

STUDENT PROGRESSION PLAN



REQUIREMENTS AND PROCEDURES 2024-2025



Jacksonville, Florida

July 2, 2024

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INTRODUCTION

The purpose of the Student Progression Plan is to present to school staff, parents, 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 2021-2022 document include the following:

Corey Wright, Assistant Superintendent, Assessment and Accountability
Wendy Dunlap, Executive Director, Acceleration and Student Support Programs
Michael George, Principal
Leon Mungin, Principal
Claire St. Amand, Principal
Nicole Brown, Specialist, School Counseling
Na'toria Campbell, Specialist, School Counseling
LaConya Conner, Specialist, School Counseling
Dr. Susan Ripple, Specialist, School Counseling

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 to meet the academic/behavioral needs of all students. The district will provide high quality instruction/intervention matched to student needs and will 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

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 ELLs– 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.

ACCESS POINTS – Alternate achievement standards intended only for students with a significant cognitive disability. Parental consent is required.

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.

EE/SS (Exceptional Education and Student Services) – The Exceptional Education and Student Services Department provides services and supports for students with disabilities, gifted learners and other eligible students.

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. Florida Statute defines an English Language Learner (ELL) as, “An individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English” (F.S. § 1003.56 (2)).

English Language Proficiency (ELP) – The student’s English language proficiency level is based on the overall score on ACCESS for ELLs, W-APT, WIDA Screener, or LAS Links.

End of Course (EOC) – State of Florida assessments given in conjunction with the middle school Civics course and the high school Algebra 1, 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. The U.S. Department of Education uses the term, 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 and to provide students appropriate access to the learning environment.

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.

FAC (Florida Administrative Code) – The official compilation of administrative rules for the state of Florida.

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 Standards Access Points – Academic expectations in English Language Arts, Mathematics, Science, and Social Studies 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. This assessment will be administered through December of 2022.

Florida Assessment of Student Thinking (F.A.S.T.) – The State of Florida’s assessment given three times annually to students in VPK-Grade 10 beginning in 2022-23.

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).

Growth Score – The change in student achievement for an individual student between two or more points in time, as measured by an approved assessment(s).

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 district test is administered to assess the speaking, listening, reading and writing proficiency of ELLs to determine eligibility for extension of services.

LEP (Limited English Proficient) – Students who were not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the

opportunity to learn successfully in classrooms where the language of instruction is English (F.S. § 1003.56 (2)).

Mid-Year Promotion – Mid-year promotion is the promotion of a retained third grade student prior to January 31 of the academic year in which promotion occurs (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.

MTSS – Multi-Tiered System of Support – A comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services.

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.

PERT (Postsecondary Education Readiness Test) – A computer adaptive placement test used to determine a student’s level of preparedness for college level coursework.

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 Benchmarks for Excellent Student Thinking (BEST). in DCPS courses. For students in Exceptional Student Education, the IEP team determines if the student will follow regular standards.

Renaissance Star - A diagnostic assessment that identifies student needs to the sub-skill level, provided individualized instruction, and measures growth.

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

SALA – Bureau of Student Achievement through Language Acquisition – Provides assistance to schools and districts with Florida’s English Language Learners (ELLs).

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

Section 504 Plan (§504) – Pursuant to Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794 (Section 504), a Section 504 Plan is a formal plan developed to ensure that a child with a disability attending an elementary or secondary educational institution has access to the learning environment and receives accommodations, aids or services to meet his/her individual educational needs as adequately as the needs of non-disabled students are met.

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 Placement Test (W-APT)-State approved listening and speaking oral proficiency test for students in kindergarten. This assessment is only used in initial placement.

WIDA Screener – This state test is administered to assess the speaking, listening, reading and writing skills of a student in grades 1-12 who answers “yes” to any question on the Home Language Survey (HLS) and to determine placement in the ESOL program.

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, or demonstrates the 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 evidence of alternative validation options demonstrate that it is in the best interest of the student to be placed in the previous grade level, the request must be submitted to the Chief Academic Officer of Curriculum and Instruction for approval. If approved, school staff will meet with the parent/guardian to share the data of the alternative validation options and the decision. The decision of the Chief Academic Officer is final. If the parent does not agree, the parent may request a conference with the Chief Academic Officer.
- 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, 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. Students who enroll in transition grades six (6) and nine (9) and do not demonstrate satisfactory performance during the first forty-five days of enrollment must be referred to the school’s Collaborative Problem-Solving Team (CPST) and shall not be moved back to elementary or middle school.

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/DROP-OUT-PREVENTION PROGRAM

If a student does not complete the program of study at an adult studies program or a charter school, the student may seek to re-enroll in 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 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 a DPP Program. Exceptions may be considered due to extenuating circumstances. Students who are enrolled in a DPP Programs and wish to be evaluated for reenrollment into a Duval County Public School must:

- Submit a letter to the Superintendent's designee describing the extenuating circumstances;
- Understand that a committee will review each request and determine if reenrollment will be granted.
- Have attended at least one-full semester, earned at least 2 credits per semester while enrolled in a DPP Program;
- Have the ability to graduate on-time with their 9th grade cohort or promote on time with their middle grades cohort;
- Understand that consideration for reenrollment into a DCPS comprehensive high or middle 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 re-enrollment will not occur for students who have completed the requirements for a certificate of completion or high school diploma.
- Understand that this process will only be considered once per student.

If a student withdraws from a DPP Program as a result of school closure, the following options are available:

- Students who have earned at least 2 credits during the last semester of enrollment in a DPP Program and can meet all graduation or promotion requirements on time may enroll in their attendance area school or apply to a school in which they are eligible through the Office of School Choice.
- Students who have not earned at least 2 credits during the last semester while enrolled in a DPP Program may apply to a school in which they are eligible through the Office of School Choice-
- Students with a disability with an active IEP and have not yet turned 22, may enroll in their attendance area school if the school can meet the IEP or apply to a school which can meet the IEP through the Office of School Choice.

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 enroll in a comprehensive middle school or comprehensive high school offering 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 or 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, have and maintain a minimum 2.0 GPA at the start of the senior year, and have either earned a credit in or be enrolled in an accelerated course (e.g., dual enrollment, AP, AICE, IB, or CTE with industry certification options). Exceptions may be considered by the principal for seniors meeting all the requirements except earning graduation assessment scores when the student is scheduled into a test preparation course(s) aligned to the missing assessment requirement. 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 and High 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/§504:

- 1) The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions (services) as indicated in the student's IEP and/or §504 Plan; providing a copy of this documentation to administration upon request
- 2) For students in danger of receiving a failing grade due to academic/behavioral deficits: Review on-going progress monitoring data to determine individual student remediation needs and to evaluate and revise classroom instruction/interventions based on the needs of the student, as identified in the current IEP and/or §504 Plan. Document provision of remediation to support progress toward proficiency on grade level standards.
- 3) For a student with an IEP in an inclusion setting, communication and collaboration between the ESE teacher the general education teacher(s), and parent/guardian must be documented throughout the grading period.

NOTE: If truancy/attendance issues are not addressed in the current IEP/§504 Plan, a meeting must be scheduled and district attendance policies followed.

After the assignment of the first failing grade to a student with an IEP/§504 Plan:

- 1) Continue implementation of (1)(e)(1-3).
- 2) If the student is not making progress toward grade level standards as of the third (3rd) week of the subsequent grading period and is in danger of receiving another failing grade, an IEP/§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.
- 3) For secondary students scheduled in a course that has a semester exam: If a grade of D is assigned for the 1st quarter and a subsequent D or F is expected for the 2nd quarter, a Lack of Adequate Progress (LAP) IEP/§504 meeting is required before a grade of D or F is posted for the 2nd quarter. The LAP meeting is required as the semester exam score may result in course failure. The same would apply for 3rd and 4th quarters.

If the student continues to demonstrate a lack of adequate progress during subsequent grading periods, the ESE teacher in collaboration with the general education teacher(s), as appropriate, should determine if the IEP/§504 Plan is in need of review and/or revision.

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) Parents/Guardians and students shall receive a scholarship warning/progress report that serves as written notification during a grading period when it is apparent that a student may fail. Scholarship warnings are available through the Student Information System, Focus, for students and parents/guardians. If a student is failing after progress reports are issued, additional notification should be provided at least 10 school days before the end of the grading period to allow adequate time for remediation and opportunities to master the standards to improve the grade(s). School staff should put forth their best effort to verbally communicate scholarship warnings to students and parents/guardians via phone, email, or other means to confirm receipt and are expected to document all attempts in the school communication log available in the Student Information System, Focus. School staff should use the translation program, available in Focus, for active ELL students in their native language when possible. Parents and guardians opting to have written communication must make the request in writing to the school principal or designee. 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. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion/placement pursuant to 1008.25(6) F.S..

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 must make the documentation of accommodations/adaptations and intensive instruction/interventions available when requested by 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). The authority for the school district to adopt forgiveness policies is for the express purpose of assisting students in meeting the requirements to graduate from high school, including a minimum GPA.

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 Standard of Student Thinking 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 Standard of Student Thinking 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 Standard of Student Thinking 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) **Virtual Learning Labs (VLLs)** – Brick and mortar schools can offer virtual courses taught by DVIA or FLVS instructors as available.
 - 2) **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.
 - 3) **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.

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 School.

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 provide a scholarship warning/progress report that serves as 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. Scholarship warnings will be distributed through the Focus accounts for students and parents. School staff should put forth their best effort to verbally communicate scholarship warnings to students and parents via phone, email or other means to confirm receipt. Parents and guardians opting to have written communication must make the request in writing to the school principal or designee. 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 provide a scholarship warning/progress report that serves as 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. Scholarship warnings will be distributed through Focus accounts for students and parents. School staff should put for their best effort to verbally communicate scholarship warnings to students and parents via phone, email or other means to confirm receipt. Parents and guardians opting to have written communication must make the request in writing to the school principal or designee. 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. The make-up work must be made up within a specific time period. Each student shall receive full credit for such work. See School Board Policy 5.42.

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) 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 should be made up within a specific time period. The school principal shall determine the appropriate length of time for completion of assignments.

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.).

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 school level AIT will schedule a meeting with the parent or guardian, a contract will be developed and signed by the participating attendees. If the contract is violated, and the student continues to be truant, the school attendance designee will forward an attendance referral to the social worker. The truancy officer will make a home visit. The school attendance designee will schedule a Level 2 meeting and invite the parent/guardian. A second AIT contract will be developed and signed by participating attendees. If the second AIT contract is violated the parent/guardian will be invited to the District Truancy Intervention meeting.

Per Florida Statute 322.091, students with a pattern of non-attendance may have driving privileges revoked. Students who accumulate 15 or more unexcused absences in any 90-calendar period or who have dropped out of school are electronically reported to the Florida Department of Highway Safety and Motor Vehicles.

Reinstatement of driving privileges for students in traditional schools is contingent upon students attending 30 consecutive school days with no unexcused absences, after the last unexcused absences.

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 or ELL Plan which addresses identified deficits in reading, writing, science, or mathematics. If the IEP does not address the identified deficit(s), area(s) of academic need, and strategies through direct services, then an IEP or IEP addendum meeting must be held to identify and address the requirements for a student not achieving a Level 3 or higher.

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 a 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~~ F.A.S.T. 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. Students enrolling in Duval Virtual Summer Academy must complete one course before enrolling in a second course.
- 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) School districts in Florida are not authorized to award a diploma to a Home Education Program student. To receive a DCPS diploma, a home education student must terminate enrollment with the Home Education Office and be enrolled in a district high school for at least the entire spring semester of their senior year, earning credits needed for graduation.
- 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 B.1., Grade Placement.
- 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. Final course grades and credits on an official transcript from an accredited school such as Florida Virtual School (FLVS), shall be taken at face value subject to validation if required by the receiving school's accreditation. 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 through 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. Final course grades and credits on an official transcript from an accredited school such as Florida Virtual School (FLVS), shall be taken at face value subject to validation if required by the receiving school's accreditation.

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 PROMOTION OR ACCELERATION (ACCEL REQUEST)

[To be completed by the parent/guardian & submitted to the school principal]

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.). While differentiated instruction and/or specialized services (e.g., Gifted Services) provide most students with the appropriate level of intellectual challenge and academic enrichment, *Academically Challenging Curriculum to Enhance Learning* (ACCEL) options are available to eligible students seeking educational opportunities through advanced curricula or accelerated instruction. The following ACCEL options are available to students in grades K-5 (§1002.3105(1)(b), F.S.):

- **Whole-Grade Promotion:** Full-year promotion to the next highest grade level – one grade level only.
- **Mid-Year Promotion:** Promotion to the next highest grade level at mid-year (i.e., Spring Semester).
- **Subject-Matter Acceleration:** Enrollment in the next highest course in the state-mandated course progression in English language arts/reading (ELA/Reading), mathematics, science, or social studies – with no change in grade level.
- **Virtual Instruction in a Higher Grade Level Subject:** Enrollment in Duval Virtual Instruction Academy (Duval Flex) or Florida Virtual School (FLVS Flex) for virtual instruction in a higher grade level subject (if approved for promotion or acceleration).

PARENT NOTIFICATION. Principals must inform students and parents/guardians of the ACCEL options available at the school and of the ACCEL eligibility requirements (§1002.3105(4)(a), F.S.). The ACCEL request may be initiated by the school principal or the parent/guardian; however, parent/guardian permission for participation in ACCEL is required. Students participating in an ACCEL option, by request of the parent/guardian, must do so with a performance contract executed by the student, parent/guardian, and the principal.

STUDENT ELIGIBILITY CONSIDERATIONS. Schools must carefully consider the impact ACCEL options may have on a student's future academic performance and her/his/their mental, emotional, and social development – especially when considering whole-grade or mid-year promotion (i.e., full-year promotion). In addition to the academic requirements described in state statute (§1002.3105 (2)(a)(3), F.S.), schools must weigh other factors, including the student's commitment, developmental level, and desire to participate in the ACCEL option. If approved, a plan for the smooth transition from the student's current grade level (or grade level course) to the higher grade level (or accelerated course) must be developed. The plan must include an assurance of continuous course progression into middle and high school.

CONTINUOUS COURSE PROGRESSION. Students who successfully complete an ACCEL option and earn promotion to the next grade level must be placed in the next course in the state course progression. For example, fourth grade students who successfully complete a Grade 5 course and earn promotion to fifth grade will be placed in Grade 5 the following school year but will be enrolled in the appropriate sixth grade course, per the state course progression (§1008.25, F.S.).

VIRTUAL COURSES. Online courses may be approved at the principal's discretion. The following conditions apply: 1) Students must meet ACCEL eligibility requirements to be approved for virtual instruction at a higher grade level; 2) Students in grades K-5 are not required to meet ACCEL eligibility requirements to enroll in extracurricular courses taught at the elementary level (e.g., Elementary Spanish); 3) Students who successfully complete a prerequisite course are not required to meet ACCEL eligibility requirements to enroll in the next course in the state course progression during summer semester; and 4) Students who fail a course are not required to meet ACCEL eligibility requirements to be approved to retake the course in summer semester.

ACCEL RESTRICTIONS

DOUBLE PROMOTION. Students cannot promote or accelerate more than one grade level, per the required state course progression in English language arts/reading, mathematics, science, and social studies (§1008.25, F.S.).

CONCURRENT ENROLLMENT. Students in grades K-5 cannot participate in ACCEL options by enrolling concurrently in two grade level courses in the same subject area. For example, a student cannot enroll in a virtual course taught at the higher grade level (i.e., the accelerated course) if he/she/they is enrolled in the prerequisite course (i.e., the on-grade level course) during the regular school day.

ENTRY INTO FIRST GRADE. Kindergarten students who do not meet the state age requirements for admission to first grade are not eligible for whole-grade or mid-year promotion to first grade (§1003.21(1)(a)1, F.S.). Similarly, Pre-K students cannot accelerate to Grade K.

RESTRICTIONS DUE TO THE THIRD GRADE READING ASSESSMENT REQUIREMENT:

- **Grade 2:** Students in second grade are not eligible for whole-grade promotion to fourth grade, nor subject-matter acceleration to Grade 4 ELA/Reading, due to the state reading assessment requirement for promotion to fourth grade (§1008.25(5), F.S.).
- **Grade 2:** Students in second grade may be considered for mid-year promotion to Grade 3, with the expectation they must complete all state-mandated assessments for third grade (§1008.25(5), F.S.). If the student scores a level 1, he/she/they has the same rights and privileges for exemptions as any third grader. If he/she/they scores at or above the minimum proficiency level designated by the state on the 3rd grade reading assessment (or an approved alternative), the student will be eligible for promotion to Grade 4.
- **Grade 3:** Third grade students are not eligible for mid-year promotion to Grade 4 due to the state third grade reading assessment requirement (§1008.25(5), F.S.). Students who are retained in Grade 3 may be promoted to Grade 4 during first semester, if they meet the *Standards for the Promotion of Retained Third Graders* set by the Florida Department of Education (6A-1.094222, F.A.C.).

PROMOTION TO MIDDLE SCHOOL. Fifth grade students are not eligible for mid-year promotion to Grade 6 or whole-grade promotion to Grade 7 due to the state course credit requirements for completing middle school (§1003.4156, F.S.).

REQUEST FOR PROMOTION OR ACCELERATION (ACCEL REQUEST)
[To be completed by the parent/guardian & submitted to the school principal]

The parent/guardian must complete the *Request for Promotion or Acceleration* form below, attach any additional pages or supporting documents, and submit the completed packet to the principal on or before the deadlines* below. Verbal or telephone requests for ACCEL; requests sent to the district office; ACCEL requests submitted to the school counselor or to other school/district personnel; and requests submitted to the principal by note, message, email, etc. will not be considered.

Student's Full Legal Name: _____ Assigned Grade Level (2023-2024): _____

Date of Birth: _____ Student Number: _____ Teacher: _____

School: _____

Parent/Guardian: _____ Relationship to Student: _____

Address: _____

Parent/Guardian Email: _____ P/G Telephone Contact: _____

- Whole-Grade Promotion to _____ Grade (Deadline for Submission: On or before the 30th day of school)
- Mid-Year Promotion to _____ Grade (Deadline for Submission: December 1)
- Subject-Matter Acceleration (Deadline for Submission: On or before the 30th day of school)
 - Grade _____ English Language Arts (ELA/Reading) Grade _____ Science
 - Grade _____ Mathematics Grade _____ Social Sciences/Social Studies
- Virtual instruction in a higher grade-level subject (Must meet the deadlines listed above AND any deadlines set by DVIA/FLVS)
 - Grade _____ English Language Arts (ELA/Reading) Grade _____ Science
 - Grade _____ Mathematics Grade _____ Social Sciences/Social Studies
 - Other: _____

**Principals may exercise their professional judgement by adjusting the ACCEL deadline under special circumstances (i.e., new student enrollment, out-of-state or military transfer, etc.). Each case will be considered individually, at the principal's discretion. Similarly, principals are not required to hold ACCEL requests until the deadline has passed. Instead, schools are encouraged to review ACCEL requests on a rotating basis, and if approved, to begin the student's transition in a timely manner.*

PARENT/GUARDIAN STATEMENT. Describe how the student functions at a significantly higher level in the subject area or grade level requested for ACCEL. Use the space below (or attach an additional page) and provide specific examples, objective observations, etc. to demonstrate the student's academic preparation, work ethic, and motivation to work at an advanced level. Note: In addition to the student's academic performance, social skills, and developmental level, schools may consider other factors, such as evidence of:

- Creativity or intellectual curiosity
- Critical thinking, higher-order thinking skills, etc.
- Ability to analyze information at an advanced level
- Flexible thinking, ability to respond to challenges, etc.
- Positive relationships with peers/adults
- Ability to navigate grade-level transitions successfully

_____ Check here if additional pages or supporting documents are attached.

The parent/guardian must meet with the principal to review the ACCEL request and the student's eligibility to participate in the ACCEL option requested. Students who are approved for participation in ACCEL, by parent request, must do so with a performance contract executed by the student, parent, and principal prior to the promotion/acceleration being granted. If the ACCEL request is not approved by the school principal, the parent/guardian may submit a written appeal to the Assistant Superintendent for Curriculum & Instruction (i.e., the Superintendent's Designee) explaining why the request should be approved. The decision of the Assistant Superintendent for Curriculum & Instruction or the Superintendent's Designee is final.

Parent/Guardian Signature _____ Date: _____

Student's Full Legal Name: _____ Assigned Grade Level (2023-2024 School Year): _____

Date of Birth: _____ Student Number: _____ Teacher: _____

School: _____

ACCEL PROCEDURES CHECKLIST, GRADES K-5

To be completed by the school	
DATE COMPLETED	REQUIRED ACTION STEPS
	<p>Submit Written ACCEL Request. The parent/guardian completes page 2 of the <i>Request for Promotion or Acceleration</i> form (Section I, Appendix H, <i>Student Progression Plan</i>); attaches any additional pages or supporting documents, if needed; and submits the completed packet to the school principal. The parent/guardian must submit the ACCEL request to the principal on or before the following deadlines*:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Subject-Matter Acceleration: On or before the 30th day of school <input type="checkbox"/> Mid-Year Promotion: December 1 <input type="checkbox"/> Whole-Grade (Full-Year) Promotion: On or before the 30th day of school <input type="checkbox"/> Virtual instruction in a higher grade level subject (see DVIA or FLVS) <p><i>*Principals may exercise their professional judgement and extend an ACCEL deadline under special circumstances (i.e., out-of-state or military transfer, late enrollment, family crisis, etc.). Each case will be considered individually, at the principal's discretion.</i></p>
	<p>Review the ACCEL Request. The principal must meet with the parent/guardian to review the ACCEL request and eligibility requirements. Other staff (i.e., current or former teachers, school counselor, school social worker, instructional coach, media specialist, etc.) may be invited to attend.</p>
	<p>Determine if the Student Meets the ACCEL Eligibility Criteria. No single factor can be used to determine a student's eligibility for promotion or acceleration. Schools must evaluate each ACCEL request individually and holistically, based on the following criteria (§1002.3105(4)(a), F.S.):</p> <p>Course Grades: Has the student earned course grades equivalent to As and Bs in the subject area(s) under consideration for promotion or acceleration? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Attendance: Has the student met minimum attendance requirements for ACCEL? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> • No more than 5 absences in the preceding 30 days (30 calendar days); OR • No more than 10 absences in the preceding 90 days (90 calendar days) <p>Conduct: Has the student earned qualifying conduct grades during the current school year (or the previous school year, if appropriate)? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> • Grades of E or S in Social Growth and Development (Grades K-1); OR • Grades of A or B in Social Growth and Development (Grades 2-5) <p>Teacher Recommendations: Have the student's grade-level teachers supported the ACCEL request with a positive recommendation? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>School Counselor Recommendation: Does the school counselor support the ACCEL request with a positive recommendation? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Qualifying Assessment Score(s): Has the student met the minimum score requirements on an assessment approved by the Academic Services Department in the assigned grade level and/or subject area(s) under consideration? (See chart.) <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Exceptions: Does the school believe an exception to the ACCEL eligibility criteria would be appropriate*? (Include an explanation in the "Notes" section.) <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>*Any exception to the ACCEL eligibility requirements must be approved by the Assistant Superintendent of Curriculum and Instruction or the appropriate designee in the Region Office. Social promotion is prohibited, per §1008.25, F.S.</i></p>

Student's Full Name:

DCPS ID:

QUALIFYING ASSESSMENT SCORE(S)*							
Minimum Scores for Kindergarten Acceleration:							
LANGUAGE ARTS				MATH			
Grade Level	STAR Early Literacy (PM1, PM2, PM3)			STAR Math (PM1, PM2, PM3)			
Kindergarten	Percentile Rank of 95 or higher			Percentile Rank of 95 or higher			
	WACS						
	Score of 3001 or higher (1 st Grade Beg)						
Minimum Scores for Acceleration in ELA/Reading, Grades 1 – 5 (3rd Gr. Restrictions):							
i-Ready (Scale Score) / FAST (Achievement Level)				Star Reading (Percentile Rank)			
Grade Level	FALL (Quarter 1) PM1	WINTER (Quarter 2) PM2	SPRING (Quarter 3) PM3	Grade Level	FALL (Quarter 1) PM1	WINTER (Quarter 2) PM2	SPRING (Quarter 3) PM3
i-Ready							
1 st	472	508	530	1 st	95 or higher	95 or higher	95 or higher
2 nd	534	560	574	2 nd	95 or higher	95 or higher	95 or higher
**3 rd (N/A)	FAST			**3 rd (N/A)			
4 th	Level 5	Level 5	Level 5	4 th	95 or higher	95 or higher	95 or higher
5 th	Level 5	Level 5	Level 5	5 th	95 or higher	95 or higher	95 or higher
Minimum Scores for Acceleration in Mathematics, Grades 1 – 5:							
i-Ready (Scale Score)				Star Math (Percentile Score)			
Grade Level	FALL (Quarter 1) PM1	WINTER (Quarter 2) PM2	SPRING (Quarter 3) PM3	Grade Level	FALL (Quarter 1) PM1	WINTER (Quarter 2) PM2	SPRING (Quarter 3) PM3
i-Ready							
1 st	411	431	443	1 st	95 or higher	95 or higher	95 or higher
2 nd	438	452	464	2 nd	95 or higher	95 or higher	95 or higher
FAST							
3 rd	Level 5	Level 5	Level 5	3 rd	95 or higher	95 or higher	95 or higher
4 th	Level 5	Level 5	Level 5	4 th	95 or higher	95 or higher	95 or higher
**5 th	Level 5	Level 5	Level 5	**5 th	95 or higher	95 or higher	95 or higher
<i>*Qualifying scores are subject to change at the discretion of the Florida Department of Education. ** See ACCEL Restrictions</i>							
School-Level ACCEL Determination. Has the student met the criteria for ACCEL eligibility and been approved to participate in the requested ACCEL option?						<input type="checkbox"/> YES	<input type="checkbox"/> NO
Parent Notification. The principal must notify the parent/guardian regarding the school's decision to approve/deny the ACCEL Request. Parent/guardian notification can be made in-person, via telephone, or in writing (i.e., by U.S. Mail delivery, confirmed email, or secure delivery by the student). Voicemail or unconfirmed email must be followed by direct notification.							

	<p>Right to Appeal. If the ACCEL Request is denied, the principal must inform the parent/guardian of her/his/their right to submit a written appeal (SPP, pg. 20):</p> <ul style="list-style-type: none">• The written appeal must be submitted to the appropriate Region Office. Verbal appeals or appeals submitted at the school or to another department in the district office will not be considered.• The parent may attach additional information or documentation to support the written appeal.• The appeal decision by the Assistant Superintendent of Curriculum & Instruction or the Superintendent’s Designee is final (SPP, pg. 20). Social promotion is prohibited, per §1008.25, F.S. <p><i>The Region Office will notify both the parent/guardian and the school of the final appeal decision.</i></p>
	<p>ACCEL Agreement: If the request for promotion or acceleration is approved, the school must execute the <i>ACCEL Agreement</i> prior to the student’s change in placement (enclosed).</p>

Student's Full Name:

DCPS ID:

	<p>Maintain Official Records*: The principal, assistant principal for curriculum, or the school records/data entry clerk will contact the systems analyst for assistance with grade placement and scheduling. The school records/data clerk will file official copies of the ACCEL documents in the student's cumulative record folder. Grade level and/or course changes must be entered into FOCUS by the following deadlines:</p> <ul style="list-style-type: none"> • Whole-Grade (Full-Year) Promotion: On or before the last day of Quarter 1 • Subject-Matter Acceleration: On or before the last day of Quarter 1 • Mid-Year Promotion: On or before the 10th day of Quarter 3 <p><i>*Original copies of the ACCEL Request & any associated appeal should be filed in the student's cumulative folder.</i></p>
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ACCEL OPTION REQUESTED:

Assigned Grade Level: _____

Whole-Grade Promotion to _____ Grade

Mid-Year Promotion to _____ Grade

Subject-Matter Acceleration to:

_____ Grade ELA/Reading

_____ Grade Mathematics

_____ Grade Science

_____ Social Studies

Virtual instruction in the following course(s):

_____ Duval FLVS

_____ Duval FLVS

_____ Duval FLVS

_____ Duval FLVS

_____ Duval FLVS

SCHOOL-LEVEL ACCEL DECISION: Approved Denied

Date of Parent Meeting: _____

In-Person Conference Call Virtual

Meeting Participants:

Principal: _____ Parent/Guardian: _____

Student: _____ School Counselor: _____

Teacher: _____ Teacher: _____

Teacher: _____ Teacher: _____

Other: _____

Notes:

Date and manner the parent was notified of the school-level decision:

Date: _____ In-Person Telephone U.S. Mail Confirmed Email Confirmed Delivery

ACCEL AGREEMENT & PERFORMANCE CONTRACT

[Executed by the student, parent, and the principal prior to placement in the higher grade level or accelerated course]

Termination of the ACCEL Agreement. Student participation in the selected ACCEL Option is contingent upon her/his/their meeting eligibility and procedural requirements, as described in the *Student Progression Plan (SPP)*. If any time after the ACCEL option is in effect the student fails to comply with the requirements stipulated in the *Student Progression Plan (SPP)*, the *Request for Promotion or Acceleration*, or the *ACCEL Agreement & Performance Contract*, the principal may terminate the student’s participation in the ACCEL option and will determine the appropriate change in grade level or course placement.

Confirmation of ACCEL Placement. There are inherent risks associated with promotion or acceleration, as the students will enter the accelerated grade level or course having missed up to two full semesters of instruction in the prerequisite content. A period of transition is to be expected; thus, a drop in grades does not automatically indicate improper placement in the accelerated course or grade level. Continued placement at the accelerated level will be confirmed by the student’s academic performance in the first 45 days following her/his/their placement in the ACCEL option.

End of Year Promotion. Students approved for mid-year or whole-grade promotion must participate in all federal, state, and local assessments in the courses to which they have accelerated AND must meet the end-of-year promotion requirements for the grade levels to which they have been promoted. Students approved for subject-matter acceleration must participate in all federal, state, and local assessments in the courses to which they have accelerated BUT must meet the end-of-year promotion requirements for the assigned grade level.

The parent/guardian will initial each of the following items, as discussed:

	I understand the academic and social risks to elementary students – both now and in the future – as a result of whole-grade promotion and/or subject-matter acceleration.
	If an accelerated course will be used to determine the student’s eligibility for promotion at the end of the school year, then he/she/they must complete the course on or before the last day of school.
	Elementary students completing accelerated courses may be scheduled in classes with students above their grade level (e.g., fifth graders who enroll in a Grade 6 course will attend class with 6 th grade students).
	Once the student is promoted to Grade 6, any middle school courses taken in elementary school will be used to satisfy middle school promotion criteria. The student’s grades in middle school courses, including failing grades, will be included in the middle school transcript record and may impact grade-level promotion in middle school.
	Courses taken via Duval Flex/DVIA will result in a loss of funding to the school, regardless of when the instruction takes place (i.e., during the regular school day or outside of school hours). Consequently, the student’s school day may be shortened.
	The school district is not responsible for providing student transportation related to the ACCEL Program.
	Successful completion of middle school courses taken during elementary school may result in students remaining on an accelerated course track through middle and high school. Consequently, a middle school student who completes an accelerated program of study will establish her/his/their high school grade point average (GPA) prior to entering ninth grade. The course titles, final grades, and credit earned in all high school courses, including those taken during middle school, will appear on the student’s high school transcript and will be used to calculate the cumulative high school GPA. This may impact the student’s future eligibility for competitive academic/magnet programs; scholarship awards, including Bright Futures; admission to postsecondary or summer programs; etc.

I agree with accelerating my learning and with the stipulations described above.

Student’s Signature: _____ Date: _____

I grant permission for my student to accelerate his/her/their learning, and I agree to the stipulations described above.

Parent/Guardian’s Signature: _____ Date: _____

Principal’s Name (print): _____ Principal’s Signature: _____ Date: _____

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

BIRTHDATE	School Year								
	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.

FLORIDA ASSESSMENT OF STUDENT THINKING (F.A.S.T.)

Grade	Reading	Math	Writing	Science
	Florida Assessment of Student Thinking			NGSSS
VPK	T*	T*		
K	T*	T*		
1	T*	T*		
2	T*	T*		
3	T*	T*		
4	T*	T*	T*	
5	T*	T*	T*	T
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

The Florida Department of Education (FDOE) cancelled State assessments during the spring of the 2019-2020 school year due to school closures as a result of COVID-19.

GENERAL - APPENDIX K: HEALTH EDUCATION POLICIES

Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health related risk behaviors. All teaching and learning is focused on student achievement of learning standards (Next Generation Sunshine State Standards). Health literate youth have the ability to maintain and enhance personal health and fitness, create safe environments, and manage personal and community resources. Health education provides real life learning experiences with personal applications of scientifically research-based health knowledge and skills in relevant situations. Health Education creates opportunities and experiences that engage and challenge young people to assess, explore, and question their health, while personalizing, adapting, and evaluating their learning.

Requirements:

- 1) All students shall be provided 30-minutes of instruction on mental and emotional health education on the last instructional Wednesday of each month (Wellness Wednesdays). (State Board Ruling 6A.1.094121).
- 2) All students in grades K-12 shall be provided child trafficking prevention instruction through four (4) annual lessons at each grade level (State Board Ruling 6A-1.094123, F.A.C.).
- 3) All students shall be provided annual instruction in grades K-12 related to youth substance use and abuse instruction through the district's health education curriculum (State Board Ruling 6A-1.094123, F.A.C.).
- 4) All students in grades K-12 shall be provided the opportunity to participate in character education (1003.42(s) F.S.). The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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. Proof of age may be documented by the following listed items. If the first document is not available, the next in item in the order of the list 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, then 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.

Parents/guardians of Pre-Kindergarten students with an active IEP may request a retention in consultation with the IEP team.

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 reached 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, kindergarten (1003.21(1)(a)(1) F. S.). In response to the March 13, 2020 declaration of a national emergency related to the coronavirus disease, COVID-19, and the March 12, 2021 memo issued by the Florida Department of Education (FDOE), students who have never entered school and have attained the age of 6 on or before September 1 of the 2021-2022 school year will be placed in the first program of study, kindergarten, and be provided a district-approved Kindergarten readiness test. If the student demonstrates proficiency, they will be promoted to 1st grade and moved to a 1st grade classroom. This shall occur within the first 20-days of enrollment. If the parent/guardian disagrees with the placement, a conference with the parent, teacher, and principal shall be scheduled to determine the most appropriate grade placement. The parent may submit an appeal to the Elementary Regional Office if they disagree with the outcome of the meeting. Before admittance to kindergarten, the principal shall require evidence of the student's age. Proof of age may be documented by the following listed items. If the first document is not available, the next item in the order of the list 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
The student satisfactorily completed a non-public kindergarten with evidence of completion on an official transcript, and the 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) 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 item is not available, the next document in order of the list 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					
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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 ^Passing score (Level 2 or higher) on the Florida State Assessment is required for promotion in grade 3. ** Passing grade is required for promotion in Science or Social Studies in grades 4 and 5. ***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 and abuse, HIV/AIDS, bullying prevention, and other topics as specified in 1003.42 and 1003.46 F.S. State Board of Education rulings related to health education also require instruction on mental health and child trafficking prevention. 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

Students are expected to achieve or work towards achieving established performance standards each school year. Students shall not be retained more than two (2) times in grades K-5. Please note that a student in grade 3 who scores Level 1 on the state required assessment (1008.25 F.S.) shall be retained unless he/she qualifies for a good cause exemption. 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.

Prior to retaining students in grades K-5, a progress monitoring plan shall be developed and implemented. If the student is retained, the progress monitoring plan shall continue to be implemented the following year. Students who have been retained one time and are still not making adequate progress shall be referred to the school’s collaborative planning team to determine appropriate Tier 2 and Tier 3 interventions. 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.

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	AND	MATH
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.		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:		

<p style="text-align: center;">LANGUAGE ARTS</p> <p>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.</p>	<p>AND</p>	<p style="text-align: center;">MATH</p> <p>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.</p>
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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:

<p align="center">LANGUAGE ARTS</p> <p>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.</p>	<p>AND</p>	<p align="center">MATH</p> <p>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.</p>
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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:

<p align="center">LANGUAGE ARTS</p> <p>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).</p> <p>* 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. **</p>	<p>AND</p>	<p align="center">MATH</p> <p>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.</p>
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****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 or English Language Arts AND was previously retained in grades K, 1, 2, or 3; or
- (6) Received intensive reading instruction for 2 or more years but still demonstrates a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

NOTE:

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes 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:				
<p style="text-align: center;">LANGUAGE ARTS</p> <p>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.</p>	AND	<p style="text-align: center;">MATH</p> <p>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.</p>	AND	<p style="text-align: center;">SOCIAL STUDIES/SCIENCE</p> <p>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 score as determined by the post-test in Science.</p>
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:				
<p style="text-align: center;">LANGUAGE ARTS</p> <p>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.</p>	AND	<p style="text-align: center;">MATH</p> <p>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.</p>	AND	<p style="text-align: center;">SOCIAL STUDIES/SCIENCE</p> <p>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 score as determined by the post-test in Science.</p>

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.

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 before 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. THE DISTRICT'S SPECIFIC CRITERIA AND POLICIES FOR MID-YEAR PROMOTION

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 six parts (events).

Event 1: Initial Eligibility; Event 2: Initial Student Plan (includes the programmatic assessment and eligibility assessment for entry, and the student schedule; Event 3: Annual Student Plan; Event 4: Committee Meeting/Extension of Services; Event 5: Program Exit Plan; Event 6: Post-Reclassification (LF Monitoring). 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) the district’s specific criteria for mid-year promotion criteria.

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 is working toward remediation by receiving instructional support to address documented deficiencies according to the school-wide progress monitoring plan or an individualized progress monitoring plan, or IEP Plan, or ELL 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.

A principal may submit a request for an administrative placement into a Drop-Out Prevention Program (DPP) for 5th grade students who have been retained two or more years. The principal must submit the request to his/her Region Superintendent. Approval shall be granted on a case-by-case basis.

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:** As soon as possible following initial enrollment, a district tester will administer an initial listening, speaking, reading, and writing assessment using the WIDA Screener for students in Kindergarten or the WIDA Screener for students in grades 1 – 5. The assessment should be completed within four weeks (20 school days) following the student's initial enrollment in the district. The test is administered at the neighborhood school, district office, or the Center for Language and Culture.

Eligibility for ESOL Program

GRADE	SUB-TEST	ELIGIBLE	INELIGIBLE
K	WIDA Screener for K	ELP Level 1.0 to 3.9	ELP Level 4 and higher in ALL : Speaking, Listening, and Oral Scores
1 – 2	WIDA Screener Listening and Speaking	Listening and Speaking Score 1.0 to 3.9	Listening and Speaking Score of 4.0 or higher
3-5	WIDA Screener Listening, Speaking Reading & Writing	Overall Composite Score of 1.0 to 3.9 or a score of 1.0 – 3.9 on the Reading domain subtest	Composite Score of 4.0 or higher and 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		

- a) **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.
- b) **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.
- c) **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.
- d) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided to all active ELLs and ELLs in the first two years of exit status (two-year post follow-up period) as indicated in the Test Administration Manuals.
- e) **Statewide Assessments:** All ELLs will be tested on the F.A.S.T. ELA in each year they are enrolled in a tested grade level.

- f) **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.
- g) **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). 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	ACCESS for ELLs Language Proficiency Assessment composite score of 4.0 or higher and no lower than 4.0 on the Reading domain subtest.
	3 - 5	ACCESS for ELLs 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 F.A.S.T. 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, an ELL Student Plan 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, an ELL Plan must be completed within two years.

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) Each district school board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day (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 staff 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 teacher positions 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 (F. S. 1003.455).
- 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 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

A. REQUIREMENTS FOR PROMOTION TO GRADE 4

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, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained.

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual educational plan, or a Section 504 plan that reflects that 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 prekindergarten, kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in 5 kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3. (s. 1008.25(5), F.S., and 1008.25(7), F.S.)

B. SERVICES FOR STUDENTS PROMOTED TO GRADE 4 WITH A GOOD CAUSE EXEMPTION

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention grounded in the science of reading that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. 9 (s. 1008.25(7), F.S., and s. 1008.25(8), F.S.)

ELEMENARY APPENDIX C: READING DEFICIENCY AND INTERVENTION IN GRADES K-3

A. READING DEFICIENCY AND REQUIRED PARENTAL NOTIFICATIONS

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, or the characteristics of dyslexia, based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions, that are grounded in the science of reading, immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual educational plan or an individualized progress monitoring plan, or both, as necessary pursuant to s. 1008.25(4)(c), F.S.

For reading, the individualized progress monitoring plan shall include at a MINIMUM:

1. The student's specific, identified reading deficiency.
2. Goals and benchmarks for student growth in reading.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources and materials that will be provided to the student's parent to support the student to make reading progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading development. (s. 1008.25(4)(c), F.S.)

Please note that if a student is covered by an Individual Educational Plan (IEP) ONLY, the above criteria should be documented in the IEP along with all other required documentation.

In accordance with Rule 6A-6.053(10), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- A. For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, 2 minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.
- B. For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
- C. For grade 3, the student scores:
 1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or
 2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

Pursuant to s. 1008.25, F.S., and s. 1002.411, F.S., the parent of any student who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to

remediate the identified area of reading deficiency.

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources compiled by the Department of Education.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion. 3
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. 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.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.
10. The process to request and receive a New Worlds Scholarship, subject to available funds (s. 1002.411, F.S.).

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for the parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

(s. 1008.25(4), F.S., 1008.25(5), F.S., s. 1008.25(9), F.S., s. 1002.411, F.S., and Rule 6A-6.053, F.A.C.)

B. COMPREHENSIVE READING AND INTERVENTION PROGRAMS

The Department shall provide a list of state-examined and approved comprehensive reading and intervention programs. The intervention programs shall be provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom. Dyslexia-specific interventions will be defined by rule of the State Board of Education and shall be provided to students who have the characteristics of dyslexia. The reading intervention programs must do all of the following:

1. Provide explicit, direct instruction that is systematic, sequential and cumulative in language development, phonological awareness, phonics, fluency, vocabulary and comprehension, as applicable. 4
2. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary or comprehension; and
3. Be implemented during regular school hours.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(5),F.S.)

C. SUMMER READING CAMPS

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(8), F.S.)

D. SERVICES FOR STUDENTS RETAINED IN GRADE 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation

under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. These students must also be provided intensive reading interventions that are grounded in the science of reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
 - b. Targeted small group instruction;
 - c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
 - d. Reduced teacher-student ratios;
 - e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;
 - f. Tutoring or mentoring;
 - g. Transition classes containing 3rd and 4th grade students;
 - h. Extended school day, week or year; and
 - i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.)

E. INTENSIVE READING ACCELERATION COURSE

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.
3. Targeted small group instruction.
4. Reduced teacher-student ratios.
5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
6. A read-at-home plan.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.)

F. MID-YEAR PROMOTION OF RETAINED GRADE 3 STUDENTS

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level; 10
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the state academic standards in English Language Arts. Evidence is as follows:

1. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)2., F.S.;
2. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;
3. Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C., and described in Section D of this TAP; or
4. Successful completion of portfolio elements that meet all of the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards.
 - d. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;
 - e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs. 11 A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

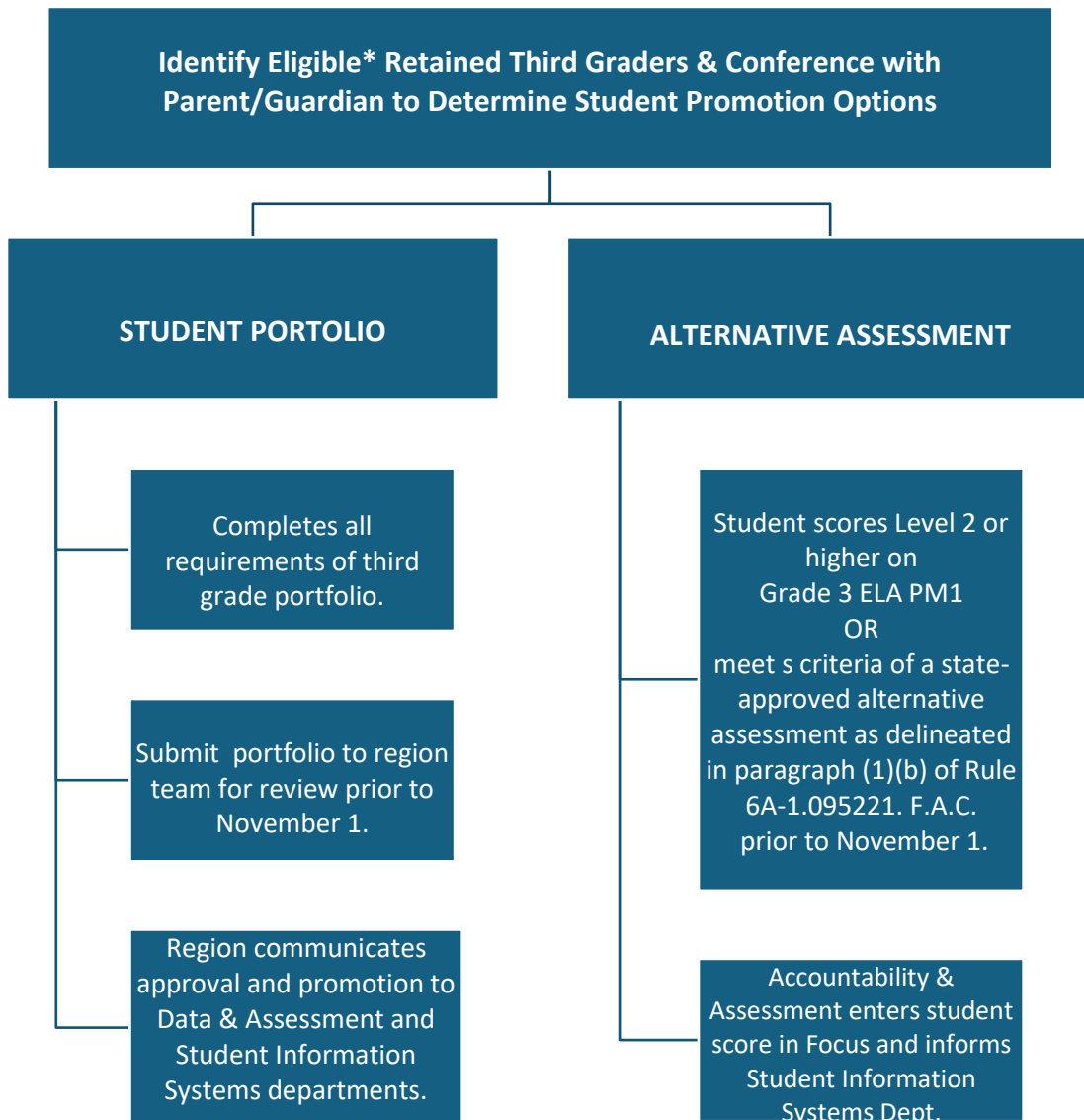
The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

(s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.)

Third Grade Good Cause Exemption for Mid-Year Promotion of Retained Student (Prior to November 1)

*To be eligible for mid-year promotion, a student must demonstrate that they:

1. are a successful and independent reader as demonstrated by reading at or above grade level;
2. has progressed sufficiently to master appropriate fourth grade reading skills; and
3. has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.



Please note: The Progress Monitoring Plan for any retained third grade student who has been promoted to mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

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 (F.S. § 1003.25 (3)); 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. The parents must sign and date the transcript.

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, a 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 forty-five (45) days from the date of transfer to prepare for assessments outlined in this paragraph per F.S. § 1003.4156(3).

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 (45) days of enrollment. Alternative validation procedures include successful completion of course work, successfully passing teacher-made exams or final quarterly 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 (45) 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 F.S. § 1003.4156(3).

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 as outlined by the 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 the grading period 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 for 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 (45) 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.

<u>Program</u>	<u>Additional Information</u>
Florida Virtual School	
Duval Virtual Instructional Academy (DVIA)	
Private or Out-of-County Summer School (pre-approved)	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 into a DCPS school 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 F.S. § 1003.4156. A middle grades student who transfers into the state’s public school system from out of country, out of state, private school, or a home education program after the beginning of the second term is not required to meet the civics education requirement if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education. F.S. § 1003.4156 (c).
- 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 F.S. § 1003.4156.

- 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 student 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. **GRADE RECOVERY** When a student receives an "F" as a quarter grade in a course, the student must be provided the opportunity to recover the grade to a "D". This opportunity shall be provided through blended learning.

4. **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. Schools may utilize credit recovery programs such as Edgenuity as credit acquisition options for overage students.

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.

5. **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 shall be exempt from the hourly instructional requirements for earning credit as defined in F.S. § 1003.436(1)(a) and (b).
- 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 (F.S. § 1003.436(2)). 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.

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

Academic Requirements: A student will become academically eligible upon promotion to the 6th grade. Thereafter the student must maintain a 2.0 grade point average (GPA) for each grading period. A student must not have more than one (1) failing grade to remain eligible for athletics. Two or more F's with or without a 2.0 GPA, the student is not eligible to participate in sports; this includes elective courses.

- a) For 7th and 8th grade students, eligibility is based on the cumulative GPA each year. A student must not have more than one (1) failing grade, including elective and semester classes.
- b) The report card will determine eligibility at the end of the 1st, 2nd, and 3rd nine-week grading period (eligibility will be determined the day report cards are issued by the school to all students). It shall be the responsibility of the Athletic Director to have each student's academic record checked at the end of each nine weeks. A student's eligibility is determined by the previous 9 weeks grades. The student will become eligible or ineligible on the day report cards are issued. Grade recovery will not affect the student's eligibility until the day report cards are issued for the next nine-week period.
- c) All athletes are expected to maintain high standards of conduct and are subject to the DCPS Code of Student Conduct, prior to, during, and after athletic contests/extracurricular activities. Consequences for violation will be imposed as noted in the code.

7. **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, 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).

8. 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.

9. 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 occur 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 this 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 ^{1,2,3,4}
8	Successfully complete three or more 7th grade core courses and recover the core course not passed in 6th grade, if applicable ^{1,2,3,4}
9	Successfully complete all four 8th grade core courses and recover the core course not passed in 7th grade, if applicable ^{1,2,3,4}
^{1.} Core courses are language arts, mathematics, science, and social studies. ^{2.} Teachers and administrators have an obligation to provide timely intervention so that students may recover courses (core or elective) during the academic year. ^{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. ^{4.} Students shall not repeat previously passed courses. 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.	

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.

NOTE: Students must complete a Career and Education Planning course as defined in F.S. § 1003.4156. The planning course must be completed in grades 6, 7, or 8 and shall be integrated into a course approved by the Office of Academic Services. The Career and Education Planning course must result in a completed personalized academic and career plan.

1. PROMOTION TO HIGH SCHOOL

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

- a) a minimum final grade of “D” in all 12 required core courses in the middle school required curriculum, and

- b)** One of the three social studies courses must be Civics. There is a statewide, standardized end-of-course exam for Civics that must be taken and factored in as 30% of a student's course grade.
- c)** Eighth grade students must successfully complete 12 required core courses prior to the first day of the school year to be eligible for promotion to high school. Eighth grade students who have met all requirements with the exception of one (1) core course and have been enrolled in that course during the district's summer school program or another approved provider may be considered for provisional placement in grade 9 at the high school. Students must complete at least 60% of the course with a grade of 60% or higher for consideration. Middle school administrators will upload grade reports for students eligible for a provisional promotion to a district portal. Provisional promotions must be approved by the Region Superintendent for Middle Schools.

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 F.S. § (1011.62(8); F.S. § 1003.428(2)(b)2(c). For ELL students, M/J Developmental Language Arts 3 or English Language Development will fulfill the intensive reading 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 F.S. § 1007.02(1)(b).

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 F.S. § 1003.428(2)(b)2(d). 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. Students shall not be scheduled into previously passed courses.
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 high school courses designated as Social Studies electives in the Florida Course Code Directory when approved by the Chief of Academic Services – one semester of which must include the study of state and federal government and civics education.
⁷ Students should be enrolled in one semester of physical education and one semester of health education (which includes instruction on bullying prevention, character education, internet safety, mental and emotional health, substance use and abuse, and child trafficking prevention in grades 6-8; in addition, teen dating violence and abuse prevention should also be included in grades 7-8.

Schools should 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 F.S. § 1007.02 (2), 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.

NOTE: Students must complete a Career and Education Planning course as defined in F.S. § 1003.4156. The planning course must be completed in grades 6, 7, or 8 and shall be integrated into a course approved by the Office of Academic Services. The Career and Education Planning course must result in a completed personalized academic and career plan.

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

Access Point Courses for students with a Significant Cognitive Disability/Deficiency as determined by the IEP team	
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

¹Students 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. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6-8 (F.S. § 1003.455(3)). ² 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 with a current overall ELP level of 1.0-2.9 should be scheduled into M/J English Language Development NOT into Intensive Reading. Those with an overall ELP level 3.0 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. Duval County students in grades 6-12 may enroll in DVIA Flex.
- 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 ensure 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. Eligible middle school students who are enrolled in a Pre-Early College Program and have passed the Postsecondary Education Readiness Test (PERT) may take one foundational dual enrollment course as determined by DCPS and Florida State College at Jacksonville (FSCJ) in grade 8.
- 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 a Lexile score determined by Academic Services on the 6th grade Spring administration of a district assessment and have an annual 2.5 middle school GPA or higher to enroll in the pre-requisite Advanced Reading course.

i) **State End of Course Assessments:**

Standard High School Diploma							
1 st Year in Ninth Grade	District EOCs	Algebra I EOC	Geometry 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	Grade 10 Reading/Concordant and A1 EOC/PERT Comparative
Middle School							
School Year	District EOCs	Algebra I EOC	Geometry 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	
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.							
Effective June 2017, pursuant to House Bill 7069, the FSA Algebra II EOC was discontinued and is no longer a requirement. The Florida Department of Education (FDOE) cancelled State End-of-Course (EOC) assessments during the spring of 2020 due to school closures as a result of COVID-19. Final grades were averaged using four quarter grades for full credit courses and two quarter grades for half-credit courses; additionally, this grade formula was used in 2020-2021 per FDOE Emergency Order 2021-EO-02 if the EOC score resulted in lower final grade .							

- j) **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.
- k) **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.
- l) **Hourly Instructional Requirement for High School Credit:** Pursuant to F.S. § 1003.436, 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).
- m) **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.
- n) **Academic Plan:** For middle school students entering grade 8 in the 2007-2008 school year and thereafter must complete an Academic Plan.
- o) **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 (F.S. § 1003.429(2)(3)). 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 F.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 Progress Monitoring Plan that identifies instruction/intervention support through a multi-tiered system of support (MTSS). 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 the 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) Mentoring,
- f) ESOL services,
- g) Exceptional Student Education services,
- h) Program designed by school administration and staff,
- i) TEAM UP,
- j) Florida Virtual School,
- k) Duval Virtual Instruction Academy (DVIA) Flex
- l) 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.

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 WIDA Screener test as soon as possible after initial enrollment and should be completed within four weeks (20 school days). The test is administered at the neighborhood school, or the Center for Language and Culture (CLC).

Eligibility for ESOL Program

Grades 6-8	Eligible	Ineligible
WIDA Screener administered (listening, speaking, reading and writing subtests)	WIDA Screener Composite Score 1.0-3.9 OR Composite Score 1.0-3.9 OR Reading Score 1.0-3.9	WIDA Screener Composite Score of 4 or higher AND Reading Score of 4 or higher
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 to all active ELLs and ELLs in the first two years of exit status (two-year post follow-up period) as indicated in the Test Administration Manuals.
 - 6) **Statewide Assessments:** All ELLs will be tested on the F.A.S.T. ELA each year they are enrolled in a tested grade level.
- 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	Access for ELLs 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 F.A.S.T. in ELA.
Exit by ELL Committee Recommendation	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, the student schedule must be updated and filed in the red folder. An exit letter in the home language (when feasible) will be sent home to the parent by the district ESOL office. Event 6, the monitoring section, must also be completed during the two years after exiting.

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 F.S. § 1007.02, 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 Society of Health and Physical Education (SHAPE) America 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) The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6-8 (1003.455(3) F.S.).
- 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 staff 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.
- 6) 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 requirement; 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 through collaboration with the district’s Health Education and Physical Education Department.

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 (F.S. § 1003.25(3)), F.S.; 6A-109941 F.A.C.). 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.

* 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 or two full credit course(s) through the Duval Virtual Instructional Academy. Students must complete one course before being enrolled in a second course.

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• Duval Virtual Instruction Academy (DVIA) Flex• Differentiated classroom instruction• Before, during, and after-school tutoring• Saturday School• Computer-Assisted instruction• Mentoring• 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: 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:

High School Course	Course Number	Standard Level Course (Y/N)	Honors Level Course (Y/N)

Note: Spanish I (0708340) and Spanish II (0708350) are level 2, standard courses. Level 3 courses are honors level. Check the FDOE Course Code Directory for course levels.

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 coursework, 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.

Current DCPS students requesting a transcript when withdrawing to enroll in a school outside of the district or for the purpose of applying for scholarships or college admissions, shall not be charged a fee for paper copies, or having the record electronically transmitted. This also applies to students who have graduated or exited within the last five (5) years of withdrawal; all other former students should request transcripts from the district's records office.

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 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 (refer to 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.

<u>PROGRAM</u>	<u>ADDITIONAL INFORMATION</u>
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 a state approved 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, , 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, have and maintain a minimum 2.0 GPA at the start of the senior year, and have either earned credit in or be enrolled in an accelerated course (e.g., dual enrollment, AP, AICE, IB, or CTE with industry certification options). Exceptions may be considered by the principal for seniors meeting all the requirements with the exception of earning graduation assessment scores when the student is scheduled into a test preparation course(s) aligned to the missing assessment requirement. 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 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 or an 18-credit ACCEL 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 Career and Technical Education Substitution Form (Appendix L) must be completed and submitted prior to graduation. 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 successfully completing the course. These courses include Algebra I, Geometry, U.S. History, and Biology. Students that pass the statewide, standardized EOC for Algebra I, Geometry, U.S. History, and Biology but do not pass the course, shall be awarded the credit through CAP. The failing course grade will count in the calculation of the GPA. 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 EOC, 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. If it is determined that CAP credit is not appropriate for the student, the student and parent will meet with the school counselor and must submit the request in writing to the principal.
- 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, 6A2, and 9.):** 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, 68A, and 9A.):** 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 and Advanced Placement Course are required to take the AP exam.
- o) **AP Capstone Program:** 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. 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) High School Equivalency Diploma - GED Test: Students interested in seeking a GED must be at least 16 years old and must meet the criteria below:

- Be a resident of Duval County,
- provide an official withdrawal from any virtual, homeschool, or traditional school program,
- schedule a required exit interview with school or district staff, and
- secure documentation of GED preparation (e.g., official GED Ready practice exam with a minimum score of 150 in each of the 4 subtests, or proof of enrollment in an adult education program).

Students who are 16 or 17 years old must obtain authorization from the Superintendent or designee before proceeding with the official exam. Contact the Graduation Rate Initiatives Team (GRIT) with questions at GRIT@duvalschools.org.

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.

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. Students may participate in dual enrollment through postsecondary institutions with an approved articulation agreement with the district. 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 the postsecondary institution.
- 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 the date established by Florida State College at Jacksonville (FSCJ) of the student's junior year in high school.

d) Early College:

Early College is a form of dual enrollment that allows students to earn their high school diploma and Associates degree through a blend of high school and college courses. Eligible students take a limited number of dual enrollment courses during 9th and 10th grade and participate as full-time students at FSCJ during 11th and 12th grade.

e) 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)

f) 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.

g) 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.

h) 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. SEAL OF BILITERACY

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 Biliteracy	Gold Seal of Biliteracy
<p>Receive a standard high school diploma AND one of the following:</p> <ul style="list-style-type: none"> - 3.0 unweighted GPA in four high school credits in the same world language - Silver Seal scores or proficiency levels on a language exam recognized by the State of Florida (see application for list of accepted exams and scores/levels) - A portfolio demonstrating intermediate Mid proficiency according to the American Council on Teaching of Foreign Languages (ACTFL) 	<p>Receive a standard high school diploma with a level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Assessment of Student Thinking (F.A.S.T.) AND one of the following:</p> <ul style="list-style-type: none"> - 3.0 unweighted GPA in four high school credits of the same world language - Gold Seal scores or proficiency levels on a language exam recognized by the State of Florida (see application for a list of accepted exams and scores/levels) - A portfolio demonstrating Advanced Low proficiency according to the American Council on the Teaching of Foreign Language (ACTFL)

Students may earn one, or both of the diploma designations. Please consult the District World Languages website for application, accepted exams, and portfolio requirements.

Four high school world language credits shall be awarded to students who earn at least a Silver score or Silver performance level on one of the State’s recognized exams. If there are no Florida course codes for the language tested, then students will receive the World Language Transfer course codes” 0702980, 0702990, 0703980, 0703990. World Language Transfer codes do not count for Bright Futures, therefore the Foreign Language Waiver Code, 0791920, must also be given to meet the Bright Futures World Language requirement. If a student earns course credit through the passage of a CLEP or AP administration, a credit is awarded per the Credit Acceleration Program (CAP). For the Seal of Biliteracy, no more than four credits in a foreign language should be awarded. Therefore, three more foreign language credits would be awarded for a total of four.

11. Duval Ready Diploma Designation

The designation is a district developed recognition which certifies that students have demonstrated specific skills. These skills are identified by school and community stakeholders as essential for careers and/or the workforce.

12. 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/ 6A2)
- G=** GED Career (Table 11: Performance Based Diploma and Career Development)
- H =** AP Honors Standard Diploma Option 1 (Table 6A1/6A2)
- I =** Academic with IB (Table 7: International Baccalaureate)
- 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)
- 3=** 18-Credit ESE Access Points (Table 9A)
- 4 =** Career and Technical Education (CTE) Pathway (Table 6A5)

Programs of Study Options

TABLE 6A1 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 through 2022-2023.	
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

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 with current overall ELP levels 1.0-2.9 shall 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.

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.

⁴All 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.

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

⁷A total of one credit shall be taken in fine or performing arts, speech and debate, Career and Technical Education 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 (requires waiver # 1500410, 1500420) **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.

¹¹ Students pursuing the Industry Scholar 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 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 2023-2024 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
Personal Financial Literacy	0.5
PE-Health Opportunities through Physical Education- Core (HOPE-Core) ^{8,9}	1
Electives	5.5
Total ^{10,11,12}	24 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 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 with current overall ELP levels 1.0-2.9 shall 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.

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.

⁴All students shall complete 1 credit in biology, and 2 additional credits in an equally rigorous science course. 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.

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

⁷A total of one credit shall be taken in fine or performing arts, speech and debate, Career and Technical Education 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 (requires waiver # 1500410, 1500420) **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.

¹¹ Students pursuing the Industry Scholar 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

NOTE: Students entering ninth grade before the 2023-2024 school year must earn three (3) elective credits; Financial Literacy in not required.

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
Personal Financial Literacy ⁷	1
Electives ⁷	0.5
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 with current overall ELP levels 1.0-2.9 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.

⁶ A total of one credit shall be taken in fine or performing arts, speech and debate, Career and Technical Education, or practical arts course. Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training 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.

⁷ Students entering ninth grade before the 2023-2024 school year must earn three (3) elective credits; Financial Literacy is not required.

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

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 6A5
Standard Diploma – 18 Credit
Career and Technical Education (CTE) Pathway
Program of Study (4)
Available for all ninth grade entry years

NOTE: Students entering ninth grade before the 2023-2024 school years must earn 2.0 work-based elective credits; Financial Literacy is not required.

English ^{1,2} (English I-IV, AP, DE, IB, AICE)	4
Mathematics ^{1,3}	4
Science ^{1,4}	3
Social Studies ^{1,5}	3
CTE Courses ⁶	2
Work-Based Electives ⁷	1.5
Personal Financial Literacy ⁷	0.5
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 with current overall ELP levels 1.0-2.9 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.

⁶ The CTE courses must result in program completion and industry certification.

⁷ The credits must be in a work-based learning program for students entering 9th grade after 23-24; students entering 9th grade before 23-24 must earn 2 credits in work-based learning; Financial Literacy is not required.

NOTE: Students must meet the requirements for the Scholar or Industry Scholar Designation.

**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.

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 with current overall ELP levels 1.0-2.9 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 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.

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.

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.**

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

⁶ One credit in Theory of Knowledge.

⁷ May include any course listed in the Florida Department of Education Course Code Directory 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.

NOTE:

- 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.

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.

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 with current overall ELP Levels 1.0-2.9 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 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 2023-2024 and thereafter.
Program of Study (1) for Students with Disabilities Pursuing a Standard Diploma: Access Points

NOTE: Students entering ninth grade before the 2023-2024 school year must earn eight (8) elective credits; Financial Literacy is not required.

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
Personal Financial Literacy ⁷	0.5
Electives and/or career courses ⁷	7.5
Total Credits	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, Career and Technical Education or 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 (requires waiver numbers 1500410, 1500420) **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 Students entering ninth grade before the 2023-2024 school year must earn eight (8) elective credits; Financial Literacy is not required.

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 (MOCs), 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. MOCs 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 9A Exceptional Student Education (Grades 9-12), for students entering 9th grade for the first time in 2023-2024 and thereafter. Program of Study (3) for Students with Disabilities Pursuing a Standard 18 Credit Diploma: Access Points	
NOTE: Students entering ninth grade before the 2023-2024 school year must earn three (3) elective credits' Financial Literacy is not required.	
Subject	Credit
English ¹	4
Mathematics ²	4
Science ³	3
Social Studies ⁴	3
The Arts	1
Personal Financial Literacy ⁵	0.5
Electives	2.5
Total Credits	18
GPA	2.0
Assessments	See High School Appendix E
¹ Credits shall include Access English I, II, III, and IV or a higher level English. ² One credit shall include one (1) credit in Access Algebra I, one (1) credit in Access Geometry, and two (2) additional math courses. The Access Algebra I and Access Geometry EOC exams will count 30% of the final course grade. ³ Credits shall include Access Biology and two additional equally rigorous science courses. The state Biology EOC will count 30% of the final grade for Access Biology. ⁴ Credits shall include one (1) credit in Access US History; one (1) credit in Access World History; ½ credit in Access Economics with financial literacy; and ½ credit in Access US Government. The state US History EOC will count as 30% of the final grade for Access US History. ⁵ Students entering ninth grade before the 2023-2024 school year must earn three (3) elective credits; Financial Literacy is not required.	

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 Credits	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, Career and Technical Education, or 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 (requires waiver # 1500410, 1500420) **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.

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 13 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
<p>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.</p>	

13. **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 a scholarship warning/progress report that serves as 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. Scholarship warnings will be distributed through Focus accounts for students and parents. School staff should put forth their best effort to verbally communicate scholarship warnings to students and parents via phone, email or other means to confirm receipt. (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 Listening, Speaking, Reading, and Writing assessment is completed by district testers using the WIDA Screener 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, or the Center for Language and Culture (CLC).

ELIGIBILITY FOR ESOL PROGRAM			
GRADE	SUB-TEST	ELIGIBLE	INELIGIBLE
9-12	WIDA Screener (Listening, Speaking, Reading & Writing Subtests)	WIDA Screener composite score 1.0-3.9 OR reading score 1.0-3.9	WIDA Screener composite score of 4 or higher AND reading score of 4 or higher
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 to all active ELLs and ELLs in the first two years of exit status (two-year post follow-up period) as indicated in the Test Administration Manuals.
- f) **Statewide Assessments:** All ELLs will be tested on the FSA ELA in each year they are enrolled in a tested grade level.
- 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	
Exit by test scores	Grade 9	Statewide English language proficiency assessment composite score of 4 or higher AND reading score 4 or higher AND earning a level 3 or higher on the grade level F.A.S.T. in ELA.
	Grades 10-12	Statewide English language proficiency assessment composite score of 4 or higher AND reading score 4 or higher 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:
 $(Q1 + Q2)/2 \times .8 + (\text{EOC [converted to 0-4] } \times .2) = \text{final grade}$
 $(A + B)/2 \times .8 + (B \times .2) = \text{final grade}$
 $(4 + 3)/2 \times .8 + (3 \times .2) = \text{final grade}$
 $3.5 \times .8 + .6 = \text{final grade}$
 $2.8 + .6 = 3.4 = B$

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:

$(Q1+ Q2 + Q3 + Q4)/4 \times .8 + (\text{EOC [converted to 0-4] } \times .2) = \text{final grade}$
 $(F + D + C + B)/4 \times .8 + (C \times .2) = \text{final grade}$
 $(0 + 1 + 2 + 3)/4 \times .8 + (2 \times .2) = \text{final grade}$
 $(1.5 \times .8) + .4 = \text{final grade}$
 $1.2 + .4 = 1.6 = C$

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> $\frac{(Q1 + Q2)}{2}$ $\frac{(B + A)}{2}$ $\frac{(3 + 4)}{2} = 7/2 = 3.5 = A$ <p>Year long</p> $\frac{(Q1 + Q2 + Q3 + Q4)}{4}$ $\frac{(B + A + B + A)}{4}$ $\frac{(3 + 4 + 3 + 4)}{4} = 14/4 = 3.5 = A$

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

For the purpose of high school graduation only, 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: All courses and grades must be included on the student's transcript. The authority for the school district to adopt forgiveness is for the express purpose of assisting students in meeting the minimum GPA requirement to graduate.

2. RANKING GPA

Ranking GPA is used to determine a student's position in the class based on grades. Percentile rank is used to determine the position of a student's GPA in the distribution of all students in a class based on grades. For example, a student who has a class rank of 57 out of 280 students would in the 20th percentile of the class. Students entering 9th grade during the 2018-2019 school year and before will be ranked by position in the class based on grades; these students will also be ranked based on percentile. Students who enter 9th grade in the 2018-2019 school year shall be ranked by percentile only during their senior year. Students entering 9th grade in the 2019-2020 school year and thereafter will be ranked based on percentile. The recognition of valedictorian and salutatorian will continue for students entering 9th grade in 2018-2019 and thereafter during their senior year. 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 students 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. Mid-year graduates are not included in the final ranking at the completion of the 12th grade. Students entering 9th grade in the 2018-2019 school year and before shall be ranked based on position in the class and percentile. Students entering 9th grade during the 2019-2020 school year and thereafter shall be ranked based on percentile.

- 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. In the event students with the highest rank based on weighted GPA, who have been enrolled at the school since the beginning of their junior year, have the exact same GPA, these students will be recognized as Co-Valedictorian (same highest GPA) and/or Co-Salutatorian (same next highest GPA).

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.

- iii. 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. In the event students with the highest rank based on weighted GPA, who have been enrolled at the school since the beginning of their junior year, have the exact same GPA, these students will be recognized as Co-Valedictorian (same highest GPA) and/or Co-Salutatorian (same next highest GPA).

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. Eligible students shall be assigned to Grade 11.

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. agree, acknowledge, and sign Grade Placement document;
 - iii. 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);
 - iv. have sufficient knowledge of the English language to participate in high school classes;
 - v. have appropriate medical insurance coverage
 - vi. provide a hold harmless clause for the Duval County School Board and Public School system signed by the student and his/her parents;
 - vii. be accepted by a suitable host family; and
 - viii. obtain written authorization from the district school counseling office.

NOTE: Students will be placed in Grade 11 unless otherwise determined by the district school counseling office prior to the approval of the school placement notification. Only students whose sending school verifies a legitimate educational necessity for a high school diploma and submits the request with the application shall be considered for senior status and graduation. 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 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, the acknowledgement of Grade 11 placement and non-eligibility for graduation unless a legitimate need for graduation is determined prior to the student's acceptance, 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 subsidies. 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 competitions.
- 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. Schools will be notified by district school counseling if the student has been assigned to Grade 12. Schools do not have the authority to change a foreign exchange student's grade level. The only foreign exchange students eligible to participate in commencement ceremonies are those approved by district school counseling as Grade 12. All other foreign exchange students may be recognized during the ceremony and/or other school-based programs.
- 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, at the time the application is being reviewed, 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

According to section (s.) 1003.4282 Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. These requirements are published on the website of the Florida Department of Education at www.fldoe.org.

English for Speakers of Other Languages (ESOL) Program

State Graduation Reading Assessment for Students in an English for Speakers of Other Languages (ESOL) Program beginning in the 2022-2023 School Year	
2022-23 School Year and thereafter	Students who have been enrolled in an ESOL program for less than two (2) years and have met all requirements for the standard high school diploma except the passage of any assessment or alternate assessment, may meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, confirmed by earning credit(s) in ELA during the time of enrollment. Students are not exempt from the state mathematics graduation required assessment.

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 ¹ 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
<p>¹ Effective June 2017, pursuant to House Bill 7069, the FSA Algebra II EOC was discontinued and is no longer a requirement.</p> <p>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.</p> <p>*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.</p> <p>**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.</p>							

NOTE: For a student with a disability who is seeking a Standard Diploma ESE Access Points a minimum score of three (3) or greater must be achieved on the Florida Standards Alternate Assessment (FSAA) Algebra I and Grade 10 English/Language Arts ELA [or a score of four (4) or greater in reading and math on the Florida Alternate Assessment (FAA)] unless waived through IEP teams. FSAA waived results require an individual portfolio.

NOTE: The Florida Department of Education (FDOE) cancelled State End-of-Course (EOC) assessments during the spring of the 2019-2020 school year due to school closures as a result of COVID-19. Final grades were averaged using four quarter grades for full credit courses and two quarter grades for half-credit courses; additionally, this grade formula was used in 2020-2021 per the FDOE Emergency Order 2021-EO-02 if the EOC score resulted in a lower final grade.

NOTE: Students enrolled in select US Government courses will be administered the Florida Civic Literacy Exam (FCLE) in order to satisfy postsecondary requirements. This assessment will not impact high school graduation and is offered during the fall and spring semesters. According to section 1003.4282(3)(d), F.S., as amended by Senate Bill 1108 (2021), "Beginning with the 2021–2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4)." At this time, there is no alternate version of the test, so students in the Access U.S. Government course (7921015) are not required to participate.

Middle School						
School Year	District EOC	Algebra I EOC	Geometry EOC	Algebra 2 ¹ 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
<p>¹ Effective June 2017, pursuant to House Bill 7069, the FSA Algebra II EOC was discontinued and is no longer a requirement. 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.</p> <p>NOTE: The Florida Department of Education (FDOE) cancelled State End-of-Course (EOC) assessments during the spring of the 2019-2020 school year due to school closures as a result of COVID -19. Final grades were averaged using four quarter grades for full credit courses and two quarter grades for half-credit courses; additionally, this grade formula was used in 2020-2021 per the FDOE Emergency Order 2021-EO-02 if the EOC score resulted in a lower final grade.</p>						

HIGH SCHOOL - APPENDIX F: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

Every student should have the opportunity to participate in quality physical education. The Society of Health and Physical Education (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 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 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).

State Waivers:

- 1) Beginning July 2017, the only approved waivers from the HOPE physical education requirement are by participating for two years and earning two credits in 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. Requires waiver # 1500410, 1500420.

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 Duval Virtual School Education Options</p> <p>*These may include but are not limited to the following: Before, during, and after school tutoring Saturday School Summer enrichment programs 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 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.
- 2) Each student shall have the written approval of the principal or his/her designees prior to enrolling in a Florida Virtual School course for credit.
- 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 district's summer school program, if offered, the summer before enrolling in Florida Virtual School for that year (requirement may be waived by the principal upon determination that ability to complete the district's summer 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 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, FLVS credit(s) must be earned by August 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 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) 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

HIGH SCHOOL - APPENDIX J: NON- DIPLOMA OPTION AGREEMENT revised 7-2-24

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.

This student listed above participated in the 24 or 18 credit diploma option but HAS NOT met graduation requirements.

_____ **Certificate of Completion (W8A/W8B)** - the student has completed all Duval County graduation requirements EXCEPT passing state required assessments. A student earning this certificate (W8A/W8B) **IS NOT** eligible to participate in spring commencement.

NOTE: Students receiving a Certificate of Completion (W8A/W8B) MAY be eligible to participate in summer commencement IF

- they have participated in ALL administrations of the required state assessments they have not passed; and
- they have taken the ACT, SAT, CLT, or PSAT/NMSQT School Day assessments that they were eligible for.

Participation in summer 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 Certificate of Completion (W8A/W8B) HAS NOT been awarded a high school diploma and may not be eligible for certain careers that require Florida licensure.**

_____ **Certificate of Completion (W08)**- 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 **IS NOT** a graduate. **The student is NOT eligible to participate in commencement.**

_____ **Other Non-Grad**- a senior who is retained for all other reasons. **The student IS NOT eligible to participate in commencement.**

To complete the graduation requirements or exit Duval County Public Schools, a student should choose from the following option(s):

_____ **Exit school with a Certificate of Completion (W8A/W8B):** A student may elect to withdraw from school with this 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 the appropriate withdrawal code. This student may continue to take the state assessments or may be eligible to use a state approved comparative or concordant score in perpetuity.

_____ **Elect to participate in summer school:** Credits may be earned via available DCPS summer school programs, Duval Virtual School Flex , 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.

_____ **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.

_____ **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.

Notes:

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.

Signature of Student _____ Date _____ Signature of Parent _____ Date _____

Signature of Principal/Designee _____ Title _____ Date _____

CC: file in student's cumulative file

HIGH SCHOOL - APPENDIX K: 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 they intend 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, which include passing required state assessments, 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.

_____ I understand that I will not be included in the final ranking at the completion of the school year for 12th graders.

Student Signature _____ Date _____

Parent Signature _____ Date _____

School Counselor Signature _____ Date _____

HIGH SCHOOL – APPENDIX L: 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 Title of Exam Passed for Industry Certification Exam: _____ Date _____
- 1200999 Title of Exam Passed for Industry Certification Exam: _____ Date _____

Science

- 2000999 Title of Exam Passed for Industry Certification Exam: _____ Date _____

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.

HIGH SCHOOL – APPENDIX M: HIGH SCHOOL CREDIT FOR CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) PARTICIPATION

Beginning in the 2023-2024 school year, a student in grades 6-12 may be awarded ONE high school elective credit upon providing their school with verifiable documentation showing an accumulation of at least 135 hours of participation in CTSO activities that occur outside of regular class time. Example activities may include; CTSO chapter meetings, chapter community service projects, regional/state/national conferences, and events. The 135-hour threshold may be accumulated over the course of one or more academic years prior to graduation.

Students must complete the DCPS CTSO Activity Log, including signatures from both the CTSO advisor and school principal. The completed log should be submitted to the current school of enrollment and entered into the student information system by April 1st of a student's senior year. One high school elective credit will be awarded (course code 9799999). This course cannot be used to substitute a required academic course.

Some Career and Technical Student Organizations (CTSO) include Business Professionals of America (BPA), DECA, HOSA, Skills USA, Florida Public Services Association, Technology Student Association, FFA, and FCCLA.

