL students, M/J Developmental Language Arts through ESOL will fulfill the intensive reading course requirement.

NOTE: Exemption - A middle grade student who scores at a Level 1 or Level 2 on state required Reading assessments, but who did not score below Level 3 in the previous 3 years may be granted a one year exemption from the Reading remediation requirement. This requires that such a student has an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted as required by 1007.02(1)(b) F.S..

b) Mathematics:

For each year in which a student scores at Level 1 or Level 2 on other state required Mathematic assessments, the student must receive remediation in the following year required by 1003.428(2)(b)2(d) F. S.. The remediation may be integrated into a required mathematics course if not provided in a separate intensive mathematics course.

NOTE: A student entering middle school without state required assessment scores from the previous year may be required to take a remediation course if the student's transcript or other information from the previous school suggests that it may be an appropriate placement. A remediation class may be required at the discretion of the school administrator.

3. PROGRAM OF STUDY

Students in grades 6 through 8 will receive a progressive course of instruction. Beginning with students entering grade 6 in the 2006 – 2007 school year, promotion from a school including grades 6, 7, 8 requires that the student must successfully complete academic courses as follows:

Table 2 Middle School Curriculum	
Required Courses Grades 6 - 8	Middle School Credits
Language Arts ^{1,2,3,4}	3
Mathematics ^{1,2,3,5}	3
Science ^{1,2,3}	3
Social Studies ^{1,2,3,6}	3
Physical Education ^{7,10}	1.50
Health ^{7,10}	1.50
Electives ^{9,10,11}	3
Total Credits	18

¹ Core course in grades 6 – 8.

² Any student who scores a level 3 or above on state required assessments in Reading and Math should be considered for placement in advanced coursework.

³ Three middle school or higher courses are required in the curricular area.

⁴ These courses shall emphasize literature, composition, and technical text.

⁵ These courses may include M/J Mathematics 1 and 2, Pre-Algebra, Algebra I, Algebra I Hon., Geometry, and Geometry Hon. in the indicated sequence.

⁶ These courses include World History, Civics, US History, Law Studies, or AP Human Geography – one semester of which must include the study of state and federal government and civics education. Career and education planning, which includes the creation of an Academic Plan must be integrated into the appropriate 8th grade social studies course. Students enrolled full-time in the Duval Virtual Instruction Academy (DVIA) may meet this career and education planning requirement through a standalone, half credit career course (M/J Career Education 2305000).

⁷ Students should be enrolled in one semester of physical education and one semester of health education

bullying prevention, teen dating violence and abuse prevention, character education and internet safety in grades 7-8.) each year. Schools are encouraged to provide 225 minutes per week of PE in grades 6 – 8.

⁸ All students in grades 6 – 8 who score Level 1 or 2 on state required Reading assessments must be enrolled in an intensive reading course or a reading intervention based on their state required Reading assessment reading level and fluency level as prescribed by the student reading placement requirements for DCPS.

⁹ All students in grades 6 – 8 who score Level 1 or 2 on state required Mathematics assessments must receive remediation the following year. The remediation may be integrated into a regular mathematics course if not provided in a separate intensive mathematics course.

¹⁰ The required intensive reading course or reading intervention may take the place of an elective. Health or Physical Education (PE) shall be considered last when replacing an elective for an intensive course.

NOTE: A student with a disability who has been grade-adjusted through the EE/SS Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade-adjustment. For students entering ninth grade for the first time in 2011-2012 and thereafter, the Algebra I requirement MUST be satisfied by passing the State of Florida Algebra I End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state. Beginning in the 2012-2013 year students enrolled in Biology and Geometry are required to take the state EOC and the state EOC shall count as 30% of the final grade. In 2013-2014, middle school students are required to take the state EOC for Civics; it shall count as 30% of the final grade.

NOTE: A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that an end-of- course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student’s course grade and completing the requirements for middle grades promotion. The waiver process requires that the student take and fail the assessment.

TABLE 3
ACCESS POINT COURSES- MIDDLE SCHOOL (Grades 6-8)

<u>Access Point Courses for students with a Significant Cognitive Disability/Deficiency</u> <u>as determined by the IEP team</u>	
Required Courses Grades 6 - 8	Middle School Credits
Language Arts	3
Mathematics	3
Science	3
Social Studies ¹	3
PE ²	1.50
Health ²	1.50
Electives ³	3
Total Credits*	18

¹ Based on direction from FLDOE, every student must create an Academic Plan to be promoted to 9th grade.

² Students should be enrolled in one semester of physical education and one semester of health education (which includes instruction on bullying prevention, character education and internet safety in grade 6 and bullying prevention, teen dating violence and abuse prevention, character education and internet safety in grades 7-8)) each year. Schools are encouraged to provide 225 minutes per week of PE in grades 6 – 8. If a student is not enrolled in health education during a school year, the student must receive instruction on bullying prevention, character education, and internet safety in grade 6 and bullying prevention, teen dating violence and abuse prevention, character education and internet safety in grades 7-8, and character education through an alternate method.

³ Electives may be a combination of general education elective courses and exceptional student education special skills courses.

* A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade adjustment.

- a) **Accelerated Promotion:** A student participating in a dropout prevention program, who completes all the criteria of the program as described in the district dropout prevention plan, may be promoted during the school year or double promoted at the end of the school year. All promotions of this type must be approved by the drop-out prevention administrator.
- b) **ESOL Course Substitutions:** ELL students scoring LAS Levels 1, 2, or 3 or statewide English language proficiency assessment oral score of 712 or lower should be scheduled into M/J Development Language Arts through ESOL and NOT into Intensive Reading. Those scoring LAS Levels 4 and 5 or statewide English language proficiency assessment oral skills of 713 or higher may be scheduled into Intensive Reading.
- c) **Final Examination Requirement:** Unless the CAST evaluation of a course is a state assessment, a mandatory end of course assessment will be given for each course, to include all appropriate, allowable accommodations as identified on the IEP or Section 504 Plan, will be given to all students and will count as part of the student's final average.
- d) **Florida Virtual School:** Middle school students may enroll in academically appropriate courses available through the Florida Virtual School and be awarded credit for successful completion of such courses. Please refer to ACCEL Options in the General Section.
- e) **Duval Virtual Instruction Academy (DVIA):** Duval County students in grades K-12 may enroll full-time in DVIA.
- f) **High School Courses Taken by Middle School Students:** Middle school student who successfully completes a high school course in middle school shall receive high school credit.
To assure that parents and students are aware of the ramifications of taking a high school course while in middle school, the High School Course Advisement Form must be completed, See Middle School Appendix F.
- g) **Dual Enrollment:** Dual enrollment is an acceleration option that allows students to take postsecondary coursework and simultaneously earn high school and college credit. Middle school students enrolled in a Pre-Early College Program may take one foundational dual enrollment course as determined by DCPS and Florida State College at Jacksonville (FSCJ) in grade 8. Students attending Career Training Center at James Weldon Johnson or one of the Career Training Center satellite campuses may take one foundational dual enrollment course as determined by DCPS and Edward Waters College (EWC) in grade 8. All eligible students must meet all pre-requisite requirements including minimum annual GPA (**2.5** Pre-Early College or **2.0** Career Training Center at James Weldon Johnson) and 85 or higher on the Reading section of Postsecondary Education Readiness Test (PERT).
- h) **Pre-Early College:** Pre-Early College Programs offer eligible middle school students the opportunity to earn up to four high school credits, and three college credits. Eligible 7th grade students must score at least 770L on the 6th grade Spring administration of Achieve 3000 and have an annual 2.5 middle school GPA or higher to enroll in the pre-requisite Advanced Reading course. Principal and teacher recommendation is also required. Students participating in a Pre-Early College Program will receive special consideration for admissions into a High School Early College Program; however, acceptance is not guaranteed.
- i) **State End of Course Assessments:**

Standard High School Diploma							
1 st Year in Ninth Grade	District EOCs	Algebra I EOC	Geometry EOC	Algebra 2 EOC	Biology EOC	US History ** EOC	Graduation Test Requirements 24 Credit AND 18 Credit
2013-2014 and thereafter	20% of final grade	30% of final grade Must pass to graduate	30% of final grade	30% of final grade	30% of final grade	30% of final grade	Grade 10 Reading/Concordant and A1 EOC/PERT Comparative
Middle School							
School Year	District EOCs	Algebra I EOC	Geometry EOC	Algebra 2 EOC	Biology EOC	Civics EOC	
2013-2014 and thereafter	20% of final grade	30% of final grade Must pass to graduate	30% of final grade	30% of final grade	30% of final grade	30% of final grade	
Note: MJ LA 1, 2 & 3, MJ Math 1 & 2, Pre-Algebra and MJ Comp SC 3 (standard and advanced), Intensive Reading and Intensive Math use state assessments for CAST and do not have a district EOC. Final grades will be calculated based on quarter grades.							

- j) **Middle school students successfully completing a high school course** through a state approved virtual education provider shall satisfy the one on-line course requirement for high school graduation.
- k) **Repeating a High School Course Taken in Middle School:** Students may earn credit toward graduation by repeating a high school course taken in middle school that is designated in the State Course Code Directory as a Level 2 or Level 3 subsequent or comparable high school course if they received a final grade of "C," "D," or "F." Only the new grade shall be used in the calculation of the student's state grade point average. All attempts will remain on the high school transcript and will be included in the student's high school district (ranking) GPA.
- l) **Middle School Courses Taken in Elementary School:** Middle school courses passed in elementary school may result in the students having to remain on an accelerated track through middle and high school based on student performance. Students may also be scheduled with students outside their normal grade level.
- m) **Hourly Instructional Requirement for High School Credit:** Pursuant to 1003.436 F.S., for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours, 120 hours on a block schedule, of bona fide instruction in a designated course of study which contains student performance standards. The hourly requirements for one-half credit are one-half the requirements specified for a full credit (hours).
- n) **Instructional Levels:** In grades 6 – 8 all schools will offer comprehensive science and standard and advanced courses in Language Arts, mathematics, and social studies. Students will be encouraged to enroll in rigorous academic course work.
- o) **Academic Plan:** For middle school students entering grade 8 in the 2007-2008 school year and thereafter must complete an Academic Plan.
- p) **Parent Notification of Graduation Option:** Students in grades 6 - 12 and their parents will be provided with high school graduation options. Selection of the option is the responsibility of the student and parents. If a graduation option is not selected, the 24-Credit Standard Requirement option will be considered the selection (1003.429(2)(3) F.S.). For students with disabilities with an IEP, the discussion and selection of the graduation option is the responsibility of the IEP team, including the parent and student.
 - 1) **Procedures for Students Not Meeting Grade Level Standards:** Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans: a federally required student plan*;
 - 2) a school-wide system of progress monitoring for all (grades 6 – 8) except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
 - 3) an individualized progress monitoring plan.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

*Federally-required student plans include the following:

- 1) **Individual Education Plan (IEP):** An IEP is defined as a written statement for each student with a disability that is developed, reviewed, and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act (2004). If the student's IEP does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan. (Example: A speech-only IEP which does not address the academic deficits would not suffice.)
- 2) For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address his/her deficits in reading, mathematics, science or writing on the Florida Standards Alternate Assessment (FSAA).
- 3) **Section 504 Plan:** A Section 504 Plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.

- 4) English Language Learners (ELL) Plan: The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access, and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (6A-6.0901(6) FAC). The plan consists of three parts: Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation; Part B includes the student schedule; Part C is used for post-reclassification monitoring of exited students. If the student's ELL Plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent or guardian for each student who has been identified as not meeting district or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent/guardian understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Each school will develop programs or strategies to assist low performing students in meeting subject or promotional requirements through Safety Net programs.

School Safety Nets: Each school will offer safety nets or strategies to assist low performing students in meeting course or promotional requirements.

Each school will develop **Safety Net Programs** to assist low performing students in achieving academic success. These may include but are not limited to the following:

- a) Differentiated classroom instruction,
- b) Before, during, and after-school tutoring,
- c) Saturday School,
- d) Computer-Assisted instruction,
- e) Vacation enrichment camps,
- f) Mentoring,
- g) Intensive skills development programs,
- h) ESOL services,
- i) Exceptional Student Education services,
- j) Program designed by school administration and staff,
- k) TEAM UP,
- l) Florida Virtual School,
- m) Drop-Out prevention programs.

NOTE: ELL students and students with disabilities shall not be excluded from appropriate safety nets available at their schools.

4. PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES CURRICULUM OPTION CONTINUUM:

Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's IEP and intensive instruction/intervention. All school instruction shall be standards-based using the applicable state standards; DCPS must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

A student with a disability who has been grade adjusted through the Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by students due to the grade adjustment.

NOTE: The following grade placement consideration process is applicable only to those students with disabilities with an IEP, grades 6 - 8, who were transitioned from modified standards to general education grade level standards for the 2011-2012 school year and has one or more retentions. The purpose of the Student Monitoring and Advocacy Review Team (SMART) is to systematically monitor and review student academic/behavioral performance throughout the school year to support individual student achievement through implementation of the core curriculum and required supplemental interventions/remediation strategies designed to address areas of identified deficits. Regular intervals of progress monitoring will be used to identify and refine intervention supports. At the end of the school year, the

SMARTeam will use the data/documentation from the SMART process to make recommendations regarding student grade level advancement or retention (Refer to Middle School Appendix F).

Regardless of student grade level advancement or retention, a mandatory element of the final grade level recommendation process will be an individualized, prescriptive intervention/remediation plan that must be implemented during the following school year.

5. EXTENDED SCHOOL YEAR (ESY) FOR STUDENTS WITH DISABILITIES WITH AN IEP:

Extended School Year services must be provided for students with disabilities whose IEP team has determined that the services are necessary for provision of a Free and Appropriate Public Education (FAPE) as documented and recommended on the IEP. This is a non-promotional program.

C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM:

- 1) Eligibility for ESOL Services: Initial Listening, Speaking, Reading and Writing assessment is completed by district testers using the Language Assessment System (LAS) Links test as soon as possible after initial enrollment and shall be completed within four weeks (20 school days). The test is administered at the neighborhood school, district office, or the Center for Language and Culture (CLC).

Eligibility for ESOL Program

Grade	Sub-Test	Eligible	Ineligible
6-8	Listening, Speaking, Reading & Writing	LAS Links Oral, Reading, or Writing Level 1, 2, or 3	LAS Links Level 4 or 5
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ ELL Committee	IEP/ELL Recommendation		

- 2) **Provision to Notify Parent/Guardian in Home Language when Testing is Delayed:** A letter, developed by the district, will be sent to the parent/guardian in the student's home language advising that their student's English language assessment has not been completed within the required time period according to federal/state guidelines.
- 3) **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in the DCPS system. The indicators used are the following:
 - a) academic records/report cards;
 - b) transcripts;
 - c) parent interview, student interview, bilingual interpreter interview; and
 - d) any other evidence of educational experience.

Students who do not have documentation of educational records are placed based on age. Academic records should be current within one school year of initial registration. Upon entry into the school system, it is the responsibility of the principal to determine proper grade placement through programmatic and academic assessment.

- 4) **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, the following procedure should be followed:
 - a) The student should be placed in the appropriate grade level for the following school year based on his/her age;
 - b) At the end of the school year final grades MUST NOT be entered;
 - c) FOCUS will assign an "N"; therefore, the student will remain in the same grade level;
 - d) Student will be neither promoted nor retained.
- 5) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- 6) **Exemption from Statewide Assessments on an Individual Basis:** According to 6A-6.0909 FAC, ELL students receiving services in an approved district program for one year or less may be exempted from FSA ELA Reading and FSA ELA Writing. Exempt ELLs must participate in the statewide English proficiency assessment. All ELLs

enrolled in tested grade levels and subjects are expected to participate in mathematics, science, and EOC

assessments no matter how long these students have been enrolled in U.S. school. However, DCPS will assess all ELLs regardless of the U.S. school entry date and the student will take all state and district assessments.

- 7) **Extension of services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the students' third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- 8) **Statewide English Language Proficiency Assessment:** In accordance with federal mandates outlined in Every Student Succeeds Act (ESSA), all English Language Learners (ELL) K-12 will be assessed annually each spring using the statewide English language proficiency assessment in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by school-based personnel.
- 9) **Implementation of the Remediation and Retention Provisions for ELL Students:**
 - a) An ELL Committee may exempt ELL students in the program for two years or fewer from mandatory retention. Exemption considerations include the following:
 - 1) amount of time in the country;
 - 2) academic experience(s);
 - 3) time needed to reach proficiency based on research;
 - 4) oral language proficiency in English; and
 - 5) cultural background.
 - b) No ELL student should be assigned a failing grade solely due to language acquisition. Documentation of the integration of Florida's English Language Development standards with the grade level standards must be recorded in the teacher's lesson plans.
 - c) The ELL Committee must meet to discuss any ELL student recommended for retention prior to the retention of that student. For secondary students with potential course failure, the teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited and should be present at the meeting.
 - d) A copy of the ELL Committee Outcomes form must be included in the student's red folder to document the ELL committee involvement in the retention decision for each student.
- 10) **Summer Educational Programs:** ESOL maintenance will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
- 11) **Program Exit Procedures:** Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting state assessments, and statewide English language proficiency assessment (ACCESS for ELLs 2.0). Students may exit from the ESOL program and are classified as English Proficient when the exit criteria indicated below are met:

ESOL PROGRAM EXIT OPTIONS, Grades 6 – 8

Exit Option	Grade	Exit Indicator
Exit by Test Scores	6-8	Statewide English Language Proficiency assessment score of "Proficient" on each subtest: listening, speaking, reading, and writing and earning scores at or above the 50 th percentile on the grade level FSA in ELA.
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the following criteria to override statewide English language proficiency assessment and/or state required assessment scores that do not meet state exit criteria:

- a) extent and nature of prior educational and social experiences and student interview;
- b) written recommendation and observation by current and previous instructional and supportive services staff;
- c) level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
- d) grades from the current or previous year; and
- e) test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language (when feasible) will be sent home to the parents by the district office. Also, ELL Plan Part C, the monitoring section, must be completed within two years.

MIDDLE SCHOOL - APPENDIX A: DETERMINING THE FINAL AVERAGES FOR COURSES

Assign final averages as follows:

Grade	Middle/High School Points
A= 90% - 100%	3.5- 4.0
B= 80% - 89%	2.5 - 3.4
C= 70% - 79%	1.5 -2.4
D= 60% - 69%	1.0 -1.4
F= (59% and below)	Below 1.0

Assign points to each grading period (GP) grade, the final exam grade, and the appropriate district assessment instrument as follows:

Grade	Quality Points
A = 90% - 100%	4
B = 80% - 89%	3
C = 70% - 79%	2
D = 60% - 69%	1
F = (59% and below)	0

Final grade will be determined based on the following formulas:

Courses with a district-EOC
<p>For a 1.0 credit courses with district EOC the district EOC will count as 20% of the final grade:</p> $(Q1 + Q2 + Q3 + Q4)/4 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$ $(C + B + C + B)/4 \times .8 + (C \times .2) = \text{final grade}$ $(2 + 3 + 2 + 3)/4 \times .8 + (2 \times .2) = \text{final grade}$ $(2.5 \times .8) + .4 = \text{final grade}$ $2 + .4 = 2.4 = C$ <p>For a .50 credit course with a district EOC:</p> $(Q1 + Q2)/2 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$ $(A + B)/2 \times .8 + (B \times .2) = \text{final grade}$ $(4 + 3)/2 \times .8 + (3 \times .2) = \text{final grade}$ $3.5 \times .8 + .6 = \text{final grade}$ $2.8 + .6 = 3.4 = B$ <p>NOTE: MJ LA 1, 2 & 3, MJ Math 1 & 2, Pre-Algebra and MJ Comp SC 3 (standard and advanced), Intensive Reading and Intensive Math use state assessments for CAST and do not have a district EOC. Final grades will be calculated based on quarter grades.</p>
Courses without a district-EOC or State EOC
<p>For courses without a district- EOC or state-EOC, a mandatory teacher final exam or project shall be given to all students and shall count as 20% of their final grade.</p> <p>For a .50 credit course with no district EOC:</p> $((Q1 + Q2)/2) = \text{final grade}$ $(A + C)/2 = \text{final grade}$ $(4 + 2)/2 = \text{final grade}$ $3 = B$ <p>NOTE: For the final grade of "D", no rounding will occur. The student must earn at least a 1.0 to earn a credit.</p>
Students with Disabilities

Students with Disabilities with an IEP (with the exception of Gifted and Hospital Homebound)

For students with a disability pursuing a regular course of study: if the student has demonstrated mastery of all course standards and it has been determined that the comprehensive district EOC will not serve as an accurate measure of the student's mastery of the course content, a failed district EOC may be waived in the final grade calculation.

For students with a disability pursuing a special diploma option: if the student has demonstrated mastery of all course standards, but failed the district EOC, the impact of the EOC will be waived in the final grade calculation.

NOTE: For the purpose of calculation correctness no values are rounded to whole numbers. Calculations are carried out 6 decimal places until the final grade average.

Courses with state EOCs

For students for which the state End of Course Exam (EOC) will count as 30% of the student's final grade, a final 1.0 credit grade will be awarded for the course based on the following formula:

$$((Q1 + Q2 + Q3 + Q4)/4 \times .70) + (\text{state EOC [converted to 0-4]} \times .3) = \text{Final Grade}$$

NOTE: For the final grade of "D", no rounding will occur. The student must earn at least a 1.0 to earn a credit.

NOTE: A student with a disability, as defined in 1007.02 (2) F.S., for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end -of -course assessment results waived for the purposes of determining the student's course grade. The final grade will be based on the average of the 4 quarter grades.

General:

When there is not a state End Of Course Exam (EOC) the district EOC will count as 20% of the year long, stand-alone half credit, or second semester final grade (of a two semester course) .

NOTE: MJ LA 1, 2 & 3, MJ Math 1 & 2, Pre-Algebra and MJ Comp SC 3 (standard and advanced), Intensive Reading and Intensive Math use state assessments for CAST and do not have a district EOC. Final grades will be calculated based on quarter grades.

NOTE: EOC is defined as District End of Course Exam, Post-CAST Assessment, or teacher final (when EOC or Post-CAST assessments do not currently exist).

- 1) Each teacher arrives at a grading period grade 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.
- 2) For courses without a district EOC or state EOC, a mandatory final exam or project shall be given to all students and shall count as 20% of their final grade.
- 3) For courses with a State End of Course Exam (EOC) grades will be calculated based on state designated formulas.
- 4) For the purpose of grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school averaged with grades by the receiving school.
- 5) Students who have transferred into Duval County Public Schools and have a missing quarter grade may have the grades of their first grading period within this district counted twice for the purposes of determining the final grade averages and the ranking of seniors. A student enrolled in Duval County Public Schools, but who has not been enrolled in the sending or receiving school the minimum fifteen (15) days in a traditional or eight (8) days on a semesterized (four-by-four) or A/B class during a grading period, may be assigned an independent study to complete the course work or the principal may utilize appropriate achievement data from the subject level tests to determine course credit.
- 6) Standard mathematical procedures for rounding off shall be used in computing final grade averages. When computing grade point averages for the final course averages, divide to the hundredth's place (two digits to the right of the decimal point). If the hundredth's digit is 5 or greater, "round up" to the 10th's place (1st place behind the decimal). If the hundredth's digit is less than 5, then leave the 10th's digit as is.

NOTE: Middle school students taking high school Algebra, Geometry or Biology are required to take the state End of Course Exam (EOC) which will count as 30% of their final grade.

MIDDLE SCHOOL - APPENDIX B: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

Every student should have the opportunity to participate in quality physical education. The American Alliance for Health, Physical Education, Recreation, and Dance defines physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of well-being.” Program outcomes will include: a) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every student; b) fitness education and assessment to help students understand, improve and/or maintain their physical well-being; c) the development of cognitive concepts about motor skill and fitness; d) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and e) the promotion of regular amounts of appropriate physical activity now and throughout life.

- 1) All middle school physical education courses will be taught by certified physical education teachers.
- 2) Physical education will be regularly scheduled each year along with a health education course. (See Table 2) Schools are encouraged to provide 225 minutes per week of PE in grades 6 – 8. Any variation from this plan requires the approval from the Assistant Superintendent, Curriculum and Instruction or designee.
- 3) One-on-one counseling concerning the benefits of physical education will be made available for students in the school’s counseling office.
- 4) All middle school students will participate in physical education activities to meet state standards and program outcomes. Physical education teachers will work cooperatively with parents, physicians, school counselors, and administrators to design/adapt physical activities to meet the needs of all students.
- 5) Physical therapy is a related service and therefore is not considered physical education. State Waivers: The only approved waivers from the State of Florida for the yearly scheduled middle school physical education are the following:
 - a) Students who are required to enroll in a remedial course;
 - b) Students who are participating in physical activities outside the school day which are equal to or in excess of the mandated 225 minutes per week; or
 - c) Students who wish to enroll in another course which
 - 1) is required for credit recovery to insure promotion to the next grade level,
 - 2) is required for acceptance to a high school magnet program, or
 - 3) is providing broadened academic options or increased depth of study for a particular course.

Parents/Guardians who wish to waive the student from physical education to participate in a physical activity outside the school or to enroll in another course must request, in writing to the middle school principal, for permission for this specific state-approved waiver.

NOTE: Receiving a waiver for physical education does NOT excuse a student from participating in the state-mandated health course.

**MIDDLE SCHOOL - APPENDIX C: PROCEDURES FOR DUVAL COUNTY PUBLIC SCHOOLS STUDENTS
ATTENDING AN ACCREDITED PRIVATE SCHOOL'S OR OUT-OF-COUNTY SCHOOL'S SUMMER SESSIONS**

- 1) The parents/guardian of the student must submit a written request to the current school principal for permission to attend a summer school session outside Duval County Public Schools (DCPS) for promotional credit. This request shall be submitted to the student's current school principal prior to the beginning of the summer session.
- 2) Approval must be granted by the current school principal/designee prior to enrollment for DCPS credit to be awarded. For permission to be granted for attendance at a private school or out-of-county school's summer session for promotion, to earn credit, and/or to improve GPA, the school's summer program must consist of 120 instructional hours or more for a maximum of one credit (or two one-half credits) earned. Tutoring does not qualify as summer school, nor does it meet the teacher judgment certification requirement for promotion or earning of course credit.
- 3) In order for the student to be awarded credit, the parent shall present to the school principal/designee who granted approval a transcript verifying academic progress and attendance, including any appropriate evaluation data from the summer school prior to the opening of the new school year.
- 4) When a student attends an accredited private school* and an out-of-county public school and submits an official transcript, validation of course/grades is not necessary. The transfer grade is accepted at face value.
- 5) When a student does not attend an accredited private school and/or does not submit an official transcript, the course grade/credit shall be validated through successful ("C"/2.0 GPA) performance during the first forty-five days of the new school year (1003.25(3), F.S.; 6A-109941 FAC). If the student achieves the 2.0 GPA during the first 45 days of enrollment, further validation procedures are not necessary. The transferred summer grade will be accepted at face value.
- 6) Alternative validation procedures are to be used when the student HAS NOT made satisfactory progress at the end of the first 45 days of enrollment. Alternative validation procedures include successfully passing teacher-made exams, and/or minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment, and/or district benchmark assessment, if applicable, and/or a passing score of 60% or higher on the appropriate end-of-course exam. The principal and/or designated instructional staff may utilize the data received from the summer school and the testing data to make the final determination of grade placement and/or course grade/credit.
- 7) Florida Virtual School is not an appropriate program for a summer school session for credit recovery of a one credit course.

* A directory of private schools with their accreditation is provided on the Florida Department of Education web site at <http://www.floridaschoolchoice.org>.

Students attending a DCPS summer school program for the purpose of promotion may enroll in one full credit course through the Duval Virtual Instructional Academy.

MIDDLE SCHOOL - APPENDIX D: 6-8 SCHOOL SAFETY NETS

Grades	On-Going School Safety Net Programs (These may include but are not limited to the programs listed below.)
6-8	<ul style="list-style-type: none">• School-based programs designed by school administration and staff• TEAM UP• Florida Virtual School• Differentiated classroom instruction• Before, during, and after-school tutoring• Saturday School• Computer-Assisted instruction• Vacation enrichment camps• Mentoring• Intensive skills development programs• ESOL services• Drop-Out prevention programs <p>Note: ELL students and/or students with disabilities shall not be excluded from safety nets available at their schools.</p>

MIDDLE SCHOOL – APPENDIX E: GRADE PLACEMENT CONSIDERATION FOR STUDENTS WITH DISABILITIES MIDDLE SCHOOL, GRADES 6 - 8

Context: As a result of FLDOE course option changes, many students with disabilities, who have been following a modified course of study, are now required to address general education grade level standards for the first time. Recognizing the significant challenge facing these students, a grade placement consideration process has been developed to honor the expectation of rigorous academic achievement while, at the same time, acknowledging the impact of disability and the need for intensive, individualized intervention.

Student Criteria:

- 1) Is an ESE student who was transitioned from modified general education curriculum (special standards) to regular standards with accommodations only (during 2010-11 school year), and
- 2) Is an ESE student who is not fully meeting regular education grade level standards, and
- 3) Is an ESE student on regular standards with one or more previous retentions.
- 4) (Beginning with the 2012 – 2013 school year, any ESE student who was previously advanced by the school SMARTeam.)
- 5) Student Monitoring and Advocacy Review Team (SMART) Membership
- 6) Principal/Designee
- 7) School Counselor
- 8) Current general education teacher(s) of the ESE student (Core member)
- 9) ESE teacher of the student with disabilities (Core Member)
- 10) Representative from the next grade level (3rd Grading Period Initiation)
- 11) District Disability Specialist- (serving as consultative resource, as appropriate)
- 12) Instructional Coach (if available)
- 13) Parent (Core Member, Invited)
- 14) Other

SMARTeam Schedule:

- 1) **Full Team** - **The Full Team will meet a minimum of two times per school year** – (1) At the midpoint of the first grading period and (2) one/two weeks prior to submission of final grades.
- 2) **Core Team** - In addition to participation as Full Team members, the Core Team will meet at the midpoint and at the end of each of the first three grading periods.

Sequence of SMARTeam Activities:

- 1) Initial Meeting
Full Team meets to review individual data for any ESE student not currently meeting grade level standards in order to complete the Academic Intervention Documentation (RtI Template) OR to review the existing intervention documentation from the previous school year, if applicable. Identify member of Core SMARTeam as the case manager to facilitate intervention plan implementation.
- 2) Midpoint/End of Each Grading Period Meetings
Core Team meets to develop and continually refine progress monitoring activities. If applicable, the Core Team may recommend revisions to the current IEP.
- 3) Final Meeting
Full Team meets to review all available data from SMART/RtI activities and any other relevant/impacting data such as academic history, attendance, academic gains, and availability of remediation alternatives in order to make a grade placement recommendation to the principal. Recommendations will be provided to the principal using the SMARTeam Grade Placement Recommendation and Authorization form [available on EE/SS Portal Website]. Regardless of advancement or retention, a mandatory element of the recommendation process will be a comprehensive, rich narrative identifying the specific strategies/elements that will be put in place for effective remediation/intervention for the student. This narrative must include specific minimum requirements for implementation of each strategy, (i.e., number of times per week, amount of time each session, student group size, etc.).
- 4) Principal Responsibilities:
 - a) Review student data relevant to SMARTeam grade placement rationale and resulting recommendations.
 - b) Authorize grade placement decision.
 - c) Grade advancements will be entered in FOCUS using the “Administrative Promotion” code.

Appeal Process

Once an advancement/retention recommendation has been presented to the principal and a decision has been authorized by the principal, should there be a 'challenge' to the decision, all documentation of the process will be reviewed by the appropriate Assistant Superintendent, Curriculum and Instruction or designee for final authorization.

MIDDLE SCHOOL – APPENDIX F: HIGH SCHOOL COURSE ADVISEMENT FORM

(To be completed before course approval)

Student name: _____ DOB: _____

School: _____ Grade: _____ Student Number: _____

Parent/Guardian: _____ Phone: _____

Parent/Guardian email: _____

High school courses(s) requested for approval:

A middle school student's enrollment in a high school course is contingent upon the student meeting eligibility and procedural requirements, as outlined in the Duval County Student Progression Plan. High School courses taken in middle school:

- will appear on the high school transcript,
- will award high school credit if a final grade of D or higher is earned,
- will count in BOTH the unweighted and weighted high school Grade Point Average (GPA), (only Honors level courses are weighted),
- will count towards the Bright Futures Scholarship eligibility and the Bright Futures Grade Point Average (GPA) when applicable, and
- will count towards college admissions.

I understand and am in agreement with the conditions stated above:

Student's signature: _____ Date: _____

I grant permission for my student to enroll in a high school course:

Parent/Guardian's signature: _____ Date: _____

Principal's Designee (print): _____

Principal's Designee signature: _____ Date: _____

File copy in student's cumulative folder.

IV. HIGH SCHOOL STUDENT PROGRESSION PROCEDURES

A. Enrollment and Placement Procedures

1. TRANSFER OF CREDITS

The State Board Rule on the State Uniform Transfer of High School Credits was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools (6A-1.09941 FAC).

- a) **Transfer of Credits/Grade Placement:** Grade placements and/or credits shall be granted at face value when submitted on an official transcript.
- b) **Official Transcript:** An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, course number, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC).

If the student is placed at the appropriate sequential level and is academically unsuccessful during the first 45 days of enrollment, the school, parent, and teacher may reconsider the placement. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher/2.0 GPA) at the end of the first forty-five days of enrollment. Alternative validation procedures include:

- 1) Portfolio evaluation by the Superintendent or designee;
- 2) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- 3) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- 4) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- 5) Demonstrated proficiencies on the state required assessments;
- 6) Written review of the criteria utilized for a given grade provided by the former school; or
- 7) Successful completion of course work, successfully passing teacher-made exams, and a minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment).

Students must be provided at least forty-five (45) days from date of transfer to prepare for assessments as outlined in bullets 4 and 5.

When a student enrolls from a foreign country and provides academic records indicating that the student has completed a core subject with a passing grade, the student should receive that credit. If the student is transferring from a foreign country and studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as Language Arts I, II, III, and/or IV. For example, if the student took two years of Italian in high school, enter English I and English II. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for world language (FLDOE SALA office).

- c) **Transfer of Credits on an Official Transcript:** Grade placements and/or credits shall be granted at face value when submitted on an official transcript.
- d) **Transfer of Credits Without an Official Transcript or from Home Education:** Students transferring into the Duval County Public schools without an official transcript from home schools without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. (See General Appendix G.) The final determination for grade placement or credits will be based primarily on classroom performance and not on any single test score. The receiving school principal may utilize appropriate achievement data from grade level/subject tests such as teacher-made exams, and/or minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment, and/or appropriate end-of-course exams to determine grades for course credit or promotional purposes.

In order to graduate, a student who enters high school having completed credits in another country and for which there is no documentation for these credits is required to have the same number of core course credits as any student at that grade level. For instance, a student entering in the 10th grade will need 3

credits in each of the four core subjects to graduate; while a student entering as a 12th grade student will only need 1 credit in each of the four core subjects to graduate. The core or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examinations; and overall classroom performance (FLDOE SALA office).

- e) **Responsibility for Determining Grades/Course Credit:** In the event that a student enrolls from another school with fifteen (15) days in a traditional class or eight (8) days on a semesterized (4X4) or A/B class or less left of a course and no comparable course is available, the student shall be enrolled in the most comparable course available or in independent study to complete the course credit unless course credit has been awarded by the transferring school.

Course credit or grades for students who enroll from another school district with fifteen (15) days or less left of the grading period, may be determined by the school district from which the student is transferring. In the event that the transferring school district shall not issue a grade or credit for such a transferring student, the receiving school principal may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotional purposes. Twelfth grade students transferring into Duval County Public Schools with ninety (90) or fewer school days left of the school year may receive their diplomas from the school district from which the student transferred. Twelfth grade students transferring out of Duval County Public Schools in the last 45 days of their senior year may be awarded a Duval County Public School diploma if the student has been in a state of Florida public high school for a minimum of two years and if it can be officially verified that the student has completed State of Florida and Duval County Public School requirements.

For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school be used by the receiving school, based on the percentage of days the student was enrolled in each school

- f) **Evaluation of Transfer Credits/Grade Placement:** For grades 9-12, grade placements from other educational institutions shall be accepted. If validation is required (See SPP, Item 1, d) "Transfer of Credits Without an Official Transcript or from Home Education.", it must be completed within the first forty-five days of a student's enrollment. Once validation is complete and all appropriate courses/credits entered, a transcript for the student will be generated.

NOTE: All Duval County Public School requirements, prior to the date of entry, shall not be retroactive for transfer students provided the student has met the requirements of the school district or state from which he/she is transferring.

- g) **Requirements for Earning Credit Taken While Enrolled in the Duval County School System:** In order for a course credit to be transferable when taken outside of Duval County Public Schools, that credit shall be earned only through the following Board-authorized means for acquiring additional credit.

PROGRAM

ADDITIONAL INFORMATION

High School Completion

High School Section

Florida Virtual School

General Section

Duval Virtual Instruction Academy

General Section

Private or Out-of-County Summer School

General - Appendices F

Dual Enrollment

- h) Postsecondary credit earned through dual enrollment programs approved by the Commissioner of Education (e.g. Boys and Girls State) is accepted by Duval County District Schools for high school transcripts.

2. TRANSFER OF STUDENTS:

- a) Students transferring into the Duval County Public Schools shall meet all district requirements that can be appropriately met during the time period that the students are in the Duval County Public Schools. All state and district testing requirements or other applicable state graduation requirements shall be met. Students shall be enrolled in courses, which shall enable them to meet the graduation and/or promotional requirements of the Duval County Public Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to DCPS with reading and/or math deficiencies should be scheduled into an intensive reading and/or intensive math course.

- b) Transfer students who shall graduate from the Duval County Public Schools shall meet graduation requirements in terms of number and type of courses as designated by applicable Florida Department of Education guidelines.
- c) State and district graduation requirements, prior to the date of entry, shall not be retroactive for a transfer student provided the student has been promoted to the 11th or 12th grade and has met all requirements of the school district or state from which the student is transferring. Transfer students must earn the number of credits and courses required from the point of enrollment through their senior year (State Memorandum, DPS 84-110). However, students are not required to spend additional time in a Florida public school in order to meet Florida high school graduation requirements (State Memorandum, DPS 04-023).
- d) A student transferring within Duval County Public Schools who is enrolling into a school with a period schedule different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements.
- e) To receive a 24-credit or 18 credit standard high school diploma, a transfer student must pass the required state assessments based on ninth grade entry year (see High School Appendix E) or alternate assessments as provided by Florida law, and earn a 2.0 GPA in courses taken in a Florida public school, specified in s. 1008.22(3) F.S.. **Once a junior or senior has met the assessment graduation requirement for a standard high school diploma with a concordant/comparative score, Florida's School Code does not require the student to continue taking state assessments for the purpose of high school graduation.** However, students who have a concordant score but a Level 1 on required state assessments, may be required to enroll in remedial courses following state guidelines.
- f) A transfer student who enters a Florida public high school for the very first time in Grade 12 level and provides satisfactory proof of attaining a score on a Florida state approved alternate assessment (currently SAT, ACT and PERT) that is concordant/comparative with a passing score on the required state reading assessments shall satisfy the assessment required for a standard high school diploma as provided in 1003.43(5)(a) F.S. and 1003.43(3)(a) F.S.
- g) Students entering ninth grade for the first time in 2011-2012 and thereafter must pass the state Algebra I assessment, or earn a comparative score on the PERT assessment, to graduate. **NOTE:** Some students who entered high ninth grade in 2011-12 and 2012-13 and earned high school Algebra 1 credit in middle school may be grandfathered on the Algebra 1 test requirement for graduation.
- h) Students entering ninth grade for the first time in 2012-2013 and thereafter must take the State of Florida Course Assessment in Geometry, Biology, and US History which will count as 30% of the course grade. Students entering ninth grade for the first time in 2013-14 and thereafter must take the Algebra 1 State of Florida Course Assessment, which will count as 30% of their final grade.
- i) Beginning in the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra 1, the students must pass the statewide standardized Algebra 1 EOC assessment to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by a transferring entity or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirement of the Elementary and secondary Education Act. If a transfer student's transcript shows a final course grade and course credit in Algebra1, Algebra 2, Geometry, Biology, 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.

Course Recovery - When a student receives a D or F as a final grade in a course they may retake the course and replace the grade in the GPA and credit calculation following state forgiveness criteria.

A middle school student receiving a final grade of C, D or F in a high school course may retake the course and replace the grade in the GPA and credit calculation following state forgiveness criteria.

3. PART-TIME SENIOR ENROLLMENT:

At a minimum, seniors must be enrolled in courses required to meet graduation requirements (including GPA, credits, and state remediation requirements), and must be counseled on the advantages of taking additional courses that will prepare them for their postsecondary goals; however, seniors may be part time students. Seniors in dedicated magnets or acceleration programs may be excluded from this provision. In order to be a part-time student, seniors (grade 12) must have fulfilled all state required graduation test requirements or have the state

approved concordant or comparative scores (currently ACT and/or SAT and PERT), and have a minimum 2.0 GPA at the start of the senior year. Students must meet the qualifications for part-time enrollment and submit the request to the high school counselor by August 1 for first semester and by December 1 for second semester. Approval of a first semester part-time schedule does not guarantee approval of a part-time schedule for second semester. All other high school students (grades 9-11) must be scheduled as full-time students.

B. PROMOTIONAL REQUIREMENTS FOR HIGH SCHOOL:

Unless otherwise noted, a student's graduation requirements are the requirements in effect the first year that the student entered ninth grade.

1. NUMBER OF CREDITS REQUIRED:

Students in grades 9-11 or in their first three years of high school shall be scheduled full-time into required academic courses each year to earn sufficient credits toward graduation as specified in Tables 6-18. Seniors and students in their 4th and 5th year of high school may enroll full- or part-time. To be promoted within high school at the end of a given year, a student electing a 24-credit option must earn the minimum number of credits as indicated below.

To Grade	24 Credit Diploma Option	18 Credit ACCEL Option	Other
10	5 credits, including 1 English or 1 mathematics	5 credits, including 1 English or 1 mathematics	
11	12 credits, including 2 English and any combination of 2 mathematics and/or science	12 credits, including 2 English and any combination of 2 mathematics and/or science	
12	18 credits, including 3 English and any combination of 4 mathematics and/or science	12 credits, including 3 English and any combination of 4 mathematics and/or science	1.5 GPA or above

Midyear promotions requests must be submitted by mid-February, and will only be considered for students who have been retained in high school and meet the promotional criteria for a higher grade level.

Promotional requirements for students in Programs of Study C (for 9th graders entering 9th grade for the first time 2013-2014 or earlier) and T (for 9th graders entering 9th grade for the first time 2010-2011 or earlier)

To Grade	Credit Requirement	Other
10	5 credits, including 2 academics*	
11	12 credits, including 3 academics*	
12	18 credits, including 4 academics*	1.5 GPA or above

*Academics may be used as a general term to include courses called Academic Skills, Communications Skills, Cognitive Skills, Linguistic Skills, and subject area core academic courses.

Promotional Requirements for Program of Study P (for 9th graders entering 9th grade for the first time 2010-2011 or earlier)

To Grade	Credit Requirement	Other
10	Any 5 credits	
11	Any 12 credits	
12	Any 18 credits	1.5 GPA or above

Promotional Requirements for the 18 Credit ACCEL Diploma Option

To Grade	Credit Requirement	Other
10	5 credits, including 1 English or 1 mathematics	
12	12 credits, including 2 English and any combination of 2 mathematics and/or science	1.5 GPA

- a) **Grade Point Average (GPA) Requirements:**
 - 1) For promotion to Grade 12 a student must have a cumulative, unweighted GPA of at least 1.5.
 - 2) For graduation, students in both the 24-credit and 18 credit programs must have a cumulative, unweighted GPA of at least 2.0.
 - 3) Students shall maintain a minimum, cumulative grade point average on a 4.0 scale, or its equivalent, in courses required by the state for graduation. This average shall be referred to as the Graduation GPA and should not be confused with the ranking GPA. (See High School - Appendix B.) Schools shall identify students in grades 9 through 12 who are earning grade point averages less than that required for graduation and shall provide assistance to these students. Parents and guardians of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified mid-year that the student is at risk of not meeting the GPA graduation requirement.
- b) **State Scheduling Requirements:** For the purposes of graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course that contains student performance standards, 120 hours for courses on a block schedule. The hourly requirements for one-half credit would be half of the requirement for one full credit.
- c) **High School Courses Taken By Middle School Students:** Beginning with the 2007-2008 school year and thereafter, a middle school student who successfully completes a high school course in middle school in a district approved subject shall receive high school credit. Transfer students who received high school credit while in middle school shall be awarded credit without stipulations on subject or year taken.
- d) **Repeating a High School Course Taken in Middle School:** High school students may earn credit toward graduation by repeating a course that is designated in the State Course Code Directory as a Level 2 high school course and that was previously completed at the middle school level with a final grade of "C," "D," or "F." (1003.428(4)(d) F.S.)
- e) **Credit for Military Basic Training:** Students who successfully complete military basic training shall earn one elective half credit toward graduation. An elective physical education will be awarded.
- f) **Industry Certification Mathematics and Science Substitutions:** A student who earns an industry certification for which there is a statewide college industry certification that leads to college credit may substitute up to two mathematics credits and/or one science credit toward high school graduation. Pursuant to F.S. 1003.4282(3)(b), the industry certification mathematics waiver(s) may not be used to substitute Algebra I or Geometry. Pursuant to F.S. 1003.4282(3)(c), the industry certification science waiver may not be used to substitute Biology I. The school district determines which industry certification (passing scores) can yield course substitutions for mathematics and science. The industry certification mathematics substitution numbers are 1200998 and 1200999. The industry certification science substitution number is 2000999.
- g) **Credit Acceleration Program (CAP):** Beginning with the 2011-2012 school year, CAP allows a secondary student to earn high school credit if the student passes the statewide, standardized end-of-course (EOC) assessment without the requirement of enrolling in or completing the course. These courses include Algebra I, Algebra II, Geometry, U.S. History, and Biology. Effective July 1, 2016, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school district is required to award course credit to the student who is not enrolled or who has not completed the course.
- h) **Programs of Study:**
Students in Duval County have a variety of program of study options.

The district shall provide each student in Grade 9 and his or her parents with high school graduation options so that they may select the postsecondary education or career plan that best fits the student's needs (1003.429(1) F.S.). This selection is the exclusive right of the student and parents. Information is available in the School Counseling office.

- 1) **The 24-Credit General Requirement Option (See Tables 6A1 and 6A2.):** The general requirements for a standard high school diploma require successful completion of a minimum of 24 academic credits in grades 9 through 12. A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation. Each district school board shall establish standards for graduation from its schools, and these standards must include the following:
 - a) earning passing scores on the state defined graduation assessments, 1008.22(3)(c) F.S., or, if legislated, scores on a standardized test that are concordant with passing scores on the state assessments as defined in 1008.2(9) F.S. (Once the student has met the assessment

graduation requirement for a standard high school diploma with a concordant/comparative score, Florida's School Code does not require the student to continue taking the required state assessments, for the purpose of high school graduation, however, not achieving at least level 3 on the required state assessments, may require additional remedial coursework);

- b) completion of all other applicable requirements prescribed by the district school board pursuant to 1008.25 F.S., and
 - c) achievement of a cumulative, unweighted grade point average of 2.0.
- 2) **The 18-Credit ACCEL Option (See Tables 6A3.):** Students enrolled in ninth grade for the first time in 2013-2014 may select the ACCEL graduation options, but should be aware that selecting this option may limit their post-secondary options and Bright Futures Scholarship eligibility. The general requirements for a standard high school diploma require successful completion of a minimum of 18 academic credits in grades 9 through 12. A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation. Each district school board shall establish standards for graduation from its schools, and these standards must include the following:
- a) earning passing scores on the state defined graduation assessments, 1008.22(3)(c) F.S., or, if legislated, scores on a standardized test that are concordant with passing scores on the state assessments as defined in 1008.2(9) F.S. (Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant score, Florida's School Code does not require the student to continue taking the state required assessments for the purpose of high school graduation, however, not achieving at least level 3 on state required Reading assessments, may require additional remedial coursework);
 - b) completion of all other applicable requirements prescribed by the district school board pursuant to 1008.25 F.S., and
 - c) achievement of a cumulative, unweighted grade point average of 2.0.

NOTE: Students in dedicated magnet program must select the 24-credit General Requirement Option.

- i) **Standard and Advanced Instructional Levels:** Two instructional program levels shall be established for the subject areas of Language Arts, mathematics, and other designated academic areas. These levels shall be designated as advanced and standard. Both levels shall carry credit toward graduation. Students shall be counseled to enroll in the appropriate level by the school principal and/or the instructional staff after an individual evaluation of the student's academic achievement level.
- j) **Remedial and Compensatory Courses:** Any Level 1 course is considered remedial and shall be granted elective credit toward graduation but shall not satisfy standard promotional or graduation requirements. No student shall be granted credit toward high school graduation for enrollment in any level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's IEP.) 1003.47(7)(d) F.S.
- k) **Criteria for Earning Credit/Student Evaluation:** In order to earn standard course credit for a standard diploma and unless otherwise stated in this policy, each student (including those designated as students with disabilities) shall demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement standards are being met.

Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit. Each course of each academic program in grades 9-12 must have district performance standards. Each student shall take the comprehensive district End-of-Course (EOC) exam, when available, which will count as 20% of the final course grade. With the exception of the final grading period of the school year, make-up EOC examinations will be completed during the first ten school days of the following grading period. Make-up EOC examinations for the final grading period of the school year must be completed by the last day of school.

NOTE: A student with a disability, as defined in 1007.02(2) F.S., for whom the IEP committee determines that a state end of course assessment (EOC) cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credit.

- l) **International Baccalaureate (IB) Program:** The IB Diploma program, administered by the International

Baccalaureate Organization, is a rigorous, pre-university course of study, leading to internationally standardized examinations. By completing the Duval County Program of Study I (see Table 7) requirements a student will earn a Duval County/State of Florida standard high school diploma. To be awarded the IB diploma from the International Baccalaureate Organization (IBO), candidates must successfully complete the IB assessments/exams, theory of knowledge, the extended essay, and creativity, activity, service (CAS) as defined by the International Baccalaureate Organization. If a student withdraws from the Duval County Program of Study I after the ninth or tenth grade, he/she shall be required to complete all **district** 24 credit or 18 credit standard diploma requirements for graduation (see Table 6A1, 6A2 and 6A3). If a student withdraws from the Duval County Program of Study I after eleventh grade, he/she shall be required to complete all **state** 24 credit or 18 credit standard diploma requirements for graduation.

- m) **Advanced International Certificate of Education (AICE) Program:** The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international pre-university curriculum and examination system that emphasizes the value of broad and balanced study. By completing the Duval County Program of Study Q (see Table 8) requirements a student will earn a Duval County/State of Florida standard high school diploma. To be awarded the AICE Diploma from Cambridge, candidates must successfully complete the Cambridge International Advanced Subsidiary Level and Advanced Level curriculum and assessments as defined by Cambridge International Examinations. If a student withdraws from the Duval County Program of Study Q after the ninth or tenth grade, he/she shall be required to complete all **district** 24 credit or 18 credit standard diploma requirements for graduation (see Table 6A1, 6A2 and 6A3). If a student withdraws from the Duval County Program of Study Q after eleventh grade, he/she shall be required to complete all **state** 24 credit or 18 credit standard diploma requirements for graduation.
- n) **Advanced Placement (AP) Honors Recognition:** To qualify for AP Honors recognition, a student must take and successfully complete at least nine AP courses between grades nine (9) and twelve (12)- World History, US History, Macro or Micro Economics, US Government and Politics, English Literature, English Language, one AP Science, course one AP Mathematics course, and one elective AP course. AP courses are taught at a college level and each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an Advanced Placement Course are required to take the AP exam.
- o) **AP Capstone:** Governed by College Board, this innovative program provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma from the College Board. Most post-secondary institutions grant college credit for AP Exams with a score of 3 or higher. DCPS students enrolled in an AP course shall take the exam and shall be exempt from exam registration fees (1000.27(6) F.S.)
- p) **Alternative Education Programs:** To the extent that resources are available, each high school center may create an educational alternative program as described in the district's Dropout Prevention Plan. These classes with reduced adult-student ratio shall be offered to students who cannot meet promotion or graduation standards within the high school standard program. Placement of students in such a program shall be only with written parental permission. Course modifications as defined in Duval County's Comprehensive Dropout Prevention Plan may be used to waive the hourly instructional requirements for overage students who meet Dropout Prevention Plan criteria. However, students shall not be awarded credit unless they demonstrate mastery of the student performance standards in the course of study, if required by a specific program.
 - 1) **GED Option Component:** A GED Exit Option Component is available for students enrolled in GI and PBD programs. Students enrolled in GI shall be promoted based on performance portfolios found in their individual education plans while they are participants in this alternative education program. Students who are enrolled in the GED Exit Option Models are exempt from the minimum graduation requirements prescribed for the standard four-year, 24-credit high school diploma, including the 2.0 GPA requirement.

Students who pass the state and district requirements shall receive a State Equivalency Diploma and exit with a W10 code. The requirements include:

- a) passing the GED test;
- b) passing the state assessments or, if legislated, earning scores on a standardized test that are concordant with passing scores on the state assessments as defined in 1008.22(9) F.S. Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant score Florida's School Code does not require the student to

continue taking the state assessments for the purpose of high school graduation).

1) Performance Based Diploma and Career Development Program (PBDCDP)

Eligibility/Earning Credit: The PBDCDP is available to students between the ages of 16 and 19 years two months who are not successful in the regular school program. Counselors may submit an application for a student requesting a transfer to the appropriate academies of technology. The PBDCDP staff shall grant final approval for placing the student in the program. These students shall earn elective credit, and a career certificate of competency may be awarded to students who demonstrate mastery of eighty percent (80%) of the objectives in the program or who meet the state approved occupational completion points. The PBDCDP is also available to former students, ages 16-19 two months, who choose to return to the public school system for this program. The PBDCDP staff shall be responsible for identifying and approving former students' entrance into the program. These students shall earn elective credit and a career certificate of competency if 80% of the career objectives are met or if they earn the state approved occupational completion points. Placement of students in such a program shall be only with written parental permission.

Students participating in the PBDCDP shall be permitted to earn credits in ½-credit increments to facilitate transfer up to the maximum number of credits allowed by the particular program.

2) Graduation Initiative Program (GI) Eligibility Requirements: To be eligible to enroll in this program, students must meet all of the following eligibility criteria:

- 16 years old and currently enrolled in a PK-12 program,
- enrolled in courses that meet high school graduation requirements,
- over-age for grade; behind in credits and/or low GPA, and
- demonstrate a minimum score of 7.0 grade level on the mathematics and reading sections of the Test of Adult Basic Education (TABE).

NOTE: Students who pass only the GED requirement shall exit with a WGD code.

NOTE: While the national GED policy prohibits administering the GED tests to students currently enrolled in high school, an exception to this policy was authorized in 1990 for Florida students enrolled in dropout prevention programs. Table 12 lists the program of study for the Graduation Initiative Program.

o) Credit Recovery Programs:

Dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, curriculum, or setting and shall employ alternative teaching methodologies, learning activities, and diagnostic and assessment procedures to meet the needs, interests, abilities, and talents of eligible students. High school students enrolled in these programs, as defined in Duval County's Comprehensive Dropout Prevention Plan, shall be exempt from the hourly instructional requirements for earning credit as defined in 1003.436(1)(a-b) F.S. Students shall not be awarded credit nor shall they be promoted unless they have demonstrated mastery of the student performance standards in the course of study as provided by the rules of the Duval County School Board (1003.43(2) F.S.).

NOTE: The maximum number of credits a student can earn in a school year (August - July) is twelve (12).

2. PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES WITH AN IEP:

Students with disabilities following the general educational curriculum must meet the state or district levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's IEP and intensive instruction/intervention. All school instruction shall be standard's based using the applicable state standards. DCPS must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skill and competencies necessary for successful grade-to-grade progression and high school graduation.

3. REQUIREMENTS FOR PROMOTION AND GRADUATION AT THE HIGH SCHOOL LEVEL:

- a) Students being promoted from high school shall also meet all requirements for graduation established by the Florida State Board of Education pursuant to their indicated programs of study and 1003.428(1)(2) F.S., 1003.43 F.S., 1003.429(1)(6) F.S., or 1008.25 F.S.
- b) According to 1003.43(7)(a)(b)(c)(d) F.S., no student shall be granted credit toward a standard high school

diploma for enrollment in the following courses or programs:

1. more than a total of nine elective credits in remedial programs and compensatory programs,
2. more than one credit in exploratory career courses, and/or more than three credits in practical arts family and consumer sciences courses,
3. any Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate. This shall take effect for those students entering Grade 9 in 1997 and thereafter per 1007.21(3)(a) F.S. In such case a written assessment of the need must be included in the IEP or student performance plan and signed by the principal, school counselor, and the parent if the student is not 18 years or older.

4. **ADDITIONAL GRADUATION REQUIREMENTS: GRADES 9 – 12:**

- a) **Minimum Credit Requirement:** A minimum number of credits are required for graduation with no credit being granted for extracurricular activities, including athletics. Participation in an interscholastic sport does not decrease the minimum number of credits needed for graduation. The credits and subjects specified in Tables 6A1, 6A2, 6A3, 7, and 8 are the minimum requirements for graduation for students in the standard program. The high school program of study shall include instruction of the state standards in the appropriate courses and align with state mandated curriculum frameworks and district designated course performance standards where applicable.
- b) **Hourly Instructional Requirement for Credit:** Pursuant to 1003.436 F.S., for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The hourly requirements for one-half credit are one-half the requirements specified for a full credit (hours).

5. **PROCEDURES FOR STUDENTS NOT MEETING GRADE LEVEL STANDARDS:**

- 1) **Progress Monitoring Plans (PMP):** Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized mathematics assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans: a federally-required student plan*;
- 2) a school-wide system of progress monitoring for all (grades 9-12) except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal ; or
- 3) an individualized progress monitoring plan.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

*Federally-required student plans include the following:

- 1) **Individual Educational Plan (IEP):** An IEP is defined as a written statement for each student with a disability that is developed, reviewed and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act. If the student's IEP does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan. (Example: A "Speech-only" IEP which does not address the academic deficits would not suffice.) For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address his/her deficits in reading, mathematics, science or writing on the Florida Alternate Assessment (FAA).
- 2) **Section 504:** A Section 504 plan provides students with disabilities equal opportunity to benefit from

educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual PMP.

- 3) **English Language Learners (ELL) Plan:** The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (6A-6.0901(6) FAC). The plan consists of three parts. Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule while part C is used for post-reclassification monitoring of exited students. If the student's ELL Plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either an individual PMP or a school-wide monitoring plan.

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent for each student who has been identified as not meeting district or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Each school will develop programs or strategies to assist low performing students in meeting subject or promotional requirements through Safety Net Programs. These may include but are not limited to the following:

- 1) Differentiated classroom instruction,
- 2) School-based programs designed by administration and staff,
- 3) Before, during, and after school tutoring,
- 4) Saturday School,
- 5) Computer-assisted instruction,
- 6) Summer Enrichment programs,
- 7) Dropout prevention services,
- 8) ESOL services,
- 9) Mentoring,
- 10) Intensive skills development programs, and/or
- 11) Summer Educational Programs

NOTE: Students with disabilities and/or ELL students are entitled to participate in all safety nets.

- a) **Summer Educational Programs (SEP)** will be offered to eligible students. These programs include the following:
 - 1) ESOL: Summer Educational Programs (SEP) services will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
 - 2) EE/SS: Extended School Year (ESY) services will be offered for students with disabilities who meet the eligibility criteria as defined by the federal guidelines. This is a non-promotional program.

6. GRADUATION DATE:

- a) Any student may exit school as soon as he/she completes all graduation requirements (1003.03(3) F.S. Graduation dates will be entered for January (end of first semester) and June (including summer graduates).
- b) Pursuant to 6A-09533 FAC; 1011.60 (2) F.S., schools may decrease the number of days of instruction by up to four days for twelfth grade students for the purposes of graduation.
- c) The date on diplomas will always be a district wide date
 - a. The first school day after the last day of the semester for mid-year graduates.
 - b. The first working day after the last day of school for students at the end of the year.
- d) Students who have expressed an intention to graduate a semester or year early shall complete the Intent to Graduate Early form (High School - Appendix L).

7. GENERAL REQUIREMENTS FOR GRADUATION:

Except as otherwise authorized pursuant to 1003.429 F.S., accelerated high school graduation options, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of the state designated 24 or 18 credits, an International Baccalaureate (IB) curriculum, as designated by the district, or an Advanced International Certificate of Education (AICE) curriculum, as designated by the district. Students who have completed all high school graduation requirements cannot enroll in a high school for the purpose of participation in a commencement ceremony.

8. ACCELERATION MECHANISMS:

The State of Florida provides several articulated programs which allow students to earn college credit for courses taken in high school. At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunities and benefits of these articulated accelerated mechanisms (1003.02(1)(i) F.S.). The programs are available at various district high schools and can serve to shorten the time required to earn a high school diploma, broaden academic options, or increase the depth of study for a particular course.

a) Advanced Placement (AP) Program:

Administered by the College Board, the AP program is a nationwide program of 30 college-level courses and exams. A variety of these courses are offered at district high schools and through the Florida Virtual School. Courses can be taken during high school. Students earning a qualifying grade on an AP exam can earn college credit and/or advanced course placement for their efforts. Most post-secondary institutions grant college credit for AP exams with a score of 3 or higher. DCPS students enrolled in an AP course shall take the exam and shall be exempt from exam registration fees (1007.27(6) F.S.).

b) Dual Enrollment Program:

This program allows high school students to simultaneously earn college or career credit toward a postsecondary diploma, certificate, or degree at a Florida public institution and credit toward a high school diploma. Dual Enrollment courses are free to DCPS students including registration, matriculation, and/or lab fees. However, there are some restrictions on choice of courses.

- 1) Courses must be approved by DCPS and FSCJ.
- 2) Not all college courses are available at all high schools.
- 3) Remedial, physical education skills, and some recreational courses are not approved for dual enrollment. Dual Enrollment courses may be taken before, during, or after school or during the summer either at the high school or at the college.

Beginning with students who entered 9th grade for the first time in 2007-2008 and thereafter, students enrolled in an articulated magnet program who desire to enroll in dual enrollment courses on the college/university campus must attend classes on the high school campus at least 75% of the regular school day. Students desiring to take fewer courses at the high school campus may do so by withdrawing from the magnet program/ career academy and reenrolling at the home high school and completing the dual enrollment application there.

Effective Fall term 2011, DCPS has established dual enrollment course limitations for students not enrolled in articulated programs of study. Articulated Programs include: Early College, Early Admissions, and some CTE Pathways. Students may take up to three (3) dual enrollment courses in the fall and spring terms with a maximum of two (2) courses taken on a college campus. Students may take one dual enrollment course during the summer term if offered at the high school campus. Per the Dual Enrollment Articulation Agreement, dual enrollment is not a summer option at the college campus. Juniors must be enrolled in a full-time schedule between the high school and the college.

NOTE EXCEPTION: Students enrolled in a magnet program or career academy which requires course attendance on the post-secondary campus to maintain program continuity are exempt from the 75% rule.

c) Early Admission Program:

Early admission is a form of dual enrollment in which high school students enroll in college courses on a full time basis on a college campus. A student who meets the conditions of an early admission program may be eligible for graduation when state and district graduation requirements are met To assure that students are appropriately advised on post-secondary options, to be considered for Early Admissions a student must be enrolled in a DCPS high school by November 1st of their junior year. The Early Admissions

applications must be completed and approved by the high school principal on or before May 1st of the student's junior year in high school.

d) **International Baccalaureate (IB) Program:**

The IB Diploma program, administered by the International Baccalaureate Organization, is a rigorous, pre-university course of study, leading to internationally standardized exams. The program is designed as a comprehensive two-year curriculum which allows students to fulfill requirements of many different nations' educational systems. As with the AP and dual enrollment programs, students completing IB courses and exams are eligible for postsecondary education credits. The award of credit is based on scores achieved on the IB exams. DCPS students shall be exempt from exam registration fees (1007.27(8) F.S.). Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level. The IB Diploma recipients are eligible to receive the Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution. (See Table 7)

e) **Advanced International Certificate of Education (AICE) Program:**

This international, pre-university curriculum and examination system, which is administered by the University of Cambridge International Examinations Syndicate, emphasizes the value of broad and balanced study for academically talented students. As with AP, dual enrollment, and IB programs, students completing AICE courses and exams are eligible for postsecondary education credits. Students are guaranteed a minimum number of credits at public state colleges and universities in Florida for examination scores that are at or above the level specified by the State Articulation Coordinating Committee. DCPS students shall be exempt from the payment of any fees (1007.27(9) F.S.). The AICE Diploma recipients are eligible to receive the Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary. *See Table 8.

f) **Advanced Placement (AP) Honors Recognition:** To qualify for the district's AP Honors recognition, a student must take and successfully complete at least nine AP courses between grades nine (9) and twelve (12) – World History, US History, Macro or Micro Economics, US Government and Politics, English, Literature, English Language, one (1) science, one (1) mathematics, and one (1) AP elective. AP courses are taught at college level and each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an AP course are required to take the AP exam.

g) **Advanced Placement (AP) Capstone:** Governed by the College Board, this innovative diploma program provides students with the opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. Students who earn a score of three (3) or higher on the AP Seminar and AP Research Exams and on four (4) additional AP exams will receive the AP Capstone Diploma from the College Board. Most post-secondary institutions grant college credit for college exams with a score of 3 or higher. DCPS students enrolled in an AP course are required to take the AP exam but shall be exempt from registration fees (1007.27(6) F.S.)

9. **STATE REQUIREMENTS FOR INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES:**

- a) In **order** for a student to participate in interscholastic extracurricular student activities, a student must achieve a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in the courses required by 1003.43(1) F.S.
- b) Additionally, a student must maintain satisfactory conduct. If a student is convicted of or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

10. DIPLOMA DESIGNATIONS/SEAL OF BILITERACY

Scholar Diploma Designation In addition to meeting the district's standard high school diploma requirements:		
2010-11 and 2011-12 ninth grade cohorts	2012-13 and 2013-14 ninth grade cohorts	2014-2015 ninth grade cohort and thereafter
Earn 1 credit in Algebra 2 Earn 1 credit in statistics or an equally rigorous mathematics course- <i>any state designated mathematics course that is Level 3 or college credit bearing</i> Pass Biology EOC* Earn 1 credit in chemistry or physics Earn 1 credit in a course equally rigorous to chemistry or physics -any science course the state has designated with an EQ subject code Pass US History EOC* Earn 2 credits in the same world language Earn at least 1 credit in an Advanced Placement (AP), IB, AICE or dual enrollment course	Earn 1 credit in Algebra 2 Earn 1 credit in statistics or an equally rigorous mathematics course- <i>any state designated mathematics course that is Level 3 or college credit bearing</i> Pass Biology EOC* Earn 1 credit in chemistry or physics Earn 1 credit in a course equally rigorous to chemistry or physics - <i>any science course the state has designated with an EQ subject code</i> Pass US History EOC* Earn 2 credits in the same world language Earn at least 1 credit in an Advanced Placement (AP), IB, AICE or dual enrollment course	Earn 1 credit in Algebra 2 Pass Algebra 2 EOC Pass Geometry EOC Earn 1 credit in statistics or an equally rigorous mathematics course- any state designated mathematics course that is Level 3 or college credit bearing Pass Biology 1 EOC* Earn 1 credit in chemistry or physics Earn 1 credit in a course equally rigorous to chemistry or physics Pass US History EOC* Earn 2 credits in the same world language Earn at least 1 credit in an Advanced Placement (AP), IB, AICE or dual enrollment course
*A student is exempt from the Biology or US History assessment if the student enrolled in an AP, IB, or AICE Biology 1 or U.S History course and the student takes the respective AP, IB, or AICE assessment AND earns the minimum score for college credit.		
Merit Diploma Designation In addition to meeting the district's standard high school diploma requirements: students must attain one or more industry certifications from the FLDOE Industry Certification Funding List (per s.1003.492, F.S.)		

Students may earn one, or both of the diploma designations. The earned diploma designations will be reflected as seals on the diploma and will appear on student transcripts.

NOTE: For Students with a disability, the IEP must include a statement of the intent to earn a standard high school diploma, and if appropriate, a scholar and/or merit designation.

SEAL OF BILITERACY

Seal of Biliteracy is awarded upon attainment of academic proficiency in one or more foreign languages in addition to English. Students must complete the following requirements:

- attain a high school diploma,
- earn four foreign language course credits in the same foreign language with a cumulative 3.0 unweighted GPA or higher, and
- demonstrate proficiency in a language other than English through any one of the following:
 - receive a passing score on an Advanced Placement (AP) examination for a language other than English; International Baccalaureate examination (IB) or Advanced International Certificate of Education Diploma examination (AICE) for a language other than English.

SEAL OF BILITERACY – Gold and Silver Levels

- The Gold and Silver Seals of Biliteracy are awarded upon attainment of academic proficiency in one or more world languages in addition to English. Students must complete the following requirements:

Silver Seal of Bilingualism	Gold Seal of Bilingualism
Receive a standard high school diploma AND one of the following: -3.0 unweighted GPA in four high school credits of the same world language -Silver Seal scores or proficiency levels on a nationally recognized language exam (see application for list of accepted exams and scores/levels) -For languages not included in the nationally recognized exams, a portfolio demonstrating Intermediate Mid proficiency of American Council on the Teaching of Foreign Languages (ACTFL) communication skills	Receive a standard high school diploma AND one of the following: -3.0 unweighted GPA in four high school credits of the same world language and a score of four on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) -Gold Seal scores or proficiency levels on a nationally recognized language exam (see application for list of accepted exams and scores/levels) - For languages not included in the nationally recognized exams, a portfolio demonstrating Advanced Low proficiency of American Council on the Teaching of Foreign Languages (ACTFL) communication skills

Please consult the District World Languages Website for application, nationally recognized exams and portfolio requirements. A high school student who did not enroll in, or complete, world language courses, shall be awarded four world language high school course credits upon attaining at least the minimum score or performance level on one of the national exams recognized for the Silver Seal. World Language Transfer course codes: 0700980, 0700990, 0701980, 0701990. The following course numbers are provided for up to four credits in an additional world language: 0702980, 0702990, 0703980, 0703990.

11. PROGRAMS OF STUDY – GRADES 9-12:

Leading toward a Standard Diploma:

- A=** Standard Diploma Option 1 (Table 6A1, 6A2)
- B =** Early College- Standard Diploma Option 1 (Table 6A1)
- G=** GED Career (Table 11: Performance Based Diploma and Career Development)
- H =** AP Honors Standard Diploma Option 1 (Table 6A1)
- I =** Academic with IB (Table 7: International Baccalaureate)
- J =** Graduation Initiative/Pre-Graduation Initiative (Table 12: Graduation Initiative)
- Q =** Academic with AICE (Table 8: Cambridge Advanced International Certificate of Education)
- R =** 18-Credit ACCEL Option (Table 6A3)
- S =** Standard Diploma Option 2 (Table 6A4)
- 1=** Standard Diploma: ESE Access Points (Table 9)
- 2=** Standard Diploma: ESE Academic and Employment Competencies (Table 10)

Leading toward a Special Diploma (For students entering 9th grade for the first time in 2013-2014 or earlier):

- C =** ESE Option 1 Alternative Course of Study (Table 14A or 14B: ESE Special Diploma/Alternative Course – Option 1)
- E=** ESE Option 1 (Table 13A, 13B, or 13C: ESE Special Diploma – Option 1)
- F =** ESE Option 1 Access Points -for Students with Disabilities Pursuing a Special Diploma (Table 18)
- K =** ESE Option 2 (Table 17: ESE Performance Based Diploma – Option 2)
- P =** ESE Participatory Level (Table 16 ESE Participatory Special Diploma – Option 1)
- T =** ESE Supported Level (Table 15: ESE Supported Special Diploma – Option 1)

Programs of Study Options

TABLE 6A1 - STANDARD DIPLOMA OPTION 1
Academic Program of Study (A), Grades 9-12,
Early College Program of Study (B), and AP Honors Program of Study (H)
24-Credit General Requirement Option for students entering 9th grade for the first time from
2007-2008 until 2012-2013

NOTE: 1. Students selecting any magnet program must select the 24-Credit General Requirement Option.
2. Students who fail to select a graduation option shall be considered to have selected the 24-Credit General Requirement Option outlined below. 3. Students entering ninth grade for the first time in 2011-2012 on a 24 credit standard diploma track are required to take and pass one on-line course prior to graduation 1003.4286(2C) F.S.

Subject	High School Credit
English ^{1,2} (English I-IV, AP, DE, IB, AICE)	4
Mathematics ^{1,3,4}	4
Science ^{1,5}	3
Social Studies ^{1,6}	3
World Languages ⁷	2
The Arts ^{8,12}	1
Health Opportunities through Physical Education- Core (HOPE-Core) ^{9,10,12}	1
Electives ¹¹	6
Total Credits	24

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

² Students must successfully complete English I and II (std or adv) and English III and English IV or their equivalent AP, DE, IB, or AICE course all of which must include a major concentration in composition, reading for information, and literature. For each year in which a student scores at Level 1 on state required Reading assessments, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by 1011.62(9) F.S. and 1003.428(2)(b)2(c) F.S. However, ELL students scoring LAS Links Levels 1, 2, or 3 or statewide English language proficiency assessment Oral Score of 713 or lower should be scheduled into Developmental Language Arts through ESOL (course #1002380) NOT into Intensive Reading. Those scoring LAS Links Levels 4 and 5 or statewide English language proficiency assessment Oral Score of 714 or higher may be scheduled into Intensive Reading per 1003.56 F.S. These courses will not count as one of the four required English credits which have a major concentration in composition, reading for information, and literature, but will satisfy the elective requirement.

³ All students must earn one credit in Algebra I, one credit in Geometry, and one credit in Algebra II (or their equivalent as specified in the State Course Code Directory) prior to graduation. A student must earn a passing grade in BOTH Algebra IA and Algebra IB or Algebra I in order to meet the state/district Algebra I graduation requirement. For students entering ninth grade in 2010-2011 and earlier, the Algebra I graduation requirement, if not reflected on the high school transcript, can be satisfied by successful completion of Algebra II or any Level 3 mathematics course.

NOTE: Beginning with students entering 9th grade for the first time in 2010-2011 state EOC requirements will apply to specific courses. See High School Appendix E.

⁴ For each year that a student scores at Level 1 or 2 on required state mathematics assessments, the student must receive remediation the following year (1003.428 (2)(b)2(d) F.S.) through applied, integrated, or combined courses.

⁵ To ensure mastery of the core concepts of the Sunshine State Standards for Science, all students shall complete 1 credit in biology, and 2 additional credits in equally rigorous science courses, including Career and Technical Education (CTE) certifications that may waive the 3rd science course requirement.

⁵ Science credits shall include one credit in biology, one credit in physical sciences and one additional equally rigorous science course including Career and Technical Education (CTE) courses that satisfy the science course requirement.

NOTE: Beginning with students entering 9th grade for the first time in 2011-2012 state EOC requirements will apply to specific science courses.

⁶ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States.

⁷ Two high school credits earned in the same world language, unless a district approved waiver for Intensive Reading; Career Academy; multiple years of JROTC, band, chorus, or other art courses; or students with disabilities with an active IEP or Section 504 Plan is approved by the school's principal. High school world language courses taken in middle school in 2007-2008 and thereafter shall count as high school credits. (See High School Appendix I) American Sign Language (ASL) may be used to meet the world language requirement. Postsecondary institutions outside of Florida may not accept ASL as a world language credit for college admission.

⁸ A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. (See The only approved waiver from the State of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of "C" or better in all semesters of the courses, (requires waiver # 1500450 AND #1500460). This does not include dual enrollment ROTC classes.

⁹ HOPE-Core is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waivers from the State of Florida for the state-required HOPE-Core course include the following:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" on the personal fitness competency test (requires waiver # 1500410, 1500420 AND 1500430) for Interscholastic Sports/Personal Fitness test **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

¹⁰ Physical therapy is a related service and therefore is not considered physical education..

¹¹ Elective courses are selected by the student in order to pursue a complete educational program.

¹² Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of "C" or better satisfies the full one credit HOPE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript.

NOTE: An online course is defined as one that is delivered via online or using distance learning technology in an interactive learning environment. Students may be exempt from the online course graduation requirement if they are

- working towards a special diploma,
- working towards an 18 Credit ACCEL Diploma Option,
- following a GED Exit Option,
- following the district International Baccalaureate (IB) or Cambridge Advanced International Certificate of Education (AICE) program of study,
- a student with a disability following a standard diploma track for whom the IEP team determines the requirement is not appropriate, or
- a transfer student with less than one year remaining in school.
- completing one of the following courses: 9005100, 8207310, 8200330, 9005110, 9005120, 9005130, 9005140, 9001110, 9001120, and 9001130 and pass an information technology certification exam or pass an information technology certification without completion of courses.
- participating in and pass an online assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment in the corresponding course or courses. The online assessment is available through the Office of Career and Technical Education.

TABLE 6A2 Standard Diploma Academic Program of Study (A), Grades 9-12, Early College Program of Study (B), and AP Honors Program of Study (H) For students entering ninth grade for the first time in 2013-2014 and thereafter.	
English ^{1,2} (English I-IV, AP, DE, IB, AICE)	4
Mathematics ^{1,3}	4
Science 1,4	3
Social Studies ^{1,5}	3
World Language ⁶	2
The Arts ^{7,8}	1
PE-Health Opportunities through Physical Education- Core (HOPE-Core) ^{8,9}	1
Electives	6
Total ^{10,11,12}	24 credits
TESTS	See High School Appendix E
GPA	2.0
On-line	1 course

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

² Students must successfully complete English I and II and English III and English IV or their equivalent AP, DE, IB, or AICE course all of which must include a major concentration in composition, reading for information, and literature. For each year in which a student scores at Level 1 or Level 2 on required state Reading assessments, he/she will be scheduled into an intensive reading course or a content area course providing reading strategies following FLDOE and district guidelines. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by 1011.62(9) F.S. and 1003.428(2)(b)2(c) F.S. ELL students scoring LAS Links Levels 1, 2, or 3 or statewide English language proficiency assessment Oral Score of 713 or lower should be scheduled following district Master Scheduling guidelines.

³ All students must earn one credit in Algebra I and one credit in Geometry. The Geometry EOC will be 30% of the final grade. Students must pass the Algebra 1 EOC to graduate. Students pursuing the **Scholar Designation** must also earn a credit in Algebra 2, and pass the state Algebra 2 EOC when it becomes available.

For students entering ninth grade for the first time in 2012-2013 and thereafter state Geometry assessment will be 30% of the final course grade. For students entering ninth grade for the first time in 2013-2014 and thereafter the state Algebra 1 assessment will be 30% of the final course grade.

⁴ All students shall complete 1 credit in biology, and 2 additional credits in an equally rigorous science courses. Students pursuing the **Scholar Designation** must complete 1 credit in biology, 1 credit in physics or chemistry, and 1 additional credit in an equally rigorous science course. They must also pass the Biology EOC.

NOTE: For students entering ninth grade for the first time in 2012-2013 and thereafter State Biology assessment will be 30% of the final course grade.

⁵ The credits shall include 1 credit in American History; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States. For students entering ninth grade in 2012-13 and thereafter, the state US History EOC will be 30% of the final grade. Students pursuing the **Scholar Designation** must pass the US History EOC.

⁶ Students pursuing the 24 credit Standard Diploma option must earn 2 credits in the same world language.

⁷ A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of "C" or better satisfies the full one credit HOPE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript (requires waiver # 1500450 AND #1500460). This does not include dual enrollment ROTC classes.

⁸ HOPE-Core is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waivers from the State of Florida for the state-required HOPE-Core course include the following:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of “C” on the personal fitness competency test (requires waiver # 1500410, 1500420 AND 1504030) for Interscholastic Sports/Personal Fitness test **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of “C” or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

⁹ Physical therapy is a related service and therefore is not considered physical education.

¹⁰ One course must be online, unless the student has a disability and the IEP team determines the requirement is not appropriate, or the student transfers into a public school with less than one year remaining in school.

¹¹ Students pursuing the Merit Designation must earn 1 or more industry certifications

¹² Students pursuing the Scholar Designation must earn credit in at least 1 AP, IB, AICE or Dual Enrollment course.

TABLE 6A3
Standard Diploma – 18 Credit ACCEL Option
Program of Study (R)
Available for all ninth grade entry years

English ^{1,2} (English I-IV, AP, DE, IB, AICE) Mathematics ^{1,3}	4
Science ^{1,4}	4
Social Studies ^{1,5}	3
The Arts ⁶	3
Electives	1
	3
Total	18 credits
Tests	See High School Appendix E
GPA	2.0

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student’s assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student’s IEP.

² Students must successfully complete English I and II (std or adv) and English III and English IV or their equivalent AP, DE, IB, or AICE course all of which must include a major concentration in composition, reading for information, and literature. For each year in which a student scores at Level 1 or Level 2 on required state Reading assessments, he/she will be scheduled into an intensive reading course or a content area course providing reading strategies following FLDOE and district guidelines. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by 1011.62(9) F.S. and 1003.428(2)(b)2(c) F.S. ELL students scoring LAS Links Levels 1, 2, or 3 or statewide English language proficiency assessment Oral Score of 713 or lower should be scheduled following district Master Scheduling guidelines.

³ All students must earn one credit in Algebra 1 and one credit in Geometry. The Algebra 1 and Geometry EOCs will be 30% of the final course grade.

⁴ All students shall complete 1 credit in biology and 2 additional credits in equally rigorous science courses. The state Biology EOC will be 30% of the final grade.

⁵ The credits shall include 1 credit in American History; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States. The state US History EOC will be 30% of the final grade. Students pursuing the **Scholar Designation** must pass the US History EOC.

NOTE: For students entering ninth grade for the first time in 2012-2013 and thereafter State Biology assessment will be 30% of the final course grade.

TABLE 6A4
Standard Diploma Option 2
Academic Program of Study (S), Grades 9-12

For Students With Disabilities Not Choosing Option 1 entering 9th grade in 2012-2013 and earlier

NOTE: Student with disabilities, who meet the entry year criteria, excluding Gifted and Home/Hospital, may choose this option at any time. A parent conference and parent sign off is required.

NOTE: Students choosing this option will not be eligible for State University (SUS) admissions or for the Bright Futures scholarship.

Subject	High School Credit
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English ¹ (English I-IV, AP, DE, IB, AICE)	4
Mathematics ^{1, 2, 3}	4
Science ⁴	3
Social Studies ⁵	3
The Arts ^{6,9}	1
Health Opportunities through Physical Education (HOPE-Core) ^{7,8,10}	1
Electives ⁹	8
Total Credits¹¹	24
NOTE: students who entered ninth grade in 2011-12 and thereafter must complete one online course, unless an IEP team determines a student with a disability is eligible for a waiver for this requirement.	

¹ Student with disabilities, excluding Gifted and Home/Hospital only, may be granted credit toward high school graduation for enrollment in any district approved Level 1 courses. A written assessment of the need must be included in the student's IEP indicating that a more rigorous course of study would be inappropriate.

² Students entering ninth grade for the first time in 2010-2011, Algebra I and Geometry are required courses. For students entering ninth grade for the first time in 2012-2013 Algebra I, Geometry and Algebra II are required courses.

Students enrolled in Algebra 1 and Geometry must take the state EOCs and final grades will be impacted by ninth grade entry year (see High School Appendix E). **NOTE:** Beginning with students entering 9th grade for the first time in 2010-2011 state EOC requirements may be waived for students with disabilities, with an IEP, who meet state guidelines.

³ For each year that a student scores at Level 1 or 2 on required state mathematics assessments, the student must receive remediation the following year (1003.428 (2)(b)2(d) F.S.) through applied, integrated, or combined courses.

⁴ Science credits shall include 1 credit in biology, and 2 additional equally rigorous science courses including Career and Technical Education (CTE) courses that satisfy the science course requirement.

⁵ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States.

⁶ A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. (See The only approved waiver from the State of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of "C" or better. This does not include dual enrollment ROTC classes (requires waiver # 1500450 AND #1500460).

⁷ HOPE-Core is a one credit physical education course includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waivers from the State of Florida for the state-required HOPE-Core course include the following:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels **AND** a passing grade of "C" on the personal fitness competency test (requires waiver # 1500410, 1500420 **AND** 1504030) for Interscholastic Sports/Personal Fitness test **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

⁸ Physical therapy is a related service and therefore is not considered physical education.

⁹ Elective courses are selected by the student in order to pursue a complete educational program. Students who scored a Level 1 or 2 on state required Reading assessments must be scheduled into an appropriate intensive reading course as determined by state guidelines.

¹⁰ Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of "C" or better satisfies the full one credit HOPE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript.

¹¹ One course must be online, unless the student has a disability and the IEP team determines the requirement is not appropriate, or the student transfers into a public school with less than one year remaining in school.

Table 7 Duval County International Baccalaureate (IB) and Diploma Designations Program of Study (I)	
English ¹	4
Mathematics ²	4
Science ³	4
Social Studies ⁴	3
World Language ⁵	2
Theory of Knowledge ⁶	1
Electives ⁷	6
Total	24 credits
TESTS	See High School Appendix E.
Additional Requirements	Completion of IB assessments/exams, theory of knowledge, the extended essay, and creativity, activity, service (CAS) as defined by the International Baccalaureate Organization.
<p>¹ Students must successfully complete English I, II, III and IV or their equivalent IB or Advanced Placement (AP) English course all of which must include a major concentration in composition, reading for information, and literature. At least two courses must be level three English courses, one of which must be an IB or AP English course. ELL students scoring LAS Links Levels 1, 2, or 3 or statewide English language proficiency assessment Oral Score of 713 or lower should be scheduled following district Master Scheduling guidelines.</p> <p>² All students must earn one credit in Algebra I, one credit in Geometry, one credit in Algebra II and at least one additional math credit which must be an IB or AP math course as defined by the Florida Department of Education Course Code Directory. For students entering ninth grade in 2013-2014 and thereafter the State Algebra 1 assessment will be 30% of the final grade. For students entering ninth grade for the first time in 2012-2013 and thereafter the State Geometry assessment will be 30% of the final course grade.</p> <p>³ All students must earn one credit in biology, and three additional science credits, one of which must be an IB or AP science course as defined by the Florida Department of Education Course Code Directory. For students entering ninth grade for the first time in 2012-2013 and thereafter the State Biology assessment will be 30% of the final grade.</p> <p>⁴ At least two courses must be level three social studies courses, one of which must be an IB or AP social studies course as defined by the Florida Department of Education Course Code Directory.</p> <p>⁵ Students must earn 2 credits in the same world language.</p> <p>⁶ One credit in Theory of Knowledge.</p> <p>⁷ May include any course listed in the <u>Florida Department of Education Course Code Directory</u> for which high school credit is granted. At least one course must be IB to meet the IB sixth subject requirement. Each school will offer the minimum course requirements for Program of Study I. Additional course offerings will be at the discretion of the school and subject to budgetary constraints. Course prerequisites are at the discretion of the individual schools.</p> <p>NOTE:</p> <ul style="list-style-type: none"> By completing the Duval County Program of Study I requirements a student will earn a Duval County/State of Florida standard high school diploma. To be awarded the IB diploma from the International Baccalaureate Organization, candidates must successfully complete the IB assessments/exams, theory of knowledge, the extended essay, and creativity, activity, service (CAS) as defined by the International Baccalaureate Organization. <p>If a student withdraws from the Duval County Program of Study I after the ninth or tenth grade, he/she shall be required to complete all district 24 credit or 18 credit standard diploma requirements for graduation (see Table 6A1, 6A2 and 6A3). If a student withdraws from the Duval County Program of Study I after the eleventh grade, he/she shall be required to complete all state 24 credit or 18 credit standard diploma requirements for graduation.</p>	

TABLE 8
Duval County Cambridge Advanced International Certificate of Education (AICE) and Diploma Designations
Program of Study (Q)

Credit Requirements

NOTE: The required credits are defined by the subject areas listed in the Florida Department of Education Course Code Directory.

English ¹	4
Mathematics ²	4
Science ³	4
Social Studies ⁴	3
World Language ⁵	2
Global Perspectives ⁶	1*
Electives ⁷	7/6*
Total	24 credits
TESTS	See High School Appendix E

¹ Students must successfully complete English I, II, III and IV or their equivalent AICE or Advanced Placement (AP) course all of which must include a major concentration in composition, reading for information, and literature. **At least three courses must be level three English courses, one of which must be an AICE or AP English course.** ELL students scoring LAS Links Levels 1, 2, or 3 or statewide English language proficiency assessment Oral Score of 713 or lower should be scheduled following district Master Scheduling guidelines.

² All students must earn one credit in Algebra I, one credit in Geometry, one credit in Algebra II and **at least one additional math credit which must be an AICE or AP math course as defined by the Florida Department of Education Course Code Directory.** For students entering ninth grade for the first time in 2012-2013 and thereafter the State Geometry assessment will be 30% of the final course grade. For students entering ninth grade for the first time in 2013-2014 and thereafter the State Algebra 1 assessment will be 30% of the final course grade.

³ All students must earn one credit in biology, and three additional science credits, **one of which must be an AICE or AP science course as defined by the Florida Department of Education Course Code Directory.** For students entering ninth grade for the first time in 2012-2013 and thereafter the State Biology assessment will be 30% of the final course grade.

⁴ **Any level three social studies courses one of which must be an AICE or AP social studies course as defined by the Florida Department of Education Course Code Directory.**

⁵ Students must earn 2 credits in the same world language.

⁶ Students entering ninth grade in 2013-2014 and thereafter, must have one credit of AICE Global Perspectives (1700364 or 1700366).*

⁷ May include any course listed in the Florida Department of Education Course Code Directory for which high school credit is granted. Students entering ninth grade for the first time in 2013-14 and thereafter are only required to earn six elective credits.*

Each school will offer the minimum course requirements for Program of Study Q. Additional course offerings will be at the discretion of the school and subject to budgetary constraints. Course prerequisites are at the discretion of individual schools.

NOTE:

- By completing the Duval County Program of Study Q requirements a student will earn a Duval County/State of Florida standard high school diploma.
- To be awarded the AICE Diploma from Cambridge, candidates must successfully complete the Cambridge International Advanced Subsidiary Level and Advanced Level curriculum and assessments as defined by Cambridge International Examinations. Individual schools will submit AICE Diploma candidates to Cambridge in the candidates' final exam series.

If a student withdraws from the Duval County Program of Study Q after the ninth or tenth grade, he/she shall be required to complete all **district** 24 credit or 18 credit standard diploma requirements for graduation (see Table 6A1, 6A2 and 6A3). If a student withdraws from the Duval County Program of Study Q after the eleventh grade, he/she shall be required to complete all **state** 24 credit or 18 credit standard diploma requirements for graduation.

TABLE 9
Exceptional Student Education (Grades 9-12), for students entering 9th grade for the first time in
2014-2015 and thereafter
Program of Study (1) for Students with Disabilities Pursuing a Standard Diploma: Access Points

Subject	Credit
English ¹	4
Mathematics ¹	4
Science ^{1, 2}	3
Social Studies ^{1, 3}	3
The Arts ⁴	1
Health /Physical Education ^{5, 6}	1
Electives and/or career courses	8
Total Credits⁷	24

¹ Eligible career and technical education (CTE) courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History (6A.109963 F.A.C.).

² Science credits shall include one credit in Access Biology, two of the three required credits must have a laboratory component.

³ The credits shall include 1 credit in Access US History; 1 credit in Access World History; ½ credit in Access Economics with financial literacy; and ½ credit in Access US Government.

⁴ A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. (The only approved waiver from the State of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of "C" or better. This does not include dual enrollment ROTC classes (requires waiver # 1500450 AND #1500460).

⁵ One credit of Access HOPE or HOPE may satisfy this requirement. It is recommended that the Access HOPE or HOPE course be taken in Grade 11. The only approved waivers from the State of Florida for the HOPE course include the following:

- Participation in two seasons of any interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" or better on the Florida Competency Test of Personal Fitness (requires waiver numbers 1500410, 1500420 AND 1500430) **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

⁶ Physical therapy is a related service and therefore is not considered physical education. ⁷ One course must be online, unless the student has a disability and the IEP team determines the requirement is not appropriate, or the student transfers into a public school with less than one year remaining in school.

NOTE: As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

NOTE: Eligible CTE course. Eligible CTE courses include any exceptional student education (ESE) or general education CTE course that contains content related to the course for which it is substituting. Modifications to the expectations or outcomes of the curriculum, known as modified occupational completion points (MOCPs), are allowable and may be necessary for a student who takes access courses and participates in the alternate assessment. Modifications may include modified course requirements. Modifications to curriculum outcomes should be considered only after all appropriate accommodations are in place. MOCPs must be developed for students in conjunction with their IEP and must be documented in the IEP. Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a post-secondary program if the student is earning secondary (high school) credit for the program.

NOTE: Academic requirements may be met by appropriate ESE, Level 2, or Level 3 courses.

TABLE 10
Standard Diploma
Exceptional Student Education (Grades 9-12), for students entering 9th grade for the first time in
2014-2015 and thereafter
Program of Study (2) for Students with Disabilities Pursuing a Standard Diploma:
Academic and Employment Competencies

NOTE: Student with disabilities, who meet the entry year criteria, excluding Gifted and Home/Hospital, may choose this option at any time. A parent conference and parent approval is required.

NOTE: Students choosing this option will not be eligible for State University (SUS) admissions or for the Bright Futures scholarship.

Subject	High School Credit
English (English I-IV, AP, DE, IB, AICE) ¹	4
Mathematics ^{1, 2, 3}	4
Science ^{1, 4}	3
Social Studies ^{1, 5}	3
The Arts ^{6, 9}	1
Health Opportunities through Physical Education (HOPE-Core) ^{7, 8, 9}	1
Electives ^{10, 11}	8
Total Credits¹²	24

¹ Eligible CTE courses may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History (6A.109963 F.A.C.).

² Algebra I and Geometry are required courses. Students enrolled in Algebra 1 and Geometry must take the state EOCs and final grades will be impacted by ninth grade entry year (see High School Appendix E). State EOC requirements may be waived for students with disabilities, with an IEP, who meet state guidelines.

³ For each year that a student scores at Level 1 or 2 on required state assessments, the student must receive remediation the following year (1003.428 (2)(b)2(d) F.S.) through applied, integrated, or combined courses.

⁴ Science credits shall include one credit in biology, two of the three required credits must have a laboratory component.

⁵ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics with financial literacy; and ½ credit in American government including a study of the Constitution of the United States.

⁶ A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. [The only approved waiver from the State of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of "C" or better. This does not include dual enrollment ROTC classes (requires waiver #1500450 AND #1500460).]

⁷ HOPE is a one credit physical education course which includes the integration of Health Education and Physical Education Standards, Benchmarks, and topics. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waivers from the State of Florida for the state-required HOPE course include the following:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels **AND** a passing grade of "C" on the personal fitness competency test (requires waiver # 1500410, 1500420 **AND** 1504030) for Interscholastic Sports/Personal Fitness test **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

⁸ Physical therapy is a related service and therefore is not considered physical education.

⁹ Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of "C" or better satisfies the full one credit HOPE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript.

¹⁰ Elective courses are selected by the student in order to pursue a complete educational program. Students who scored a Level 1 or 2 state required Reading assessments must be scheduled into an appropriate intensive reading course as determined by state guidelines.

¹¹ Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan

¹² One course must be online, unless the student has a disability and the IEP team determines the requirement is not appropriate, or the student transfers into a public school with less than one year remaining in school.

TABLE 11 Performance Based Diploma and Career Development (GED Exit Option) Program of Study (G)	
Subject	Credit
Courses leading to a State Equivalency diploma*	None specified**
<p>* While enrolled in the program, students will be scheduled into intensive mathematics, intensive reading, intensive Language Arts, AND career education courses leading to an occupational completion point (OCP), which will lead to a Duval County District diploma.</p> <p>** Both course credits and GPA requirements are waived. Students must pass required state assessments, or, if legislated, earn scores on a standardized test that are concordant/comparative with passing scores on the state Reading and Algebra 1 assessment or other state required assessments as defined in s. 1008.22 (9), F.S. and the GED exam to receive a State Equivalency diploma (see High School Appendix E: State Assessments). These students will be coded with a W10 withdrawal code. Students who pass the GED exam but fail to pass required state assessments, will be coded WGD.</p> <p>See High School Appendix E required State Assessments by ninth grade entry year.</p>	

TABLE 12 GRADUATION INITIATIVE (GED Exit Option) PROGRAM OF STUDY (J)	
Subject	Credit
Courses leading to a State Equivalency diploma*	None specified**
<p>* While enrolled in the program, students will be scheduled into intensive mathematics, intensive Language Arts, and intensive reading courses, which will lead to a Duval County District diploma.</p> <p>** Both course credits and GPA requirements are waived. Students must all required state assessments based on ninth grade entry year (see High School Appendix E) or, if legislated, earn scores on a standardized test that are concordant/comparative with passing scores on the required state assessments as defined in s. 1008.22 (9), F.S. and the GED exam to receive a State Equivalency diploma. These students will be coded with a W10 withdrawal code. Students who pass the GED exam but fail to pass the required state assessments will be coded WGD.</p>	

TABLE 13 Exceptional Student Education (Grades 9-12) Program of Study (E) for Students with Disabilities Pursuing a Special Diploma, Option 1 NOTE: For students entering 9th grade for the first time in the 2011 -2012 school year through 2013-2014	
Subject	Credit
English ^{1, 6, 7}	4
Mathematics ^{6, 7}	4
Science ^{2, 6, 7}	3
Social Studies ^{3, 6, 7}	2
Physical Education ⁴	1
Electives and/or career courses ^{5, 6}	10
Total Credits	24

¹ May include two reading courses.

² Any Health and Safety or Science course.

³ Schools are to schedule .50 American government and .50 economics, but any two credits in social studies will meet this requirement.

⁴ Adaptive PE or Specially Designed PE satisfies the PE requirement for students who cannot be assigned to HOPE-Core. It is recommended that the HOPE course be taken in Grade 11. The only approved waivers from the State of Florida for the HOPE-Core course include the following:

- Participation in two seasons of any interscholastic sport at the junior varsity OR varsity levels AND a grade of “C” or better on the Florida Competency Test of Personal Fitness (requires waiver # 1500410, 1500420 AND 1500430) **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of “C” or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

⁵ Career Education and electives should be part of a planned program designed to develop career skills, as well as, completion of an Academic Plan. Electives may include academics, arts, physical education or social personal development.

⁶ As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

⁷ Level 1/Fundamental courses may satisfy this requirement.

NOTE: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

TABLE 14	
Exceptional Student Education (Grades 9-12)	
Program of Study (C) for Students Pursuing a Special Diploma, Option 1	
NOTE: For students entering 9th grade for the first time in the 2006-2007 school year through 2013-2014	
Subject	Credit
Language Arts ^{1, 6}	2
Mathematics ^{2, 6}	1
Science ³	1
Social	1
Studies ⁴	1
Physical	18
Total Credits	24

¹May be satisfied by any combination of standard English, English 9-12, Life Skills Communication 9-12, and/or Communication Skills for Functional Living, or a course which provides instruction toward meeting the applicable state standards for reading and writing.

²May be satisfied by any standard mathematics, Mathematics 9-12, Life Skills Mathematics, or Academic Skills for Functional Living or a course which provides instruction toward meeting the applicable state standards for.

³Any Health and Safety or Science course.

⁴May be satisfied by any of the required standard social studies courses, social studies 9-12, or Career Experiences or a course which provides instruction toward meeting the applicable state standards.

⁵For students entering 9th grade prior to 2007-2008, personal fitness and an elective PE will fulfill the physical education requirement. For students entering 9th grade in 2007-2008 for the first time and thereafter, HOPE-Core should be scheduled. Adaptive PE or Specially Designed PE satisfies the PE requirement for students who cannot be assigned to HOPE- Core. The only approved waivers from the State of Florida for the HOPE-Core course include the following:

- Participation in two seasons of any interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" or better on the Florida Competency Test of Personal Fitness (requires waiver numbers 1500410, 1500420 AND 1500430) **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

⁶ Level 1 courses may satisfy this requirement.

NOTE: Students must complete an Academic Plan and may revise it yearly as part of the annual course registration process and should update their Academic Plan to reflect such revisions.

REQUIRED: Once an alternative course of study for a student with disabilities has been selected, and written parent approval is obtained, the request must be reviewed and approved by the District EE/SS High School Support Team office.

NOTE: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but who have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

TABLE 15
Exceptional Student Education (Grades 9-12)
Program of Study (K) for Students with Disabilities Pursuing a Special Diploma, Option 2
For students entering the 9th grade for the first time 2013-2014 or earlier

Subject	Hours per Day Instruction Credit
Community Employment and Life Skills Competencies	7*
<p>Placement in this program of study for students with disabilities includes the following criteria:</p> <ul style="list-style-type: none"> • Student must be at least 16 years old • Student must be currently employed and earning at or above minimum wage • Student must provide verification of 150 prerequisite hours (pay stubs, letter from employer, or time sheets). • Students must provide a signed Special Diploma, Option 2 Parent Agreement and Responsibility Agreement. <p>*Promotion and graduation are determined by the student's Graduation Training Plan and IEP signed by the parent/guardian/ surrogate, student or adult student. Successful completion and credits are awarded based on achievement of annual goals and short term objectives or benchmarks. If applicable, on the IEP related to employment and community competencies in the student's graduation Training Plan. (Rule 6A-1.09961 FAC), These students are exempt from the Health Education requirement.</p> <p>NOTE: District approval required. To initiate the referral process, contact the District Transition Specialist.</p>	

TABLE 16
Exceptional Student Education (Grades 9-12), for students entering 9th grade for the first time in
2011-2012 through 2013-2014
Program of Study (F) for Students with Disabilities Pursuing a Special Diploma, Option 1
Access Point

Subject	Credit
English ^{1, 6, 7}	4
Mathematics ^{6, 7}	4
Science ^{2, 6, 7}	3
Social Studies ^{3, 6, 7}	2
Health /Physical Education ^{4,5}	1
Career and Technical Education ^{6,7}	4
Electives and/or career courses ⁸	6
Total Credits	24

¹ May include two reading courses.

² Any Health and Safety or Science course.

³ Schools are to schedule .50 American government and .50 economics, but any two credits in social studies will meet this requirement.

⁴ Adaptive PE or Specially Designed PE satisfies the PE requirement

⁵ One credit of Access HOPE-Core or HOPE-Core may satisfy this requirement. It is recommended that the Access HOPE-Core or HOPE-Core course be taken in Grade 11. The only approved waivers from the State of Florida for the HOPE-Core course include the following:

- Participation in two seasons of any interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" or better on the Florida Competency Test of Personal Fitness (requires waiver numbers 1500410, 1500420 AND 1500430) **OR**
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in a Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better each semester. This DOES NOT include dual enrollment ROTC classes and requires waiver #150450 AND #1500460.

⁶ Career Education and electives should be part of a planned program designed to develop career skills, as well as, completion of an Academic Plan. Electives may include academics, arts, physical education or social personal development.

⁷ As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

⁸ Any core content credit may be satisfied by a Level 1 or higher course.

NOTE: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

TABLE 17
Special Diploma Receiving FAPE (POS W07) and Standard Diploma Deferring Receipt (POS WD1)
18-22 Year Old Transition Program

Subject	Non-graded Courses
Career Preparation	1
Career Experiences	1-4
Preparation for Adult Living	1-4
Unique Skills for Curriculum and Learning	1-4
Electives and/or vocational courses	1-4
Total Credits	Non-graded

These programs of study are in place for student who have graduated with a Special Diploma who are returning to receive a free, appropriate public education (FAPE) through age 21 **or** who have graduated with a standard diploma, whose IEP Team determines the student requires special education, transition planning, transition services or related services through the age of 21 that defers receipt of their standard diploma.

12. **GRADUATION DIPLOMAS AND CERTIFICATES FOR HIGH SCHOOL STUDENTS:**

- a) **Standard Diploma:** A standard diploma shall be awarded to those students who have earned sufficient high school credits as specified in the required program of study, who have earned passing scores on applicable parts of the state required assessments and state End of Course Exams (EOC) or, if legislated, earn scores on a standardized test that are concordant or comparative with passing scores on the state required assessments or EOCs as defined in 1008.22(9) F.S., and who have achieved a cumulative grade point average as specified in the required program of study. Once a junior or senior has met the assessment graduation requirement for a standard high school diploma with a concordant score Florida's School Code does not require the student to continue taking the state required assessments for the purpose of high school graduation. See Tables 6A1, 6A2, 6A3 and 6A4 for the listings of the credit requirements for graduation for students in a regular academic program and for full-time students in the academies of technology. The purpose of the standard diploma is to certify satisfactory achievement in the regular high school academic or career program and completion of all school board and Florida state requirements.

Students with disabilities, excluding gifted only and home/hospital only, may be granted a waiver from the required state assessments and/or EOC requirements for graduation, provided that the student meets the following criteria:

- 1) has a current IEP,
- 2) has been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (1003.428(8)(a), 1003.43(11)(a), and 1008.22(3)(c)(8) F.S.),
- 3) has met the state/district required 24 credits in an approved course of study with a cumulative 2.0 GPA,
- 4) has taken the state required Grade 10 Reading assessment, , with appropriate accommodations and the IEP Team has determined that even with appropriate accommodations given the state required Reading assessment is not an accurate assessment of the student's abilities, and/or
- 5) has taken required EOC(s) at least once and the IEP team, with parent or adult student approval, has determined that the EOC(s) assessment cannot accurately measure the student's ability, taking into consideration all allowable accommodations.

NOTE: IEP teams should strongly encourage students who have not passed one or more sections of the required state Reading assessments, to retake the assessment when offered.

- b) **Certificate of Completion:** Students electing the 24-Credit General Requirement Option who have not met all graduation requirements shall be awarded either a certificate of completion or a college placement test eligible certificate of completion. Students who receive either of the two certificates of completions are eligible to participate in graduation exercises. Students choosing 18-credit ACCEL Option are only eligible to receive the College Placement Test Eligible Certificate of Completion.

Students entitled to either certificate of completion may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. Students with a disability with and IEP may remain through the year in which the student reaches the age of 22. At the end of the additional time, those students who successfully complete all requirements may participate in graduation exercises and receive a diploma dated that school year.

Any student who has received either certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed.

- 1) **College Placement Test Eligible Certificate of Completion:** This certificate shall be awarded to a student who has met all graduation requirements except passing the state required assessments (see High School Appendix E). The student may take the College Placement Test, be admitted to remedial or credit courses at a state community college, and be designated by a withdrawal code of W8A. This certificate of completion shall bear the designation College Placement Test Eligible.

NOTE: A student who receives a college placement test eligible certificate of completion HAS NOT been awarded a high school diploma. Students should be made aware that certain jobs which require licensure also require a standard high school diploma.

NOTE: Students who do not graduate are not eligible for financial aid. Students not qualifying for college level courses may opt to return to DCPS to take courses to assist them in passing the appropriate state required graduation assessments.

- 2) **Certificate of Completion:** This certificate shall be awarded to the student who has passed the courses required by the State of Florida but failed to pass the required state assessments (see High School Appendix E), to pass courses required by the District, and/or achieve the required grade point average. This student will be designated by the withdrawal code of W08.

NOTE: This student must pass the GED or earn a high school diploma to take credit courses at a state community college.

- c) **State Equivalency Diploma:** A State Equivalency Diploma shall be awarded to those students who participate in and meet the applicable requirements of a County-approved GED exit option program (PBDCDP or GI).
- d) **Special Diploma:** A special diploma may be awarded to those students entering 9th grade for the first time in 2013-2014 or earlier, who meet the applicable requirements as specified. The exceptional student education programs of study and course requirements for graduation from high school are displayed in Tables 13A – 13C, 14A – 14B and 15 -18. Students must earn a standard diploma or GED to be admitted to associate degree/college credit program. The student is eligible for admission to non-college credit career certificate programs.
- e) **Special Certificate of Completion:** A special certificate of completion is available to students with disabilities who entered 9th grade for the first time in 2013-2014 or earlier and are unable to meet all of the graduation requirements for a special diploma. The special certificate of completion certifies that the student failed to master the standards required for a Special Diploma. Students earning a special certificate of completion are eligible to participate in graduation exercises.
- f) **High School Equivalency Diploma:** A candidate for a high school equivalency diploma must be at least 18 years of age on the date of the examination, except in extraordinary circumstances as defined below, in which case the candidate must have reached the age of 16.
 - 1) A candidate seeking to take the examination for an equivalency diploma prior to age eighteen must present medical evidence from one or more attending physicians attesting to the fact that said student is unable to attend school on a full-time basis; or
 - 2) A candidate may present documented evidence from a recognized social agency or present documented evidence to the Superintendent or designee of undue hardship conditions that preclude or prohibit the student from full-time attendance in school.
- g) **Provisions for Awarding Diplomas, Certificates, and Credit for Adult Education Programs or Postsecondary Programs:** Students successfully completing adult education programs and/or advanced level instruction shall receive certificates of completion, diplomas, appropriate credit or the equivalent from Florida State College at Jacksonville through an agreement between the college and the Duval County School Board (1003.435 F.S., 1003.43 F.S., 1003.438 F.S.).
- h) **Provisions for Awarding State Equivalency Diplomas for Graduation Initiative Program (GI):** The district may award a State Equivalency Diploma to students who successfully complete the requirements of the GI Program and who 1) earn passing scores on each section and an overall passing score on the GED exam and 2) earn passing scores on required state assessments (see High School Appendix E) or, if legislated, earn scores on a standardized test that are concordant with passing scores on the 2 required state assessments as defined in 1008.22(9) F.S. In order to participate in graduation exercises and to receive a diploma dated that school year, the student must have completed all program requirements (1003.436(2) F.S., 1003.53(2)(a) F.S., 1003.53(3) F.S.; 6A-6.021(6) FAC).
- i) **Honors diploma requirements:** To qualify for the gold seal designating an Honors Diploma, a student must earn the following:
 - a minimum of seven high school honors level courses (level 3 courses as designated by the State Course Code Directory) with approved, advanced curricular objectives, and
 - an overall 3.5 ranking GPA calculated based on high school courses (half way through the 12th grade year).

13. POSTGRADUATION OR DIPLOMA DEFERRAL OPTIONS FOR STUDENTS WITH DISABILITIES:

All students with disabilities who have not earned a standard diploma or its equivalent or who defer the receipt of the standard diploma are entitled to a free appropriate public education (FAPE) through the end of the school year in which they reach age 22. Students who withdraw during the school year in which they reach age 22 may not re-enroll. All of the IDEA protections continue to apply to students with disabilities ages 18 through the year the student turns 22 who are thus served. These protections include but are not limited to evaluation, reevaluation, IEPs and procedural safeguards. School districts may provide specially designed instruction and related services by offering a variety of settings, as determined appropriate by the IEP team. This determination must be based on the student's needs, preferences, interests, and postsecondary goals.

14. RETENTION POLICY:

Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Instruction will be provided to help these students make acceptable progress.

- a) **Parent Notification:** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course. Electronic communications do not meet this requirement. (See High School - Appendix A.) A student may not receive a grade of "F" if this procedure has not been followed.
- b) **Implementation of the Remediation and Retention Provisions for Students with Disabilities:**
 - 1) The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.
 - 2) The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
- c) **Implementation of the Remediation and Retention Provisions for ELL Students (1008.25 F.S.):**
 - 1) The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - a) amount of time in the country;
 - b) academic experience(s);
 - c) time needed to reach proficiency based on research;
 - d) oral language proficiency in English;
 - e) reading and writing proficiency in English; and
 - f) cultural background.
 - 2) NO ELL student may receive a grade of "F" solely due to language acquisition. The teacher must be able to document the use of ESOL teaching strategies appropriate to the level of the student's language. Documentation of the integration of Florida's English Language Development standards with the grade level standards must be recorded in the teacher's lesson plans.
 - 3) The ELL Committee must meet to discuss any ELL student in grades 9 – 12 recommended for retention prior to the retention of that student. For high school students who may potentially fail a course, the teacher will inform the parents in a language they understand.
 - 4) A copy of the ELL Committee outcomes form must be included in the student's red folder to document the ELL Committee's involvement in the retention decision for each student.

C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM:

- a) **Eligibility for ESOL Services:** Initial oral/aural assessment is completed by district testers using the Language Assessment Scales (LAS) test as soon as possible after initial enrollment and shall be completed within four weeks (20 school days). Grades 9-12 must complete the Reading/Writing assessment within the same four weeks [20 school days]. The test is administered at the neighborhood school, district office, or the Center for Language and Culture (CLC) at parent request.

ELIGIBILITY FOR ESOL PROGRAM			
GRADE	SUB-TEST	ELIGIBLE	INELIGIBLE
9-12	Listening, Speaking, Reading & Writing	LAS Links Oral, Reading, or Writing Level 1, 2, or 3	LAS Links Level 4 or 5
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

- b) **Provision to Notify Parent/Guardian in Home Language When Testing is Delayed:** A letter, developed by the district, will be sent to the parent/guardian in the student's home language advising that the student's English language assessment has not been completed within the required time period according to federal/state guidelines.
- c) **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in the DCPS system. The indicators used are the following:
- 1) academic records/report cards;
 - 2) transcripts;
 - 3) parent interview, student interview, bilingual interpreter interview; and
 - 4) any other evidence of educational experience.
- Students who do not have documentation of educational records are placed based on age. Academic records should be current within one school year of initial registration. Upon entry into the school system, it is the responsibility of the principal to determine proper grade placement through programmatic and academic assessment.
- d) **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year the following procedure should be followed:
- 1) the student should be placed in the appropriate grade level for the following year based on his/her age;
 - 2) at the end of the school year final grades MUST NOT be entered;
 - 3) promotion/retention will assign an "N"; therefore the student will be projected to the same grade.
- In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.
- e) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- f) **Exemption from Statewide Assessments on an Individual Basis:** According to 6A-6.0909 FAC, ELL students receiving services in an approved district program for one year or less may be exempted from state required assessment administration. Exempt ELLs must participate in the statewide English proficiency assessment. All ELLs enrolled in tested grade levels and subjects are expected to participate in the mathematics and science assessments no matter how long these students have been enrolled in a U.S. school. However, DCPS will assess all ELLs regardless of the U.S. school entry dated.
- g) **Extension of services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the students' third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- h) **Statewide English Language Proficiency Assessment:** In accordance with federal mandates outlined in Every Student Succeeds Act (ESSA), all English Language Learners (ELL) K-12 will be assessed annually each spring using the statewide English language proficiency assessment in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by school-based personnel.
- i) **Implementation of the Remediation and Retention Provisions for ELL Students:**
- 1) An ELL Committee may exempt ELL students in the program for two years or fewer from mandatory retention. Exemption considerations include the following:
 - a) amount of time in the country;
 - b) academic experience(s);
 - c) time needed to reach proficiency based on research;
 - d) oral language proficiency in English; and
 - e) cultural background.
 - 2) No ELL student may receive a grade of "F" solely due to language proficiency. Teachers shall be able to document the use of ESOL teaching strategies appropriate to the level of language. Documentation of the use of ESOL strategies must be recorded in the teacher's lesson plans.

- 3) The ELL Committee must meet to discuss any student recommended for retention. For secondary students with potential course failure, the teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.
- j) **Summer Educational Programs:**
- 1) ESOL maintenance will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
 - 2) Students who have enrolled in an ESOL program for less than two years and have met all requirements for the standard high school diploma except passage of the Grade 10 Reading assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the Grade 10 Reading assessment or state approved alternative assessment and receive a standard high school diploma upon passage of the required state assessments. This section will be implemented to the extent that funding is provided in the General Appropriations Act.
- k) **Program Exit Procedures:** Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting required state assessments and statewide English language proficiency assessment requirements (ACCESS for ELLs 2.0). Students may exit from the ESOL program and are classified as English Proficient when the exit criteria indicated below are met.

ESOL PROGRAM EXIT OPTIONS		
Exit Option	Exit Indicator	
	Grade 9	Statewide English language proficiency assessment score of “Proficient” on each subtest: listening, speaking, reading, and writing, and earning scores at or above the 50 th percentile on the grade level FSA in ELA.
	Grades 10-12	Statewide English language proficiency assessment scores of “Proficient” on each subtest: listening, speaking, reading, and writing, and earning high school Florida State Assessment score on the reading subtest or comparable test that will suffice the graduation requirement
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the following criteria to override statewide English language proficiency assessment or other state required assessment scores that do not meet the state exit criteria:

- 1) extent and nature of prior educational and social experiences and student interview;
- 2) written recommendation and observation by current and previous instructional and supportive services staff;
- 3) level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
- 4) grades from the current or previous year;
- 5) test results other than those used in initial language proficiency assessment.

Once the student is exited, the ELL Student Plan Part A must be completed. An exit letter in the home language when feasible will be sent home to the parents by the district office. Also, ELL Plan Part C, the monitoring section, must be completed within two years.

HIGH SCHOOL - APPENDIX A: DETERMINING THE FINAL AVERAGES FOR COURSES

1. Assign final averages as follows:

Grade	High School Points
A= 90% - 100%	3.5- 4.0
B= 80% - 89%	2.5 - 3.4
C= 70% - 79%	1.5 -2.4
D= 60% - 69%	1.0 -1.4
F= (59% and below)	Below 1.0

Note: There is no rounding for a grade of D, students must earn a minimum 1.0.

2. Assign points to each grading period (GP) grade, the EOC and the final exam as follows:

Grade	Points
A= 90%-100%	4
B= 80% - 89%	3
C= 70% - 79%	2
D= 60% - 69%	1
F= (59% and below)	0

3. Final grade will be determined based on the following formulas:

Courses with a district-EOC/CGA or required teacher final exam or project

For a .50 credit course with a district EOC:

$$(Q1 + Q2)/2 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$$

$$(A + B)/2 \times .8 + (B \times .2) = \text{final grade}$$

$$(4 + 3)/2 \times .8 + (3 \times .2) = \text{final grade}$$

$$3.5 \times .8 + .6 = \text{final grade}$$

$$2.8 + .6 = 3.4 = B$$

Courses with no district or state EOC (applies to the first semester of a two semester high school course)

For a .50 credit course with no district EOC:

$$(Q1 + Q2)/2 = \text{final grade}$$

$$(A + C)/2 = \text{final grade}$$

$$(4 + 2)/2 = \text{final grade}$$

$$3 = B$$

NOTE: EN 1 and 2 (standard and honors) and Intensive Reading and Intensive Math use state assessments for CAST and do not have a district EOC. Final grades will be calculated based on quarter grades.

State mandated re-averaging of a course grade

When a student fails one half of a full credit course and the averaging of the two halves would result in a passing grade for a full credit the grades obtained in each half :

$$(Q1 + Q2 + Q3 + Q4)/4 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$$

$$(F + D + C + B)/4 \times .8 + (C \times .2) = \text{final grade}$$

$$(0 + 1 + 2 + 3)/4 \times .8 + (2 \times .2) = \text{final grade}$$

$$(1.5 \times .8) + .4 = \text{final grade}$$

$$1.2 + .4 = 1.6 = C$$

NOTE: The District approved assessment for content term 2 of the course will be used for the 20% calculation. If there is no district or state EOC, the re-average will be done based on the 4 quarter grades.

Per State Board Rule this only applies to the first attempt at the courses. Subsequent retakes of the courses fall under the grade forgiveness policy.

Students with Disabilities
<p>Students with Disabilities with an IEP (with the exception of Gifted and Hospital Homebound)</p> <p>For students with a disability pursuing a regular course of study: if the student has demonstrated mastery of all course standards and it has been determined that the comprehensive district EOC will not serve as an accurate measure of the student's mastery of the course content, a failed district EOC may be waived in the final grade calculation.</p> <p>For students with a disability pursuing a special diploma option: if the student has demonstrated mastery of all course standards, but failed the district EOC, the impact of the EOC will be waived in the final grade calculation</p> <p>NOTE: For the purpose of calculation correctness no values are rounded to whole numbers. Calculations are carried out 6 decimal places until the final grade average</p>

Courses with state EOCs
<p>For students for which the state End of Course Exam (EOC) will count as 30% of the student's final grade, a final 1.0 credit grade will be awarded for the course based on the following formula:</p> $((Q1 + Q2 + Q3 + Q4)/4 \times .70) + (\text{state EOC [converted to 0-4]} \times .3) = \text{Final Grade}$ <p>NOTE: For the final grade of D, no rounding will occur. The student must earn at least a 1.0 to earn a credit.</p> <p>NOTE: A student with a disability, as defined in 1007.02(2) F.S., for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade. The final grade will be based on the average of the 4 quarter grades.</p>

<p>For students who must take a state End of Course Exam (EOC), but for which the state does not require the score to count based on their ninth grade entry year, there will be no impact on grade or credit. The final grade will be determined based on the four quarter grades. See High School Appendix E.</p>
<p>Semester</p> $\frac{(Q1 + Q2)/2 + (B + A)/2}{2} = 7/2 = 3.5 = A$
<p>Year long</p> $\frac{(Q1 + Q2 + Q3 + Q4)/4 + (B + A + B + A)/4}{2} = 14/4 = 3.5 = A$

General:

- 1) When there is not a state End Of Course Exam (EOC) the district EOC/CGA , when available, will count as 20% of the year long, stand-alone half credit, or second semester final grade (of a two semester course)
- 2) Each teacher arrives at a grading period grade 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.
- 3) For courses without a district - EOC or state - EOC, The final grade will be calculated based on the 4 quarter grades. The exceptions would be a Dual Enrollment or an Access course for which the final grade will need to be entered by the teacher.
- 4) For courses with a State End of Course Exam (EOC) grades will be calculated based on state designated formulas.
- 5) For the purpose of grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school averaged with grades by the receiving school.

- 6) Students who have transferred into Duval County Public Schools and have a missing quarter grade may have the grades of their first grading period within this district counted twice for the purposes of determining the final grade averages and the ranking of seniors. A student enrolled in Duval County Public Schools, but who has not been enrolled in the sending or receiving school the minimum fifteen (15) days in a traditional or A/B or eight (8) days on a semesterized (four-by-four) class during a grading period, may be assigned an independent study to complete the course work or the principal may utilize appropriate achievement data from the subject level tests to determine course credit.
- 7) Standard mathematical procedures for rounding off shall be used in computing final grade averages. When computing grade point averages for the final course averages, divide to the hundredth's place (two digits to the right of the decimal point). If the hundredth's digit is 5 or greater, "round up" to the 10th's place (1st place behind the decimal). If the hundredth's digit is less than 5, then leave the 10th's digit as is.
- 8) **Note: There is no rounding for a grade of D, students must earn a minimum 1.0.** The school district shall maintain a one-half credit earned system, (except in the case of a course with a state-EOC). A one-half credit shall be awarded if the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student shall be awarded the whole credit.

HIGH SCHOOL - APPENDIX B: GRADUATION GRADE POINT AVERAGE and RANKING GRADE POINT AVERAGE

Grade point averages (GPA) affecting high school students include the Graduation or State GPA and the Ranking or District GPA.

1) GRADUATION GPA

a) Requirements

A specified grade point average is a requirement for graduation.

- Students who entered 9th grade during the 1997-1998 school year and thereafter must have a 2.0 cumulative GPA in courses required for graduation.

b) Procedures

Beginning in the 2002-2003 school year, regardless of the year the student entered ninth grade, calculation of the graduation (or state) GPA:

- i. is always cumulative and includes credits earned and attempted at the time of the calculation.
- ii. is updated automatically with any change.
- iii. uses final grade averages for completed courses taken that count toward high school graduation.
- iv. replaces a grade of "D" or "F" earned in a high school course or a grade of "C" earned in a high school course taken while in middle school when a course is repeated as long as the higher grade is a "C" or better (1003.43 F.S.).
- v. is computed to the fourth decimal place (ten thousandths).
- vi. is based on an unweighted scale (A=4, B=3, C=2, D=1, F=0).

c) Forgiveness Policy

When the 24, or 18, credits required by state law for high school graduation have been earned, but the GPA requirement has not been met, the forgiveness policy takes effect and recalculation occurs based on the following criteria:

- i. Beginning in 2007-2008 school year a grade of "C," "D," or "F" in a high school course taken in middle school can be replaced with a grade of "C" or higher earned subsequently in the same or equivalent course (including Level 1 courses in Reading and Math for students following Standard Diploma Option 2 or any special diploma option) (1003.43 F.S.).
- ii. The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" for a course taken in high school or beginning in 2007-2008 school year a grade of "C", "D", or "F" in a high school course taken in middle school with a grade of "C" or higher earned subsequently in another course (1003.43 F.S.).
- iii. Any course grade not replaced (a. and/or b. above) shall be included in the calculation of the cumulative grade point average required for graduation (1003.43 F.S.).
- iv. Out-of-state and/or private school grades shall be included in the student's cumulative GPA.

NOTE: Students with Disabilities Pursuing Special Diploma who have not earned an overall GPA of 2.0 but have earned 24 credits or more may require hand calculation of their best 24 credits of required courses to meet the GPA requirement.

2. RANKING GPA

The Ranking GPA is used to determine a student's position in the class based on grades. Rank (position in class) is often requested on college and/or scholarship applications. Grades transferred into the district shall be weighted according to Duval County Public Schools policy for GPA calculation.

a) Timeline

- i. following a Standard Diploma Option shall be ranked eight times (1) at the completion of the 9th grade; (2) at the end of September in the 10th grade; (3) at the completion of the 10th grade; (4) at the end of September in the 11th grade; (5) at the completion of the 11th grade; (6) at the end of September in the 12th grade; and (7) mid-February in the 12th grade; and (8) at the completion of the 12th grade,
- ii. Valedictorian and Salutatorian status is determined when students are ranked at the end of their graduation year.

b) Procedures

- i. Calculation of the ranking (or district) GPA is based on the following criteria:

The grades used in computing the ranking GPA at the close of the 9th, 10th, and 11th grade shall be the final grade average in all courses taken that count toward high school graduation.

- ii. The grades used in computing the ranking GPA at the end of the graduation year shall be as follows:
- a) The GPA shall be computed using the final grade average in all courses taken for high school graduation that are used to calculate the State Graduation GPA. Final grades for FLVS and Dual Enrollment courses taken off campus **must be applied** to a student's academic record prior to ranking for inclusion in the ranking process.
 - b) The GPA shall be computed to the fourth decimal place (ten thousandths).
 - c) All grades in courses identified in the DCPS Course Title File as Level 3 (advanced courses, shall be weighted on the following scale: A-5, B-4, C-3, D-2, F-0. Grades in all other courses shall be weighted on the following scale A-4, B-3, C-2, D-1, F-0 (1003.437 F.S.).
 - d) **At the time of final senior rankings, the two students with the highest rank based on weighted GPA, who have been enrolled at the school since the beginning of their junior year, will be designated as Valedictorian and Salutatorian.** The student with the highest weighted GPA will be ranked as number one (#1) and will be recognized as such, but the Valedictorian/Salutatorian designation will be tied to the students who have been enrolled at the school for at least two years. A school may elect to recognize both a 3-year, 24-Credit Valedictorian and Salutatorian as well as the traditional 4-year Valedictorian or Salutatorian.

HIGH SCHOOL - APPENDIX C: FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES FOR DUVAL COUNTY STUDENTS ATTENDING SCHOOLS IN FOREIGN COUNTRIES

The primary purpose of the Foreign Exchange Visitor Program is to provide students with an intercultural and international educational experience. Visiting students are able to improve their knowledge of the foreign culture and language skills by active participation in family, school, and community life.

A Duval County student involved in the Foreign Exchange Visitor Program may be excused from school attendance for all or part of a year and receive credit toward graduation for specific courses approved prior to attendance in the program and for courses completed satisfactorily in a foreign country.

Organizations and institutions sponsoring students must be approved by the U.S. Department of State to be eligible to participate in the Foreign Exchange Visitor Program. The International Communication Agency's "Criteria for Teenager Exchange Visitor Programs" shall be used as the official guidelines for the program with the exception of Section 6.1 that pertains to the number of students that can be enrolled in any one Duval County Public School.

1) PRINCIPAL'S RECOMMENDATION FOR CANDIDACY

To become a candidate for the Foreign Exchange Visitor Program, the student must meet the following requirements:

- a) receive a recommendation from the school principal to apply for candidacy in the Foreign Exchange Visitor Program;
- b) be screened for the following qualifications:
 - i. academic ability,
 - ii. adaptability to strange surroundings,
 - iii. ability to get along with various types of people,
 - iv. a genuine interest in bettering relations among people, and
 - v. maturity;
- c) be accepted by a Foreign Exchange Visitor Program;
- d) have at least a "B" average or better in academic subjects; and
- e) be at least 15 but not more than 19 years of age on the date of application.

2) COURSE TRANSFER AND GRADE REQUIREMENTS

Any course taken in a foreign country under the Foreign Exchange Visitor Program and submitted for credit toward high school graduation shall be accepted under the following conditions:

- a) The course is convertible to a course currently offered in Duval County Public Schools in accordance with conversion tables available through the district school counseling office.
- b) Courses to be submitted for credit toward graduation must be approved in advance of enrolling in the foreign school. Any necessary change must be authorized in advance by the home school principal or his/her designee.
- c) The student and parent or guardian must sign a written agreement indicating the course(s) to be taken while enrolled in the program.
- d) When applicable, the student must pass an End-of-Course exam for a course required for credit.

To be eligible for promotion to the next grade level or graduation and, if appropriate, to obtain a high school diploma, a student must satisfactorily meet the grade level promotion requirements or the graduation requirements of the Duval County School Board and the State Department of Education.

3) APPLICATION PROCEDURE

- a) Students interested in the Foreign Exchange Program and who meet Duval County Public Schools eligibility requirements should submit a completed application to the sponsor of one of the Foreign Exchange Visitor Programs.
- b) Students accepted for entry in a Foreign Exchange Visitor Program shall need a recommendation (based on eligibility requirements) from their high school principal and a listing of required courses to meet promotional/graduation requirements in order to complete the application procedure.

4) NOTIFICATION OF DECISION

The student and his/her parent shall be notified by the counselor of the principal's decision. One copy of the Terms of Agreement with the principal's recommendation shall be given to the student and one copy shall be placed in the student's cumulative folder.

5) VERIFICATION OF COURSES COMPLETED

It shall be the responsibility of the student and his/her parents to provide the school principal with an official transcript of scholastic work completed immediately upon returning from a foreign country. Transfer course credit cannot be credited without receipt of the foreign school's official transcript.

6) OTHER NECESSARY PROCEDURES, REQUIREMENTS AND REGULATIONS

- a) The high school principal or designee should meet and review the policy and guidelines with the Foreign Exchange Visitor Program sponsors prior to the student's departure.
- b) The application procedure and conference with the school counselor which should include specifically listing the courses required for promotion/graduation should be completed prior to the end of the school year preceding participation in the Foreign Exchange Visitor Program.
- c) Only non-profit organizations and institutions should be recognized as sponsors for the Foreign Exchange Visitor Program.
- d) All approved applications for participation in the Foreign Exchange Visitor Program should be coordinated with the high school principal or designee.
- e) At the time of application, it shall be determined whether the student shall attempt to complete all graduation requirements and receive a diploma with his/her class. If so, the counselor should complete a senior records check for the student and parents to sign.
- f) The school does not accept responsibility for other arrangements not directly related to the normal rights and privileges of students enrolled in Duval County Public Schools.

HIGH SCHOOL - APPENDIX D: FOREIGN EXCHANGE VISITOR PROGRAM - REQUIREMENTS AND PROCEDURES

The School Board recognizes the importance of intercultural and international education as part of a school program.

Foreign exchange visitor programs improve America's knowledge of a foreign culture by allowing country students and their communities to experience international understanding on a personal basis. Further, these programs improve the foreign student's knowledge of American culture and language skills through active participation in family, school, and community life.

Any student from a foreign country sponsored by a non-profit Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations) as approved by District School Counseling may attend a Duval County high school at the discretion of the Duval County School Board and further approval by the appropriate high school principal.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the non-profit Foreign Exchange Visitor Program. Duval County School Board does not issue I-20 visas. The USIA "Regulations Governing Designated Foreign-Exchange Visitor Programs" are the Federal guidelines under which all foreign exchange student-sponsoring organizations must operate.

Duval County School Board reserves the right to discontinue relations with exchange organizations that have demonstrated a lack of responsibility to district policies and/or student concerns,

1) ELIGIBILITY REQUIREMENTS

- a) **Sponsors:** Applications may be made by non-profit, CSIET-approved organizations desiring to sponsor foreign students in Duval County schools. Any organization sponsoring a student must supply the name, address, and telephone number of a local representative who is a resident of Duval County or of a surrounding county not more than 120 miles from the designated student placement. The local representative must be available to be contacted at any time in case of emergency or other problem.
- b) **Local Representative:** The foreign exchange company shall ensure that all local representatives
 - i. are adequately trained and supervised,
 - ii. make no student placement outside a 120 mile radius of his/her home to ensure that the representative can quickly respond to both routine and emergency matters arising from a student's participation in their exchange program,
 - iii. maintain a regular schedule of personal contact with the student and host family, and
 - iv. ensure that the high school has contact information for himself/herself and the U. S. offices of the foreign exchange company.
- c) **Students:** Students must meet the following eligibility requirements prior to acceptance:
 - i. agree to be in attendance for one school year;
 - ii. be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program or have not completed more than 11 years of primary and secondary education (exclusive of kindergarten);
 - iii. have sufficient knowledge of the English language to participate in high school classes;
 - iv. have appropriate medical insurance coverage
 - v. provide a hold harmless clause for the Duval County School Board and Public School system signed by the student and his/her parents;
 - vi. be accepted by a suitable host family ; and
 - vii. obtain written authorization from the district school counseling office.

NOTE: Students who have graduated from high school in their home country are not eligible to enroll in a Duval County Public School.

- d) **Host Family:** The host American family must:
 - i. be composed of responsible parental figure(s),
 - ii. be capable of providing a comfortable and nurturing home environment,
 - iii. possess a good reputation and character (attested to by securing two personal references for the family and passing the DCPS background screening if not required by the foreign exchange company),
 - iv. possess adequate financial resources to undertake hosting obligations, and
 - v. have a student living at home attending a secondary school. Exceptions shall be made only when the sponsoring organization has investigated the situation and can satisfy the district that the student will

have ample opportunity to meet and spend considerable time with age level peers outside of the school day. The sponsoring organization will provide an individualized, detailed plan which describes how the family will fulfill this commitment if there is no secondary age student living in the home. In such cases the principal and district designee shall make the final decision.

Additionally, the host family placement for each student participant shall be secured by the foreign exchange company prior to the student's departure from the home country. Under no circumstances shall a foreign exchange company facilitate the entry into the United States of a student for whom a school placement has not been secured.

2) PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

- a) The non-profit sponsoring organization must apply for and obtain approval for admission of the student through the district school counseling office. Completed applications are must be received by June 15. No application will be accepted after June 15th for the following school year unless June 15th falls on a weekend, in which case the deadline will be the Monday immediately after the June 15th. The application shall include the student's school transcript, pertinent information about the student, the host family's application with references, evidence of acceptance by the host family, the student's health record with all necessary immunizations, an assurance of appropriate medical insurance coverage, and a hold-harmless statement indicating that the Duval County Public Schools will in no way be held liable or responsible for this student in any manner. Approval for admission will be contingent upon
 - i. completion of application
 - ii. acceptance by district school counseling of foreign exchange students for a particular school year.
- b) **Notification:** A copy of the Duval County School Board Foreign Exchange Program policy shall be sent to the national organizations and known local coordinators of non-profit organizations no later than March of each school year. Written approval or denial for admission shall be sent to the coordinator of the sponsoring organization by the district school counseling office by July 15. The exchange student must be accompanied by the sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.
- c) **Supervision:** It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and/or the school including, if necessary, the changing of host families or the early return home of the exchange student because of personal difficulties. The principal shall notify the local representative of the sponsoring organization and the district school counseling office if the host family is reported to be neglecting the needs of the exchange student.
- d) **Financial Support:** All expenses, including school and school-related expenses are the responsibility of the sponsoring organization, the host family, and the student. Foreign Exchange students are not eligible for lunch subsidy. Any fund-raising for the support of foreign exchange students shall be in accordance with School Board policies.
- e) **Employment:** Exchange students are not permitted to take regular part-time jobs during their stay in the United States. However, non-competitive small jobs, not to exceed ten hours a week, such as tutoring, grass cutting, and baby or people sitting, shall be allowed. Consequently, exchange students shall not be enrolled in cooperative programs at the school.
- f) **Athletic Eligibility:** Students shall be governed by the Florida High School Activities Association rules and regulations regarding participation in inter-scholastic athletic competition.
- g) **Completion:** Upon completion of the stay in Duval County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
- h) **Monitoring:** CSIET-approved programs are monitored by the District School Counseling Office for
 - i. non-profit status
 - ii. quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior)
 - iii. appropriateness of host family placement (e.g., secondary age student in home, financial capability of the additional person in the household, family stability, security clearance).

Programs proven to have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Duval County Public Schools for a period of three school years. Programs with a second violation shall be permanently removed as approved programs.

3) PROCEDURES FOR SCHEDULING

- a) Grade level placement for foreign exchange students is the 11th grade on the American educational system. Only students whose sending school verifies a legitimate educational necessity for a high school diploma shall be considered for senior status by the district school counseling office.
- b) Foreign exchange students are scheduled into a standard English III class, or its equivalent, so that they shall be in contact with fluent speakers of the language and exposed to American literature.
- c) Foreign exchange students are scheduled into American history.
- d) Math, science, and other social studies classes are assigned by matching these courses as nearly as possible with the ones in which the student was previously enrolled.
- e) The student may be scheduled into a world language class at the appropriate level of his/her own native language (e.g., Spanish) or into a class of his/her "second language" studied in his/her own country (e.g., French in Iraq).
- f) Individual teachers are apprised of the arrival of a foreign exchange student and furnished as much information as possible as to the capabilities/limitations of the student.
- g) If the district school counseling office determines that there is a legitimate need for the foreign exchange student to receive a high school diploma, all state and county graduation requirements must be met and the following conditions shall apply:
 - i. The student shall be assigned to Grade 12 by the district school counseling office. The school shall be notified of the student's senior status and provided with an appropriate transcript.
 - ii. A secondary school transcript, translated into English, with credits earned and the number of clock hours each credit represents must accompany the student's application to Duval County Public Schools or a diploma shall not be an option for this student.

HIGH SCHOOL - APPENDIX E: STATE ASSESSMENT REQUIREMENTS

		State Graduation Reading Assessments						State Graduation Math Assessments						
9 th grade entry year	Assessment(s) that must be passed 24 Credit and 18 credit diplomas	FSA ELA	FSA Algebra 1 EOC	FCAT 2.0 Reading	FCAT Reading	SAT Reading Concordant	ACT Reading Concordant	FCAT Math	SAT Math Concordant	ACT Math Concordant	NGSSS Algebra 1 EOC	FSA Algebra 1 EOC	PERT Comparative for A1 EOC	FSA Algebra 1 EOC
2014 – 2015 and thereafter	10 th Grade FSA Reading Assessment FSA Algebra 1 EOC	350 ²	598			430 or 24 reading subtest	TBD					497 ++ 489 +	97	797
2013-2014	10 th Grade FSA Reading Assessment NGSSS Algebra 1 EOC	349 ¹				430 or 24 reading subtest	19				399	489+	97	
2011-12 to 2012-2013	Grade 10 FCAT 2.0 Reading NGSSS Algebra 1 EOC			245		430 or 24 reading subtest	19				399	489+	97	
2010-2011	Grade 10 FCAT 2.0 Reading			245		430 or 24 reading subtest	19							
2009-2010	Grade 10 FCAT 2.0 Reading Grade 10 FCAT Math			241* 300**	300	420 or 23 reading subtest	18	300	340	15				
2007-2008 to 2008-2009	Grade 10 FCAT/FCAT 2.0 Reading Grade 10 FCAT Math			241* 300**	300	420 or 23 reading subtest	18	300	340 # 370 ##	15				
2006-2007 to 2003-2004	Grade 10 FCAT/FCAT 2.0 Reading Grade 10 FCAT Math			241* 300**	300	410 or 22 reading subtest	15	300	340	15				

*241 if taken after January of 2012

**300 if taken before January of 2012

¹ 349 if taken prior to FLDOE adoption January of 2016

² 350 if taken after January of 2016

if taken March of 2005 or thereafter

if taken prior to March 2005

+489 if taken prior to FLDOE adoption January of 2016; NGSSS alt. score

++ 497 if taken after January 2016 or thereafter

*** Note: a student MUST have taken the A1 EOC before a PERT Comparative Score may be used to satisfy the graduation requirement.

State Graduation Assessment Requirements for the class of 2003 and those from previous years who had an HSCT requirement

		FCAT 2.0 Reading	FCAT Reading	FCAT Math	HSCT Reading	HSCT Math	SAT Reading Concordant	ACT Reading Concordant	SAT Math Concordant	ACT Math Concordant
Graduating Class of 2003	Grade 10 FCAT Reading & Math	236	287	295			410	15	340	15
Those with HSCT requirement	HSCT Reading & Math	229* 268**		278	700	700				

*229 if taken after January of 2012

**268 if taken before January of 2012

Note: a student who enrolls in a Florida public high school in Grade 11 or 12 and provides satisfactory proof of attaining a score on an approved state approved alternate assessment that is concordant with a passing score on the Grade 10 FCAT will satisfy the assessment required for a standard high school diploma. **Students have *in perpetuity* to earn concordant scores.**

District and State End of Course (EOC) Assessments

Standard High School Diploma							
1 st Year in Ninth Grade	District EOCs	Algebra I EOC	Geometry EOC	Algebra 2 EOC	Biology EOC	US History EOC**	Graduation Test Requirements 24 Credit AND 18 Credit
2013-2014 and thereafter	20% of final grade	30% of final grade Must pass to graduate	30% of final grade	30% of final grade	30% of final grade	30% of final grade	State designated Reading/Concordant and A1 EOC/PERT Comparative
2012-2013	20% of final grade	Must pass EOC to graduate if A1 class taken after 1011	No impact on grade or credit if course taken after 1011	No impact on grade or credit	No impact on grade or credit if course taken after 1011	30% of final grade	10th Grade FCAT Reading/Concordant and A1 EOC/PERT Comparative
2011-2012	20% of final grade	Must pass EOC to graduate if A1 class taken after 1011	No impact on grade or credit if course taken after 1011	No impact on grade or credit	No impact on grade or credit if course taken after 1011	No impact on grade or credit if taken after 1112	10th Grade FCAT Reading/Concordant and A1 EOC/PERT Comparative
2010-2011	20% of final grade	30% of final grade	No impact on grade or credit	No impact on grade or credit	No impact on grade or credit	No impact on grade or credit if taken after 1112	FCAT Reading
Prior to 2010-2011	n/a	n/a	n/a	n/a	n/a	n/a	10th Grade FCAT Reading
Note: EN 1 and 2 (standard and honors, Intensive Reading and Intensive Math use required state assessments for CAST and do not have a district EOC. Final grades will be calculated based on quarter grades. *Note: Students who entered ninth grade in 1112 and 1213 who earned A1 credit while in middle school, during or prior to 1011 may be exempt from the A1 test graduation requirement. **Note: Applies only to US History and US History Honors, does not apply to students satisfying the graduation requirement through an AP, IB, AICE or DE course.							

NOTE: For a student with a disability who is seeking a Standard Diploma ESE Access Points a minimum score of four (4) must be achieved on the Florida Alternate Assessment (FAA) in reading, math, and science, A waiver of the results may be determined by the IEP team and must be approved by the parent, The waiver is subject to verification.

Middle School						
School Year	District EOC	Algebra I EOC	Geometry EOC	Algebra 2 EOC	Biology EOC	Civics EOC
2013-2014 and thereafter	20% of final grade	30% of final grade Must pass to graduate	30% of final grade	30% of final grade	30% of final grade	30% of final grade
Note: MJ LA 1, 2 & 3, MJ Math 1 & 2, Pre-Algebra and MJ Comp SC 3 (standard and advanced), Intensive Reading and Intensive Math use required state assessments for CAST and do not have a district EOC. Final grades will be calculated based on quarter grades.						

HIGH SCHOOL - APPENDIX F: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

Every student should have the opportunity to participate in quality physical education. The American Alliance for Health, Physical Education, Recreation, and Dance defines physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of well-being.” Program outcomes will include: a) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every student; b) fitness education and assessment to help students understand, improve and/or maintain their physical well-being; c) the development of cognitive concepts about motor skill and fitness; d) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and e) the promotion of regular amounts of appropriate physical activity now and throughout life.

- 1) All high school physical education courses will be taught by appropriately certified teachers.
- 2) All high school students will be expected to participate in physical education activities to meet state standards and program outcomes.
- 3) Physical education teachers will work cooperatively with parents, physicians, school counselors, and administrators to design/adapt physical activities to meet the needs of all students.
- 4) Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities following special standards can be met through participation in adaptive or specially designed PE as determined in their IEPs.
- 5) Students must meet the one-credit requirement in physical education for graduation. Schools may not require that students complete the one credit physical education requirement in ninth grade.
 - a) For students entering Grade 9 for the first time in 2006-2007 and before, the half-credit personal fitness course is required for graduation. Any other half-credit physical education course will satisfy the additional half-credit elective requirement.
 - b) For students entering Grade 9 for the first time in 2007-2008 and thereafter, the one credit HOPE-Core course is required for graduation. It is recommended that the HOPE- Core course be taken in Grade 11.
- 6) One credit in Adaptive Physical Education (1500300) satisfies the PE requirement for those students with disabilities seeking a standard diploma who entered 9th grade for the first time in 2006-2007 or before who cannot be assigned to Personal Fitness (1501300) pursuant to physical education guidelines in the Individuals with Disabilities Education Act (IDEA2004) and Section 504 of Rehabilitation Act (Section 1: Course Code Directory System Graduation Requirements for Basic, Adult and Special Programs).
- 7) Personal Fitness or Adaptive Physical Education will continue to be required to meet one-half credit of the requirement, but any physical education course can be used to meet the other one-half credit for those students who entered 9th grade for the first time in 2006-2007 or before.

State Waivers:

- 1) For students entering 9th grade for the first time in 2007-2008 and thereafter, the only approved waivers from the State of Florida for the entire state-required one credit in HOPE are the following:
 - a) participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of “C” on the personal fitness competency test, or
 - b) satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of “C” or better. This does not include dual enrollment ROTC.
- 2) For students entering 9th grade for the first time in 2006-2007 and before, the only approved waiver from the State of Florida for the state-required elective half-credit in physical education is by completing, with a grade “C” or better, a band course or physical activity course that required participation in marching band activities as an extracurricular activity or by completing, with a grade of “C” or better, a JROTC course that has a significant drill component (1003.43(1)(j) F.S.) The non-credit Marching Band Physical Education Waiver Course Code number is 1500440 and the non-credit JROTC Physical Education Waiver Course Code number is 1500450. Students must meet eligibility requirements associated with this physical education waiver.
- 3) For students entering 9th grade for the first time in 2007-2008 and thereafter the only approved waivers from the HOPE physical education requirement are by earning two credits a JROTC area in courses that have a significant drill component (1003.43(1)(j) F.S.). Requires waiver # 1500450 AND 1500460 OR by participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of “C” on the personal fitness competency test. Requires waiver # 1500410, 1500420 AND 1500430.

HIGH SCHOOL - APPENDIX G: 9-12 SCHOOL SAFETY NET PROGRAMS

Grades	On-going School Safety Net Programs
9-12	<p>School-based programs designed by school administration and staff*</p> <p>Florida Virtual School</p> <p>Education Options</p> <p>Accelerated Learning Centers (ALC)</p> <p>*These may include but are not limited to the following:</p> <p>Before, during, and after school tutoring</p> <p>Saturday School</p> <p>Summer enrichment programs</p> <p>ESOL services</p> <p>(NOTE: ELL students and students with disabilities are entitled to participate in all safety nets.)</p>

NOTE: Florida Virtual School may not be an appropriate credit recovery option for the extended school year program if the student needs to recover a whole credit because of time requirements.

HIGH SCHOOL - APPENDIX H: PROCEDURES FOR ENROLLING AND GRANTING CREDIT FOR HIGH SCHOOL COMPLETION PROGRAM COURSES

- 1) Subject to availability of space, students may earn up to two credits through FSCJ's High School Completion Program or Florida Virtual School toward graduation from a Duval County public school. These credits are used to assist students to graduate at the end of the fourth year of high school. This program MAY NOT be used for early graduation from high school or for completion of either of the 3-year accelerated graduation options.
- 2) Each student shall have the written approval of the principal or his/her designees prior to enrolling in a FSCJ high school completion course or Florida Virtual School course for credit (By FSCJ Policy, students earning high school credit through FSCJ's High School Completion Program must be 18 years of age or older.)
- 3) Approval for the enrollment of Duval County Public Schools' students in these courses may be granted only for students in the fourth year of high school. Each student must also:
 - a) enroll in the maximum number of courses possible in his/her school program during the school year and have completed the Extended Year Program, if offered, the summer before enrolling in either the FSCJ High School Completion program or Florida Virtual School for that year (requirement may be waived by the principal upon determination that ability to complete the Summer Education Program, if offered, was beyond the control of the student), and
 - b) enroll in a course(s) previously attempted and failed. (This requirement may be waived by the principal when special circumstances determine it appropriate.)
- 4) Students who have completed four years of high school and have earned all but the remaining 1-2 credits may earn them through FSCJ's high school completion program or Florida Virtual School with prior approval of the principal. If not earned while the student is enrolled as a full time student in high school, the FSCJ and/or FLVS credit(s) must be earned by December 31st of the same calendar year in which the student completes his/her last year in high school. These students may be granted a regular high school diploma from the student's home school. The diploma shall record the student's graduation year as the last calendar year in which the student is enrolled as a full time student in high school.
- 5) Each course taken for the purpose of receiving Duval County Public Schools' credit toward graduation shall be comparable in content to the same course offered in the Duval County Public Schools in order for the student to apply FSCJ and/or FLVS credit toward meeting Duval County Public Schools' graduation requirements.
- 6) Each course taken for the purpose of receiving Duval County Public Schools' credit toward graduation shall be based on demonstrated mastery of the student performance standards in the course of study (6A-6.0201 FAC).
- 7) The home school shall record the course and grade in the Student Information Management System (SIMS) on the official transcript, and follow up to make sure the appropriate withdrawal code is entered.
- 8) Each approved application to the FSCJ high school completion program shall be made in duplicate. The original shall be given to the student to take to FSCJ to register for the course and one copy shall be filed in the student's cumulative record at the school. Approval for a FLVS course will be completed online. A copy of the approval shall be filed in the student's cumulative record at the school.

HIGH SCHOOL - APPENDIX I: WORLD LANGUAGE WAIVERS

World Language Requirement Waiver Request (Parent Permission/Request Form)

Student Name _____ Student # _____

School Name/# _____ Grade Level _____

Your student may be eligible for exemption from the graduation requirement of two world languages through this waiver process. Evidence of a parent conference must be documented since the purpose of the conference shall be to determine if a waiver of the two world language credits required for graduation should be approved.

The student must meet ONE of the criteria below:

- ☐ the student has been enrolled in Intensive Reading for three or more years during high school (including the current year)
- ☐ the student is participating in a Career Academy or a Program of Study that requires sequential courses to earn an industry certification
- ☐ the student is participating in multiple years of courses in ONE of the following disciplines: JROTC, band, chorus, or other arts courses
- ☐ the student is a student with a disability with an active IEP or Section 504 Plan, for whom the acquisition and expression of a world language is impaired by their disability

Review of Required Elements Checklist:

Check each element below as it is reviewed during the required parent conference.

- ☐ Review of credits to determine if a student is on track to graduate

Current State/graduation GPA _____

Number of credits earned to date _____

- ☐ Review of current Bright Futures eligibility evaluation

Bright Futures GPA _____

SAT/ACT scores _____

Required credits earned to date _____

- ☐ Number of years the student has been required to take Intensive Reading (including current year)

Years _____

- ☐ Number of years of world language

Number completed _____

Number in progress _____

- ☐ Review of Career Academy or Program of Study for Industry Certification

-
-
- ☐ Review of JROTC, band, chorus, or other arts courses

Number of courses completed _____

Number in progress _____

- ☐ Review of postsecondary plans
-
-

World Language Requirement Waiver Request

Consequences of World Language Waiver

Waiving the graduation requirement of two world language credits will result in the consequences listed below. Initial beside each consequence and sign the completed document at the bottom of the page.

If I request a waiver of the two world language credits required for graduation for my student and it is approved, I understand the consequences indicated below.

_____ My child will not have the two credits of world language required for a Bright Futures Scholarship.

_____ My child will not have the two credits of world language required for admissions to all public universities in the State of Florida.

_____ My child will not have the two credits of world language required for admissions to most private colleges and universities. I understand that two credits of world language is a Duval County Public Schools graduation requirement, but I am exercising my option to request a waiver of this requirement. If the waiver is granted, I understand that my child will be allowed to graduate upon satisfactorily completing all other graduation requirements as outlined in the Duval County Public Schools Student Progression Plan.

Student's Signature

Date

Parent's Signature

Date

Counselor's Signature

Date

☐ Approved

☐ Denied

Principal's/Designee's Signature

Date

HIGH SCHOOL - APPENDIX J: NON- DIPLOMA OPTION AGREEMENT revised 4-15-15

NON-DIPLOMA OPTION AGREEMENT			
Student Name _____ Student # _____ School # _____ POS _____			
The student listed above HAS NOT earned a high school diploma from the Duval County Public Schools.			
<p>This student listed above participated in the 24 or 18 credit diploma option but HAS NOT met graduation requirements.</p> <p>_____ Postsecondary Education Readiness Test (PERT) Eligible Certificate of Completion (W8A) - the student has completed all Duval County graduation requirements EXCEPT passing state required assessments. The student <u>IS NOT</u> a graduate.</p> <p>NOTE: Students receiving a PERT Eligible Certificate of Completion <u>MAY be eligible to participate in commencement IF</u></p> <ul style="list-style-type: none">• they have participated in ALL administrations of the required state assessments they have not passed• they have taken the ACT <u>or</u> SAT at least once if they have not passed the state reading assessment (or math assessment if applicable)• they have taken the PERT at least once if they have not passed the state Algebra assessment <p>Participation in commencement exercises in no way indicates that this student has completed Duval County and/or State of Florida graduation requirements. A student who receives a PERT eligible Certificate of Completion (W8A) HAS NOT been awarded a high school diploma and <u>may not</u> be eligible for certain careers that require Florida licensure.</p> <p>_____ Certificate of Completion (W08/W8B)- the student has met State of Florida credit requirements but has not passed all required state assessments, earned a 2.0 GPA, and/or met additional Duval County credit requirements. The student <u>IS NOT</u> a graduate. The student is NOT eligible to participate in commencement.</p> <p>_____ Other Non-Grad- a senior who is retained for all other reasons. The student IS NOT eligible to participate in commencement.</p>			
<p>To complete the graduation requirements or exit Duval County Public Schools, a student should choose from the following option(s):</p> <p>_____ Exit school with a PERT Eligible Certificate of Completion: A student may elect to withdraw from school with a PERT Eligible Certificate of Completion, take the Postsecondary Education Readiness Test (PERT), be admitted to remedial or credit courses at a state college, and be designated by a withdrawal code of W8A. This student may continue to take the state assessments or may be eligible to use a state approved comparative or concordant score in perpetuity.</p> <p>_____ Elect to participate in summer school: Credits may be earned via available DCPS summer school programs or Florida Virtual School. If the student successfully completes the credit recovery by August 31st of the calendar year in which he/she was to graduate, he/she will be entitled to the original DCPS high school diploma.</p> <p>_____ Withdraw to attend FSCJ's Adult Education: Adult High School program to recover up to 2 high school credits (W26): A student may elect to enroll in FSCJ's Adult High School program to earn up to 2 high school credits to complete current graduation requirements. The student MUST complete the credits by August 31st of the calendar year in which he/she was supposed to graduate, to be entitled to the original DCPS high school diploma.</p> <p>_____ Withdraw to attend an Adult High School or High School Equivalency program at FSCJ or another provider (W26): A student may elect to enroll in an Adult Education program to earn a GED or high school diploma awarded by that institution.</p> <p>_____ Remain as a full or part-time student for up to one additional year: A student entitled to a certificate of completion may elect to remain in high school on either a full-time or part-time basis, taking the necessary course work to complete graduation requirements and/or assist him/her in preparation for passing the state assessments. At the end of the additional year, the student who has completed all graduation requirements and passed all required state assessments may participate in commencement exercises and receive a diploma dated that year. A student who met all graduation requirements except the state assessment requirement may continue to take the state assessment, or a state approved comparative or concordant test, to meet the graduation requirement and receive a high school diploma. NOTE: Students with disabilities with an active IEP, may remain in school through the year they turn 22.</p>			
Notes:			
<p><i>At the direction of the Superintendent of DCPS, I have been notified of the consequences of failure to receive a standard diploma, including the ineligibility for financial assistance at postsecondary educational institutions.</i></p>			
Signature of Student _____		Date _____	
Signature of Parent _____		Date _____	
Signature of Principal/Designee _____		Date _____	
Title _____		Date _____	
CC: file in student's cumulative file			

HIGH SCHOOL - APPENDIX K: ACCELERATION PROGRAM ACCESS Policy (SB 5.45)

The following guidelines shall apply to Acceleration Programs (International Baccalaureate (IB), Advanced International Certificate of Education (AICE), Early College and Advanced Placement Honors Program (AP Honors):

I. Enrollment in Acceleration Programs

- A. The primary entry point for enrollment in Acceleration Programs shall be the ninth (9th) grade; students must meet the established admission criteria and recruitment guidelines.
- B. Application and acceptance deadlines for Acceleration Programs housed in magnet schools shall follow the timelines established by the district's School Choice Office.
- C. Acceptance deadlines for Acceleration Programs housed in non-magnet schools shall coincide with the Special Transfer Option application deadline. Schools that have space for students from outside their established attendance area must submit the list of students who accepted placement to the School Choice office on or before the transfer deadline so they can be "accepted" into the school via the transfer timeline. Students who are accepted into an Acceleration Program and accept placement cannot be on a waiting list for another Acceleration Program anywhere.
- D. Entry at tenth (10th) grade shall be limited to students who meet the minimum entry requirements for the applicable Program, have completed the ninth (9th) grade coursework, and are on track with the Acceleration Program cohort. Students accepted at the 10th grade will be accepted in the following priority order: (1) students who move into the school's attendance area and were already enrolled in one of the four Acceleration Programs at the previous school; (2) students living in the attendance area that houses the Acceleration Program; (3) students new to the Acceleration Program from another attendance area (if enrollment at 10th grade is below minimum enrollment). Acceptance is based upon space available and rank ordering of applications (if necessary).
- E. Entry at (11th) or (12th) grade is restricted to students who move into Duval County and who have already been enrolled in the same Acceleration Program in another district, state or nation. However, a student enrolling from another Early College or similar dual enrollment program shall be considered on a case-by-case basis; admittance is not guaranteed. A student in the district's Early College Program may not transfer to another Early College Program after completion of the 10th grade, even if the student moves since all classes at grade 11 and 12 will be attended on the college campus.
- F. Acceleration Program that meet their enrollment cap may establish a waiting list for late enrollment for 9th grade in order to replace unanticipated cancellations of statewide English language proficiency assessment. Students can be called off a waiting list up to the last day before school starts.
- G. Students on a waiting list for an Acceleration Program at the school they are currently attending may be accepted to the Program during the year if they are on track with the Acceleration Program cohort and seats open during the year. Students will be accepted in the order they appear on the waiting list, but only students currently attending the school will be accepted from the waiting list.

II. Transfers

- A. Transfers into Acceleration Programs during the school year shall be limited to students who move into the attendance area of another school that offers the same Acceleration Program in which the student was previously enrolled. Transfers shall be allowed only if the receiving school has space in the Acceleration Program that the student is seeking enrollment. Students who are on probation at the time of their transfer will continue their probationary period at the receiving school.
- B. Students in Acceleration Programs who move out of the attendance area will not be required to withdraw from the school but will be responsible for their own transportation.

III. Withdrawals

- A. Students who do not meet the academic performance standards after participating in the probationary period shall return to their attendance school at the end of the school year.
- B. Students who self-select out of an Acceleration Program in a school that is not the attendance area shall return to their attendance area school at the end of the school year.
- C. Students accepted to an Acceleration Program that is also a magnet program must remain in the Program to which they applied. Students who fail to do so will be reassigned to the attendance area school at the end of the school year. However, students who would have been assigned to another magnet in the same school via program continuity may remain.

NOTE: The High School Acceleration Programs Office and School Choice Office interpret the policy that governs Acceleration Program Access. Exceptions to this policy may be considered due to extenuating circumstances when possible.

HIGH SCHOOL - APPENDIX L: INTENT TO APPLY FOR EARLY GRADUATION

Students who wish to graduate early must complete the Intent to *Apply for Early Graduation* prior to the start of the academic year in which he/she intends to graduate. Early Graduation candidates require consistent monitoring by teachers, school counselors and parents/guardians to ensure the student is on track to complete the early graduation requirements. The *Intent to Apply for Early Graduation* is not binding, students may opt to complete the school year.

Student Name	
Student ID	
Cohort Year (Year entered HS)	
Intended Graduation Date	
Student Phone Number	
Student Email Address	

Parent/Guardian Name	
Mailing Address	
City, State, Zip Code	
Parent/Guardian Phone Number	
Parent/Guardian Email Address	

Postsecondary Plans	
Postsecondary College or University of Enrollment	Name of School: Address:
Completed Bright Futures Application? Mid-Year graduates enrolling in a college or university for Spring of graduation year must complete the FFAA before August 31 st .	
Is the student a potential athlete?	
Has the student reviewed eligibility requirements outlined by NCAA or NAIA?	

Statements of Understanding: Student must read each statement and initial.

_____ I understand that this Intent to Graduate Early is an accelerated pathway and I intend to meet the graduation requirements and timeline of the intent to graduate earlier than my high school cohort.

_____ I understand that the admission process for colleges and universities is highly selective and I must enroll in a rigorous senior level schedule. Colleges and universities are reviewing the high school transcript to see that students have challenged themselves in coursework and have performed well.

_____ I understand that LAM II does not meet NCAA eligibility.

_____ I understand that it is my responsibility to report changes in schedule, drastic change in grades, suspensions, arrests or anything that eludes admissions dishonesty to the college/university.

_____ I understand that I cannot participate in senior activities once I graduate. I will be allowed to participate in commencement.

Student Signature _____ Date _____

Parent Signature _____ Date _____

School Counselor Signature _____ Date _____

HIGH SCHOOL – APPENDIX M: CAREER TECHNICAL EDUCATION COURSE SUBSTITUTION

1003.4282(3)(b)-(c), F.S.
(Parent Permission/Request Form)

Student Name _____ Student # _____

School Name/# _____ Grade Level _____

Your student may be eligible for a course substitution for mathematics or science through the successful completion and receipt of an industry certification. Industry Certifications eligible for course substitution can be found in the Florida Department of Education Statewide Articulation Agreement: <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

Evidence of a parent conference must be documented since the purpose of the conference shall be to determine if the request for the mathematics or science substitution will be approved.

A request for a mathematics or science course substitution may be submitted for:

- A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
- A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for up to one science credit, except for Biology.

Course Substitution Requests:

One qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum three substitutions credits (two in mathematics and one in science).

Mathematics

- ☐ 1200998 Passing Industry Certification Exam: _____
- ☐ 1200999 Passing Industry Certification Exam: _____

Science

- ☐ 2000999 Passing Industry Certification Exam: _____

Review of Required Elements Checklist:

Check each element below as it is reviewed during the required parent conference.

- ☐ Academic Credit Check
- Current State/graduation GPA _____
 - Number of credits earned to date _____
- ☐ Review of current Bright Futures eligibility evaluation
- Bright Futures GPA _____ SAT/ACT/PERT scores _____
 - Required credits earned to date _____
- ☐ Review of postsecondary plans
-

Consequences of CTE Mathematics and/or Science Course Substitution

Requesting the mathematics and/or science substitutions may result in the consequences listed below. Initial beside each consequence and sign the completed document at the bottom of the page.

If I request a mathematics or science course substitution for my child and it is approved, I understand the consequences indicated below.

_____ My child's eligibility towards meeting academic criteria for NCAA Athletic eligibility may be impacted.

_____ My child's eligibility towards earning the Bright Futures Scholarship may be impacted.

_____ My child's eligibility towards admissions to all public universities in the State of Florida may be impacted.

_____ My child's eligibility towards admissions out of state or private schools may be impacted.

Student's Signature

Date

Parent's Signature

Date

Counselor's Signature

Date

☐ Approved

☐ Denied

Principal's/Designee's Signature

Date

Upon approval, this form is to be submitted to the district office of Career and Technical Education for verification of passing score and official submission of final course.