# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>GLOSSARY OF TERMS</td>
<td>5</td>
</tr>
<tr>
<td>I. GENERAL PROCEDURES/OVERVIEW</td>
<td>11</td>
</tr>
<tr>
<td>A. STANDARDS</td>
<td>11</td>
</tr>
<tr>
<td>1. STANDARDS FOR PROMOTION</td>
<td>11</td>
</tr>
<tr>
<td>2. STATE STANDARDS</td>
<td>11</td>
</tr>
<tr>
<td>B. ENROLLMENT</td>
<td>11</td>
</tr>
<tr>
<td>1. GRADE PLACEMENT</td>
<td>11</td>
</tr>
<tr>
<td>2. GRADE PLACEMENT FOR STUDENTS WITHOUT RECORDS, INCLUDING HOME SCHOOL STUDENTS</td>
<td>11</td>
</tr>
<tr>
<td>3. GRADE PLACEMENT FOR OUT OF COUNTRY STUDENTS WITHOUT RECORDS</td>
<td>12</td>
</tr>
<tr>
<td>4. GRADE PLACEMENT FOR RETAINEE</td>
<td>12</td>
</tr>
<tr>
<td>5. GRADE PLACEMENT FOR STUDENTS RETURNING FROM ADULT STUDIES/OTHER HIGH SCHOOL PROGRAM</td>
<td>12</td>
</tr>
<tr>
<td>6. GRADE PLACEMENT FOR STUDENTS RETURNING FROM AN ADULT STUDIES GED PROGRAM</td>
<td>12</td>
</tr>
<tr>
<td>7. REQUEST FOR CHANGE IN TEACHER</td>
<td>12</td>
</tr>
<tr>
<td>8. MILITARY COMPACT</td>
<td>13</td>
</tr>
<tr>
<td>C. REPORTING OF STUDENT PROGRESS</td>
<td>13</td>
</tr>
<tr>
<td>1. REPORT CARD GRADES</td>
<td>13</td>
</tr>
<tr>
<td>2. INDIVIDUAL EDUCATION PLAN (IEP) PROGRESS REPORTS FOR STUDENTS WITH AN EXCEPTIONALITY</td>
<td>14</td>
</tr>
<tr>
<td>3. RETENTION POLICY</td>
<td>14</td>
</tr>
<tr>
<td>4. FORGIVENESS POLICY</td>
<td>15</td>
</tr>
<tr>
<td>D. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS</td>
<td>16</td>
</tr>
<tr>
<td>E. VIRTUAL INSTRUCTIONAL PROGRAMS</td>
<td>19</td>
</tr>
<tr>
<td>GENERAL APPENDIX A: STANDARDIZED NUMERICAL GRADING SCALE AND DESCRIPTORS</td>
<td>20</td>
</tr>
<tr>
<td>GENERAL APPENDIX B: ATTENDANCE POLICY FOR STUDENTS</td>
<td>22</td>
</tr>
<tr>
<td>GENERAL APPENDIX C: PROGRESS MONITORING PLANS</td>
<td>23</td>
</tr>
<tr>
<td>GENERAL APPENDIX D: INTERSTATE COMPACT OF EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN</td>
<td>24</td>
</tr>
<tr>
<td>GENERAL APPENDIX E: GUIDELINES FOR IMPLEMENTING TEACHER JUDGEMENT CRITERION</td>
<td>31</td>
</tr>
<tr>
<td>GENERAL APPENDIX F: SUMMER SCHOOL</td>
<td>32</td>
</tr>
<tr>
<td>GENERAL APPENDIX G: HOME SCHOOL</td>
<td>33</td>
</tr>
<tr>
<td>GENERAL APPENDIX H: ACCEL OPTION FORMS</td>
<td>36</td>
</tr>
<tr>
<td>GENERAL APPENDIX I: EXPECTED FLORIDA GRADE BY DATE OF BIRTH</td>
<td>40</td>
</tr>
<tr>
<td>GENERAL APPENDIX J: STATE ASSESSMENTS</td>
<td>41</td>
</tr>
<tr>
<td>II. ELEMENTARY STUDENT PROGRESSION PROCEDURES</td>
<td>42</td>
</tr>
<tr>
<td>A. ENROLLMENT AND PLACEMENT PROCEDURES</td>
<td>42</td>
</tr>
<tr>
<td>1. ADMISSION</td>
<td>42</td>
</tr>
<tr>
<td>2. REQUIRED PROGRAMS OF STUDY</td>
<td>44</td>
</tr>
<tr>
<td>B. PROMOTIONAL REQUIREMENTS FOR BASIC EDUCATION</td>
<td>45</td>
</tr>
<tr>
<td>1. PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES WITH AN IEP</td>
<td>50</td>
</tr>
<tr>
<td>2. IMPLEMENTATION OF THE REMEDIATION AND RETENTION PROVISIONS FOR ELL STUDENTS</td>
<td>50</td>
</tr>
<tr>
<td>3. PROCEDURES FOR STUDENTS NOT MEETING GRADE LEVEL STANDARDS</td>
<td>52</td>
</tr>
<tr>
<td>C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM</td>
<td>53</td>
</tr>
<tr>
<td>ELEMENTARY APPENDIX A: PHYSICAL EDUCATION AND WAIVER PROCEDURES</td>
<td>57</td>
</tr>
<tr>
<td>ELEMENTARY APPENDIX B: EXEMPTION FOR RETENTION FOR GOOD CAUSE-3RD ONLY</td>
<td>58</td>
</tr>
<tr>
<td>ELEMENTARY APPENDIX C: ACCELERATED CLASS, TRANSITION CLASS, AND MID-YEAR PROMOTION</td>
<td>60</td>
</tr>
<tr>
<td>ELEMENTARY APPENDIX D: GRADE PLACEMENT CONSIDERATIONS FOR STUDENTS WITH DISABILITIES</td>
<td>60</td>
</tr>
<tr>
<td>III. MIDDLE SCHOOL STUDENT PROGRESSION PROCEDURES</td>
<td>62</td>
</tr>
<tr>
<td>A. ENROLLMENT AND PLACEMENT PROCEDURES</td>
<td>62</td>
</tr>
<tr>
<td>1. TRANSFER OF CREDITS</td>
<td>62</td>
</tr>
<tr>
<td>2. TRANSFER OF STUDENTS</td>
<td>63</td>
</tr>
<tr>
<td>3. COURSE RECOVERY</td>
<td>64</td>
</tr>
<tr>
<td>4. COURSE RECOVERY PROGRAMS</td>
<td>64</td>
</tr>
<tr>
<td>5. STATE REQUIREMENTS FOR INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES</td>
<td>64</td>
</tr>
<tr>
<td>6. CRITERIA FOR EARNING CREDIT/STUDENT EVALUATION</td>
<td>64</td>
</tr>
</tbody>
</table>
7. STANDARDS-BASED INSTRUCTION 65
8. DEPARTMENT OF JUVENILE JUSTICE (DJJ) 65

B. PROMOTIONAL REQUIREMENTS FOR MIDDLE SCHOOL 65
   1. PROMOTION TO HIGH SCHOOL 65
   2. INTENSIVE REMEDIATION 67
   3. PROGRAM OF STUDY 67
   4. PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES CURRICULUM OPTION CONTINUUM 71
   5. EXTENDED SCHOOL YEAR (ESY) FOR STUDENTS WITH DISABILITIES WITH AN IEP 72

C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM 72
   MIDDLE SCHOOL APPENDIX A: DETERMINING FINAL AVERAGES FOR CREDIT/HALF CREDIT COURSES 74
   MIDDLE SCHOOL APPENDIX B: PHYSICAL EDUCATION POLICIES AND WAIVERS PROCEDURES 76
   MIDDLE SCHOOL APPENDIX C: PROCEDURES FOR DCPS STUDENTS ATTENDING AN ACCREDITED PRIVATE SCHOOL’S OR OUT-OF-COUNTY SUMMER SESSION 77
   MIDDLE SCHOOL APPENDIX D: 6-8 SCHOOL SAFETY NETS 80
   MIDDLE SCHOOL APPENDIX E: GRADE PLACEMENT CONSIDERATION FOR STUDENTS WITH DISABILITIES 81
   MIDDLE SCHOOL APPENDIX F: HIGH SCHOOL COURSE ADVISEMENT FORM 83
Introduction

**KIPP Jacksonville Mission**
We prepare students from Jacksonville’s North and Westside communities with the knowledge, skills, habits and character for success in college and life.

**Values**
We believe that values are truly belief-based actions and that our core values are key to fulfilling our mission.

- Growth Mindset
- Commitment to Team
- High Expectations
  - Trust
  - Joy
- Sustainability

**Our Envisioned Future**
We will be high performing and we will be a local, state, and national model for early elementary literacy. Vital to that vision are schools that are identity-affirming for students and their families; classrooms that are joyful, safe and academically excellent; a teaching staff committed to culturally-relevant instructional practices; and an organized committed to equity and continued professional learning.
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.

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.

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

Florida Standards Alternate Assessment (FSAA) – Designed for students with significant cognitive disabilities whose participation in the general statewide assessment program, as determined by the IEP Team, is not appropriate even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points in English Language Arts, Mathematics, and Science. It is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA.

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

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

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.

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

WIDA-ACCESS 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.

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 a decision is not agreed upon by the school, parent and teacher, the parent may submit a written appeal to the Assistant Superintendent, Curriculum and Instruction. The decision of the Assistant Superintendent, Curriculum and Instruction is final.

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

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

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

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

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

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

4. GRADE PLACEMENT FOR RETAINEE

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

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

5. 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.
6. MILITARY COMPACT:

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

C. REPORTING OF STUDENT PROGRESS

1. REPORT CARD GRADES

a) Required Components:

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

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

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

1) Grades K-12 - Course credit or grades for a student who enrolls from another school district after the thirtieth day of the grading period may be determined by the school district from which the student is transferring. In the event the transferring school district will not issue a grade or credit for a transferring student, the receiving school principal may utilize appropriate achievement data from grade/subject-level tests to determine grades or course credit for promotional purposes.

2) Grades K-5 - A student who transfers from another school district into Duval County Public Schools and who has been enrolled 15 days or more during the grading period will receive a grade on the report card.

3) Grade 6-12 - A student who transfers from another school district into Duval County Public Schools and who has been enrolled 15 days or more during the grading period in a traditional or 8 days or more during the grading period on a semesterized (4x4) or A/B class will receive a grade on his/her report card.

4) Grades 6-12 - In the event that a student enrolls from another school with fifteen (15) days or less during the grading period 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.

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 and the general education teacher(s) 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.

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

2) Schools are required to provide formal written notification of anticipated retention at the end of the
first semester or any time thereafter that a student is in danger of failing a subject. Electronic communications do not meet this requirement. A student shall not be retained if this procedure is not followed, except third grade students who score a Level 1 on state required Reading assessments pursuant to 1008.25 F.S. (See pages 52-53, Retention in Grade 3.) In addition, for students with disabilities who have an IEP or Section 504 Plan, a meeting shall be scheduled to review the IEP or Section 504 Plan to consider the need for revision of supports and/or services for the student.

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


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

d) Implementation of the Remediation and Retention Provisions for ELL Students:
The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
- amount of time in the country;
- academic experience(s);
- time needed to reach proficiency based on research;
- oral language proficiency in English;
- reading and writing proficiency in English; and
- cultural background.

e) No ELL student may be retained solely due to language acquisition. Documentation of the integration of Florida’s English Language Development standards with the grade level standards must be recorded in the teacher’s lesson plans.

f) The ELL Committee must meet to discuss any ELL student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.


g) A copy of the ELL Committee Outcomes form must be included in the student’s red folder to document the ELL Committee’s involvement in the retention decision for each student.

4. FORGIVENESS POLICY

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

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

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

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

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

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

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

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

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

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

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

d) Full-Year Promotion Eligibility Requirements (Request must be submitted by the end of the school and recommendation finalized before the next school year)
1) Definition: Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows.
2) Eligibility: The following minimum requirements to be considered eligible for full-year promotion must be met. Any exception to the eligibility requirements must be approved by the Assistant
Superintendent of Curriculum and Instruction or designee.

a. **Assessment Results:** Mastery in reading and math reflective of Florida Standards level of performance on a selected assessment determined by the district with pre-defined mastery level.

b. **Grades:** Subject grades equivalent to “A” and/or “B”.

c. **Attendance:** No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.

d. **Conduct:** Grades of “A”, “B” or “C” (grades 2-5) or S (grades K-1 in Social Growth and Development) for the current or previous year.

e. **Teacher Recommendation:** A positive recommendation from the student’s current and previous grade level teachers.

f. **School Counselor Recommendation:** A positive recommendation from the student’s current school counselor.

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

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

e) **Parent Requests for Acceleration Options Appeals Process**

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

**2. MIDDLE SCHOOL**

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

**a) PROCEDURES for ALL MIDDLE SCHOOL ACCEL OPTIONS**

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

1) If a parent/guardian requests consideration for an ACCEL option, it must be in writing using the Request for Acceleration form.

2) The parent/guardian must meet with the School Principal or designee and the School Counselor to review the request and student’s eligibility.

3) If the parent makes a request and the student is eligible, the parent/guardian and student must agree to a performance contract prior to the promotion being granted.

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

1) **Assessment Results:** Level 4 on the state standardized assessment instrument in Reading and Math (previous year), when applicable.

2) **Annual Grade Point Average** of all courses, when applicable: 3.0 with at least a “B” in all core courses for the previous two years.

3) **Attendance:** No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
4) **Conduct:** Student’s behavior does not negatively affect his/her ability to perform academically.

5) **Teacher Recommendation:** A positive recommendation from the student’s current and previous grade level teachers.

6) **School Counselor Recommendation:** A positive recommendation from the student’s current school counselor.

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

E. **VIRTUAL INSTRUCTIONAL PROGRAMS**

1. **Florida Virtual School (FLVS) Programs**
   a) 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.
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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>E*</td>
<td>Excellent Progress</td>
</tr>
<tr>
<td>S*</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>N</td>
<td>Needs Improvement (Lowest Acceptable Progress)</td>
</tr>
<tr>
<td>U**</td>
<td>Unsatisfactory Progress**</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Scale</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>90-100</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B*</td>
<td>70-89</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C*</td>
<td>60-69</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D*</td>
<td>50-59</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>F**</td>
<td>00-49</td>
<td>Failure**</td>
</tr>
<tr>
<td>S</td>
<td>(for grading art, music, physical education, and grade 2 social studies, science, and health)</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>N</td>
<td>(for grading art, music, physical education, and grade 2 social studies, science, and health)</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

**GRADING SYSTEM FOR GENERAL EDUCATION STUDENTS IN GRADES 6–12**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Average</th>
<th>Value</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>90-100</td>
<td>4</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B*</td>
<td>80-89</td>
<td>3</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C*</td>
<td>70-79</td>
<td>2</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D*</td>
<td>60-69</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>F**</td>
<td>0-59</td>
<td>0</td>
<td>Failure**</td>
</tr>
</tbody>
</table>

For Grades K-5

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

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

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

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

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

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

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. To be promoted to the next grade, students should be present for at least 90% of school days in a school year, unless a written notice of an excused absence is provided.

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.

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

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

During each grading period, in middle school grades (6-8) and high school grades (9-12), the principal or designee shall notify parents/guardians by phone or in writing on or before the third absence of the student from any period or school day. Within each grading period, parents/guardians shall be notified in writing upon the fifth absence of the student from any class period or school day to request their cooperation in preventing further absences. (Board Policy 5.42) 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.).

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

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

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

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

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

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

1) Reading;
2) Mathematics;
3) Science; and
4) Strongly encouraged for social studies.

Progress data must include:

1) Student reading progress monitoring;
2) Student proficiency on grade level standards (including access points for students with significant cognitive disabilities or ELL students);
3) Classroom proficiency on grade level standards; and
4) School proficiency on grade level standards.

Progress data must be used to:

1) Evaluate and revise classroom instruction;
2) Determine individual student remediation needs;
3) Evaluate and revise implementation of the school improvement plan;
4) Evaluate and revise teacher professional development plans;
5) Evaluate and revise the district assistance and intervention plan;
6) Evaluate the fidelity of the implementation of the district K-12 reading plan; and
7) Evaluate teacher performance.
GENERAL - APPENDIX D: INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (1000.36 F.S.)

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

This compact applies to the children of:

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

This compact does not apply to the children of:

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

Educational Records and Enrollment

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

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

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

Placement and Attendance

If 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’s academic growth over a period of time. Portfolio assessment shall be defined in terms of the following characteristics:
      1) Ongoing;
      2) Multidimensional, providing a variety of measures,
      3) Student-centered, and
      4) Authentic, requiring students to apply what they have learned.
   e) Report cards communicate a student’s achievement to parents. Report card grades shall reflect a student’s mastery of standards.

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

*Third Grade Portfolios for promotion of students scoring at Level 1 on FSA Reading must follow the Florida Department of Education guidelines.
GENERAL - APPENDIX F: SUMMER SCHOOL

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

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

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

Procedures for Duval County Public School Students Attending a Private School’s Or Out-Of-County School’s Summer Sessions

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

1) The parents/guardian of the student must submit a written request to the current school principal for permission to attend a summer school session outside Duval County Public Schools for only one promotional credit (or one-half credit or two one-half credits). This request shall be submitted to the student’s current school principal prior to the beginning of the summer session.

2) Approval must be granted by the current school principal prior to enrollment for DCPS credit to be awarded. For permission to be granted for attendance at a private school or out-of-county school’s summer session for promotion, to earn credit, and/or to improve GPA, the school’s summer program must consist of 120 instructional hours or more for a maximum of one credit (or two one-half credits) earned. Tutoring does not qualify as summer school, nor does it meet the teacher judgment certification requirement for promotion or course credit.

3) In order for the student to be awarded credit, the parent shall present to the school principal, who granted approval, an official transcript verifying academic progress and attendance, including any appropriate evaluation data from the summer school prior to the opening of the new school year.

4) When a student attends an accredited private school* and submits an official transcript, validation of courses/grades is not necessary. The transfer grade is accepted at face value.

5) When a student does not attend an accredited private school and/or does not submit an official transcript, the course grade/credit shall be validated through successful (“C”/2.0 GPA) performance during the first forty-five days of enrollment during the next school year (1003.25(3) F.S.) (6A-109941 FAC). If the student achieves the 2.0 GPA during the first 45 days of enrollment, further validation procedures are not necessary. The transfer grade will be accepted at face value.

6) Alternative validation procedures are to be used when the student HAS NOT made satisfactory progress at the end of the first quarter. Alternative validation procedures include successfully passing teacher-made exams, and/or minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment and/or district benchmark assessment, if applicable, and/or a passing score of 60% or higher on the appropriate end-of-course exam. The principal/designee will then utilize the data received from the summer school and the testing data to make final determination of grade placement/promotion and/or course credit/grade.

7) Secondary students attending a DCPS summer school program for the purpose of promotion may enroll in up to two full credits through DCPS and Florida Virtual School or DCPS and Duval Virtual Summer Academy.

8) Eligible High School students wishing to take a Dual Enrollment (DE) course during the summer must meet all DE program eligibility requirements. Students may take up to one full credit. The student’s school counselor must sign off on the DE application.

9) Students in a ninth grade cohort requiring a State End of Course Exam (EOC) as a part of the final grade calculation who attend an out of county or private school will have their final summer school grade/credit calculated using the appropriate state EOC formula.

* A directory of private schools with their accreditation is provided on the Florida Department of Education Web site at: http://www.floridaschoolchoice.org/Information/PrivateSchoolDirectory
GENERAL - APPENDIX G: HOME SCHOOL GUIDELINES AND PROCEDURES

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

1. Guidelines and Procedures for the Home Education Program
   a) The parent shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent’s office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent’s office within 30 days after said termination.
   b) The parent shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
      1) A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
      2) Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
   c) The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district school superintendent, or the district school superintendent’s agent, upon 15 days’ written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
   d) The parent shall provide for an annual educational evaluation in which is documented the student’s demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the district school superintendent’s office in the county in which the student resides. The annual educational evaluation shall consist of one of the following:
      1) A teacher selected by the parent shall evaluate the student’s educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
      2) The student shall take any nationally-normed student achievement test administered by a certified teacher;
      3) The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
      4) The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of 490.003(7) or (8) F.S.; or
      5) The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student’s parent resides.
   e) The district school superintendent shall review and accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in 1002.41(1)(c) F.S. Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.
   f) A home education student is eligible to participate in interscholastic extracurricular student activities at a public school. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. A home education student must be able to participate in curricular (class) activities if that is a requirement of the extra-curricular activity, such as marching band. Home school students may only participate at their attendance area school. (1006.15(3)(a) F.S.)
      1) The student must meet the requirements of the Home Education Program (1002.41, F.S.).
      2) During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the Home Education Program by a method of evaluation agreed upon by the parent and the school principal which may include:
         a. review of the student’s work by a certified teacher chosen by the parent,
         b. grades earned through correspondence,
2. Education student shall pay the participating Home Education student. If there is an additional premium for such coverage, the participating Home Education student shall 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. 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-1.09941FAC).

2) Validation of courses/grades/credits will be based on performance in classes at the receiving school. The judgment of the teacher(s) to whom the student is assigned will determine if the grade level/course placement is correct. This judgment will be based on the student’s classroom
performance as outlined in General - Appendix E. **If a student has a minimum grade point average of 2.0 at the end of the first 45 days of enrollment, further validation of grade/course placement and acceptance of grades/credits will not be necessary.**

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

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

**NOTE:** The final determination will be based primarily on classroom performance and not on a single test score.
GENERAL - APPENDIX H: ACCEL OPTION FORMS

REQUEST FOR ELEMENTARY ACCELERATION

To be completed by Parent/Guardian

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS (1002.3105 F.S.): ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. The majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student’s future social, emotional and academic performance. A plan for the smooth transition from the student’s current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The students’ commitment, desire for the program and developmental level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

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

Student (Legal Name): __________________________ DOB: __________
School: __________________________ Teacher: __________________________ Grade: __________
Parent/Guardian: __________________________ Phone: __________ Address: __________________________
Parent/Guardian Email: __________________________

Select the ACCEL Option you are requesting:

☐ Mid-year promotion to grade (request must be submitted by December 1; recommendation and placement finalized by the end of the 2nd 9 weeks)
☐ Full-year promotion to grade (request must be submitted by end of school year; recommendation finalized before the next school year)
☐ Subject-matter acceleration for subject(s) __________________________ (request must be submitted prior to October 1; recommendation and placement finalized by the end of the first nine weeks)
☐ Virtual instruction in higher grade level subject(s) __________________________ (request must be submitted prior to October 1; recommendation and placement finalized by the end of the first nine weeks)

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

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

Name of individual submitting request: __________________________

Date: __________ Relationship to student: __________________________

Please submit this form to the school principal prior to the deadline noted above.
Academically Challenging Curriculum to Enhance Learning (ACCEL)

ELEMENTARY Performance Contract
(To be completed before each new ACCEL Option)

Student (legal name): ___________________________ DOB: ___________________________

School: ___________________________ Teacher: ___________________________ Grade: ___________________________

Parent/Guardian: ___________________________ Phone: ___________________________

Address: ___________________________

Parent/Guardian email: ___________________________

Select the ACCEL Option you are requesting:

☐ Mid-year promotion to grade
☐ Full-year promotion to grade
☐ Subject-matter acceleration for subject(s) ___________________________
☐ Virtual instruction in higher grade level subject(s) ___________________________

Agreement

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

Parent/Guardian initials each item as discussed:

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

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

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

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

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

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

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

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

Student’s signature: ___________________________ Date: __

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

Parent/Guardian’s signature: ___________________________ Date: ___________________________

Principal’s name (print): ___________________________

Principal’s signature: ___________________________ Date: ___________________________

File in student’s cumulative folder. Social promotion is prohibited as per 1008.25 F.S.
REQUEST FOR MIDDLE SCHOOL ACCELERATION
To be completed by Parent/Guardian

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

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

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

Student (legal name): ____________________________ DOB: ____________
School: ____________________________ Teacher: ____________________________ Grade: ______
Parent/Guardian: ____________________________ Phone: ____________________________
Address: ____________________________
Parent/Guardian email: ____________________________

Select the ACCEL Option you are requesting:

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

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

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

Name of individual submitting request:
Date: ________________ Relationship to student: ____________________________

Please submit this form to the school principal.
Academically Challenging Curriculum to Enhance Learning (ACCEL)

MIDDLE SCHOOL Performance Contract
(To be completed before each new ACCEL Option)

Student (legal name): ___________________________ DOB: ___________________________
School: ___________________________ Teacher: ___________________________ Grade: ___________________________
Parent/Guardian: ___________________________ Phone: __________
Address: ___________________________

Parent/Guardian email: _______________________________________________________

Select the ACCEL Option you are requesting:

☐ Subject-matter acceleration for subject(s) ___________________________
☐ Virtual instruction in higher grade level subject(s) ___________________________
☐ Credit Acceleration Program (CAP) for courses with a state End of Course Exams.

Agreement

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

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

Student’s signature: ___________________________ Date: ___________________________

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

Parent/Guardian’s signature: ___________________________ Date: ___________________________

Principal’s name (print): ___________________________
Principal’s signature: ___________________________ Date: ___________________________

File in student’s cumulative folder. Social promotion is prohibited as per 1008.25 F.S.
### GENERAL - APPENDIX I: EXPECTED FLORIDA GRADE BY DATE OF BIRTH

<table>
<thead>
<tr>
<th>BIRTHDATE</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17/18</td>
</tr>
<tr>
<td>9/2/99-9/1/00</td>
<td>12</td>
</tr>
<tr>
<td>9/2/00-9/1/01</td>
<td></td>
</tr>
<tr>
<td>9/2/01-9/1/02</td>
<td>10</td>
</tr>
<tr>
<td>9/2/02-9/1/03</td>
<td>09</td>
</tr>
<tr>
<td>9/2/03-9/1/04</td>
<td>08</td>
</tr>
<tr>
<td>9/2/04-9/1/05</td>
<td>07</td>
</tr>
<tr>
<td>9/2/05-9/1/06</td>
<td>06</td>
</tr>
<tr>
<td>9/2/06-9/1/07</td>
<td>05</td>
</tr>
<tr>
<td>9/2/07-9/1/08</td>
<td>04</td>
</tr>
<tr>
<td>9/2/08-9/1/09</td>
<td>03</td>
</tr>
<tr>
<td>9/2/09-9/1/10</td>
<td>02</td>
</tr>
<tr>
<td>9/2/10-9/1/11</td>
<td>01</td>
</tr>
<tr>
<td>9/2/11-9/1/12</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/12-9/1/13</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/13-9/1/14</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/14-9/1/15</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/15-9/1/16</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/16-9/1/17</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/17-9/1/18</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/18-9/1/19</td>
<td>KG</td>
</tr>
<tr>
<td>9/2/19-9/1/20</td>
<td>KG</td>
</tr>
</tbody>
</table>
GENERAL - APPENDIX J: STATE ASSESSMENTS*

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

ELEMENTARY

FLORIDA STANDARDS ASSESSMENT (FSA)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Florida Standards</td>
<td>NGSSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>T*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>T*</td>
<td>T*</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T*</td>
<td>T*</td>
<td>T</td>
<td>T</td>
</tr>
</tbody>
</table>

T = Grade Level Administered

MIDDLE AND HIGH

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Florida Standards</td>
<td>NGSSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T</td>
<td>T</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T*</td>
<td>T*</td>
<td>T*</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T*</td>
<td>T*</td>
<td>T*</td>
<td>T</td>
</tr>
<tr>
<td>9</td>
<td>T*</td>
<td>T*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>T*</td>
<td>T*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T = Grade Level Administered

*computer based format

STATE END-OF-COURSE EXAM

Please see High School Appendix E for information on state End of Course Exams.
II. ELEMENTARY STUDENT PROGRESSION PROCEDURES

A. ENROLLMENT AND PLACEMENT PROCEDURES

1. ADMISSION

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

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

1) Birth Certificate
2) Certificate of baptism, showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent
3) Insurance policy on the child’s life that has been in force for at least 2 years
4) A bona fide religious record of the child’s birth, accompanied by an affidavit sworn to by the parent
5) A passport or certificate of arrival in the United States showing the age of the child

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, which states that the health officer or physician examined the child and believes that the age as stated in the affidavit is correct.

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

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

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

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

1) Birth Certificate;
2) Certificate of baptism, showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent;
3) Insurance policy on the child’s life that has been in force for at least 2 years;
4) A bona fide religious record of the child’s birth, accompanied by an affidavit sworn to by the parent;
5) A passport or certificate of arrival in the United States showing the age of the child;
6) A transcript of record of age in the child’s educational record showing at least 4 years prior to application stating date of birth.

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, which states that the health officer or physician examined the child and believes that the age as stated in the affidavit is correct.

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

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

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

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

<table>
<thead>
<tr>
<th>Grade K Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years of age on or before September 1 of the school year, OR</td>
</tr>
<tr>
<td>Student satisfactorily completed a non-public kindergarten with evidence of completion on an official transcript AND</td>
</tr>
<tr>
<td>Student is not eligible for enrollment in first grade based on age requirement (Provisional Placement, section F).</td>
</tr>
</tbody>
</table>

**Exception:** Any student who transfers from an out-of-state public school and who does not meet the regular age requirements for admission to kindergarten in Florida public schools may be admitted to kindergarten if the student meets the age requirements for public schools within the state from which he/she is transferring, and an official transcript is provided (1003.21 (2)(a) F.S.; 1003.25 (3) F.S., 6A-1.0985 FAC, 6A-109941 FAC).

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

1) In order for a student to be admitted to Florida schools from an out-of-state, U.S. territories and/or out-of-country school, the following data must be provided:
   a. Official verification that the parent(s) or guardian(s) was a legal resident(s) of the state in which the student was previously enrolled in and attended school,
   b. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student,
   c. Evidence of immunization against communicable diseases as required in 1003.22 F.S,
   d. Evidence of date of birth in accordance with 1003.21(4) F.S., and
   e. Evidence of a medical examination completed within the last twelve months in accordance with 1003.22 F.S.

2) Any student who transfers from an out-of-state, U.S. territories and/or out-of-country public school and who does not meet regular age requirements for admission to Florida public schools will be admitted upon presentation of the data required.

3) Any student who transfers from an out-of-state, U.S. territories and/or out-of-country non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools within the state from which he/she is transferring, and an official transcript is provided. Prior to admission, the parent or guardian must also provide the data required.

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

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

1) Birth certificate
2) Certificate of baptism showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent
3) An insurance policy on the child’s life that has been in force for at least 2 years
4) A bona fide religious record of the child’s birth accompanied by an affidavit sworn to by the parent
5) A passport or certificate of arrival in the United States showing the age of the child
6) A transcript of record of age in the child’s educational record showing at least 4 years prior to application, stating date of birth.

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

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

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

f) Provisional Placement in First Grade:
1) Meets Age Requirement: Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript AND who are six years of age on or before September 1 of the school year will be enrolled and provisionally placed in Grade 1. By the end of the first diagnostic assessment window, the student will be assessed through teacher observation and district and state assessments to demonstrate mastery of the applicable state standards for kindergarten. The provisional status will be removed if validated through this process during this period. If the student does not demonstrate mastery of the standards, he/she will be reassigned to and placed in kindergarten.

2) Does Not Meet Age Requirement: Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript BUT who will be six years of age after September 1 will be enrolled and placed in kindergarten, as specified by state statute. The parent may request subject-matter acceleration (see General Procedures, Section D) and if the student meets the criteria, he/she will receive first grade instruction in ELA and/or Math, but will still be classified as a Kindergarten student. As required by state law, the student must remain classified as a kindergarten student (kindergarten homeroom); however, if the student is promoted to grade 1, the parent may also request full-year acceleration at the end of Kindergarten and the student may be accelerated to grade 2 if he/she meets the criteria.

2) REQUIRED PROGRAM OF STUDYK-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>
<thead>
<tr>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts* (reading, writing, speaking, listening, and language)</td>
<td>Language Arts* (reading, writing, speaking, listening, and language)</td>
<td>Language Arts* (reading, writing, speaking, listening, and language)</td>
<td>Language Arts** (reading, writing, speaking, listening, and language)</td>
<td>Language Arts* (reading, writing, speaking, listening, and language)</td>
<td>Language Arts* (reading, writing, speaking, listening, and language)</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science**</td>
<td>Science**</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies **</td>
<td>Social Studies **</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
<td>Health</td>
<td>Health***</td>
<td>Health***</td>
<td>Health***</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Character Education</td>
<td>Character Education</td>
<td>Character Education</td>
<td>Character Education</td>
<td>Character Education</td>
<td>Character Education</td>
</tr>
</tbody>
</table>

*Passing grade is required for promotion
**Passing score (Level 2 or higher) on the Florida State Assessment is required for promotion in grade 3.
***Not required for students with disabilities on Alternate Assessment.
a) **HEALTH EDUCATION REQUIREMENTS:** Students will receive the minimum amount of instruction in health education, to include human sexuality, substance use prevention, HIV/AIDS, bullying prevention, and other topics as specified in 1003.42 and 1003.46 F.S. Health Education standards and benchmarks are infused in ELA, Science, and Physical Education.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>25 hours/year</td>
</tr>
<tr>
<td>4-5</td>
<td>36 hours/year</td>
</tr>
</tbody>
</table>

b) Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption (1003.42(3) F.S.).

c) **CHARACTER EDUCATION PROGRAM:** A character development program shall be required in elementary grades K-5 (1003.42(2)(s) F.S.).

d) **PHYSICAL EDUCATION REQUIREMENTS:** Beginning with the 2007-2008 school year, all students in grades K-5 will receive a minimum of 150 minutes of physical education per week (1003.45(5) F.S.).

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

### B. PROMOTIONAL REQUIREMENTS FOR BASIC EDUCATION

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

#### KINDERGARTEN

Promotion of students in Grade K will be determined through a collective analysis between the parent, teacher, and school site administrator of acceptable attendance and the following indicators:

**LANGUAGE ARTS**

Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of E, S, or N (see General – Appendices A and E), OR a pre-defined grade level expectation score on a KIPP Jacksonville determined research based reading assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.

**MATH**

Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of E, S, or N (see General – Appendices A and E), OR a pre-defined grade level expectation score on a KIPP Jacksonville determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the region’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 acceptable attendance and the following indicators:

**LANGUAGE ARTS**

Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of E, S, or N, or above or final grades of S or N in Language Arts for students at Montessori schools (see General – Appendices A and E), OR a pre-defined grade level expectation score on a KIPP Jacksonville determined research based reading assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.

**MATH**

Teacher judgment that the student has met applicable state standards in Math as indicated by a final grade of E, S, or N, or final grades of S or N in Math for students at Montessori schools (see General – Appendices A and E), OR a pre-defined grade level expectation score on KIPP Jacksonville determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.
Promotion of students in Grade 2 will be determined through a collective analysis between the parent, teacher, and school site administrator of acceptable attendance and the following indicators:

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 acceptable attendance and the following indicators:

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher judgment that the student has met applicable state standards in Language Arts as indicated by a final grade of D or (see General Appendices A and E), *Promotion of students is based on attaining the minimum required score on the statewide standardized reading assessment as specified in 1008.25 F.S. The School Board may only exempt students from mandatory retention for good cause. **</td>
<td>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 KIPP Jacksonville determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.</td>
</tr>
</tbody>
</table>

**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 demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

**NOTE:**

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

Promotion of students in Grade 4 will be determined through a collective analysis between the parent, teacher, and school site administrator of acceptable attendance and the following indicators:

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
<th>SOCIAL STUDIES/SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 KIPP Jacksonville determined research based reading assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.</td>
<td>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 KIPP Jacksonville determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.</td>
<td>Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science (see General – Appendices A and E) OR a sufficient growth score as determined by the difference in the region’s baseline and post-test in Science.</td>
</tr>
</tbody>
</table>

FIFTH GRADE

Promotion of students in Grade 5 will be determined through a collective analysis between the parent, teacher, and school site administrator of acceptable attendance and the following indicators:

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>MATH</th>
<th>SOCIAL STUDIES/SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 KIPP Jacksonville determined research based reading assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.</td>
<td>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 KIPP Jacksonville determined research based mathematics assessment, OR a sufficient growth score as determined by the difference in the region’s baseline and post-test.</td>
<td>Teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in Social Studies or Science (see General – Appendices A and E) OR a sufficient growth score as determined by the difference in the region’s baseline and post-test in Science.</td>
</tr>
</tbody>
</table>

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 prior to the retention of that student. A teacher will inform parents in a language they understand. For students who have been receiving ESOL services for less than two years, an ESOL district representative must be invited to and should be present at the meeting.

d) A copy of the ELL Committee Outcomes form must be included in the student’s red folder to document the ELL Committee’s involvement in the retention decision for each student.

3. **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 three parts. Part A includes the programmatic assessment and eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule, while Part C is used for post-reclassification monitoring of exited students. ELLs should be provided the opportunity to acquire some basic English language proficiency before inclusion in the school-wide PMP. Following are guidelines to determine timelines for inclusion of ELLs in the school-wide process:

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

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

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

      1) Differentiated classroom instruction
      2) School-based programs designed by administration and staff
      3) Before, during, and after school tutoring
      4) Saturday School
      5) Computer-assisted instruction
      6) Enrichment programs
      7) Extended Day services
      8) Dropout prevention services
      9) Exceptional Student Educationservices
      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’s documented deficiency is remediated according to the school-wide progress monitoring plan or an individualized progress monitoring plan, or IEP Plan, ELL Plan or 504 plan,
3) the student meets at least one good cause exemption in Grade 3.

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

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 W-APT 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

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUB-TEST</th>
<th>ELIGIBLE</th>
<th>INELIGIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>W-APT</td>
<td>Raw Score ≤ 26</td>
<td>Raw Score &gt; 27</td>
</tr>
<tr>
<td>1 – 2</td>
<td>WIDA Screener Listening and Speaking</td>
<td>Listening and Speaking Score 1.0 to 3.9</td>
<td>Listening and Speaking Score of 4.0 or higher</td>
</tr>
<tr>
<td>3-5</td>
<td>WIDA Screener Listening, Speaking Reading &amp; Writing</td>
<td>Overall Composite Score of 1.0 to 3.9 or a score of 1.0 – 3.9 on the Reading domain subtest</td>
<td>Composite Score of 4.0 or higher and no less than 4.0 on the Reading domain subtest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enter by ELL Committee</th>
<th>ELL Committee Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter by IEP/ELL Committee</td>
<td>IEP/ ELL Recommendation</td>
</tr>
</tbody>
</table>

### 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 as indicated in the Test Administration Manuals.

### e) Statewide Assessments:
All ELLs will be tested on the FSA 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 2.0). Students may exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

<table>
<thead>
<tr>
<th>ESOL Program Exit Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Option</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Exit by Test Scores</td>
</tr>
<tr>
<td>Exit by ELL Committee</td>
</tr>
<tr>
<td>Exit by IEP/ELL Committee</td>
</tr>
</tbody>
</table>

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

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

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language, where feasible, will be sent home to the parents by the District Office. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.
ELEMENTARY – APPENDIX A: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

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

Program outcomes will include:

1) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every student,

2) fitness education and assessment to help students understand, improve and/or maintain their physical well-being,

3) the development of cognitive concepts about motor skill and fitness,

4) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective, and

5) the promotion of regular amounts of appropriate physical activity now and throughout life.

Requirements:

1) 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.
Florida Statute 1008.25 states “if the student’s reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide standardized assessment, the student must be retained.” In addition, this statute specifies the conditions for granting exemptions for good cause. Good cause exemptions shall be limited to the following:

1) ELL (LEP) students who have had less than 2 years of instruction in an ESOL program based on the initial date of entry into a school in the United States.
2) Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of state statute (Section 1008.202, F.S.).
3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment or English Language Arts assessment approved by the State Board of Education.
4) Students who demonstrate, through a student portfolio, that the student is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5) Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3.
6) Students who have received intensive reading instruction for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

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

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

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

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

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

Checklists and instructions will be sent to the schools. A committee consisting of the principal/designee, the classroom teacher and other needed personnel will meet to discuss whether the student is eligible to be exempted from mandatory retention due to failure on the statewide standardized assessment. The parent shall be invited to participate in this process. The committee will assess student performance by reviewing the factors listed on the 3rd Grade Exemption from Retention Checklist. Documentation must be maintained in the student’s cumulative folder if the student is exempt.
Though no student is automatically exempted from the provisions of this law, various factors to consider when discussing exemption may include, but are not limited to, the following:

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

The committee will decide the following:

1) The student is retained in the third grade (mandatory retention due to failure on the statewide Reading standardized assessment); or
2) The student is exempted from the mandatory retention due to failure on the statewide Reading standardized assessment.
Duval County Public Schools
3RD GRADE EXEMPTION FROM RETENTION CHECKLIST

Student Name: __________________________________________
School: ___________________________ Homeroom: ________________
Student Number: ___________________________ Date of Birth: ________________

Reading 20_
Reading Level/Score: __________

I. OTHER INFORMATION
Language Arts Grades
First Quarter ______ Second Quarter ______ Third Quarter ______ Fourth Quarter ______

Primary Exceptionality or 504 (if applicable) __________________________
LEP Code (if applicable) __________________________

Retention Grade/Year __________________________________________

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

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

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

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

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

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

Teacher: ___________________________ Date: ________________
Principal: ___________________________ Date: ________________
Parent: ___________________________ Date: ________________

Copies to: Parent, Cumulative Folder, Research and Evaluation
**ELEMENTARY – APPENDIX C: ACCELERATED CLASS, TRANSITION CLASS, AND MID-YEAR PROMOTION OF RETAINED THIRD GRADE STUDENTS**

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

1. Having a reduced teacher-student ratio;
2. Using a reading program listed in the state-approved District K – 12 Comprehensive Reading Plan;
3. Integrating science and social studies content within the 90-minute block;
4. Small group instruction;
5. More frequent progress monitoring;
6. Tutoring or mentoring.

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

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

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

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

1. Who score at Level 1 on the reading portion of the state required Reading assessment and who were retained; and
2. Have a partially completed portfolio; and
3. Have been granted administrative approval.

The Transition Class shall meet all intensive instructional services requirements.

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

**Criteria for Mid-Year Promotion of Retained Third Grade Students:**
Students who were retained in Grade 3 due to scoring Level 1 on the statewide standardized assessment, and have been provisionally placed in a transitional class or an accelerated class must demonstrate:

**Prior to November 1:**

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

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

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years.
Third Grade Good Cause Exemption and Mid-Year Promotion (prior to November 1)

**Identify Eligible Student(s)**
Conference with Parent/Guardian to Discuss Student Promotion Options

**Good Cause Exemption by Student Portfolio Level A**
- While completing Student Portfolio Level A: May remain in grade 3 OR May decide to place in transitional setting (grade 4)**

All students receive Grade 3 reading intervention through the support of the Progress Monitoring Plan (PMP), and if placed in transitional setting, grade 4 instruction in all subjects

Submit completed Student Portfolio Data Sheet for Level A to Designee for signature prior to November 1

Designee returns signed Student Portfolio Data Sheet Level A to school and submits names of approved students to Barbara Burton in the IM office within two school days

IM officially promotes student to grade 4 no later than two school days after receipt

**Good Cause Exemption by Assessment**
- Materials from Testing Office (see District Testing Calendar for specific deadlines)
  - Administer grade 3 test

Testing Office enters student score in FOCUS

No later than the last day of the first semester, IM officially mid-year promotes any student to grade 4 whose performance is consistent with at least a Level 2 on the statewide standardized assessment

**Student is Not a Candidate for Mid-Year Promotion**
- Decision to retain in grade 3 classroom with continued reading intervention through the support of the Progress Monitoring Plan (PMP)

Administration of Spring Grade 3 statewide standardized assessment

---

*See Elementary – Appendix B
** See Elementary – Appendix C
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, the date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC). Home Education parents are responsible as the school administrator to provide to the school a transcript which provides the information noted above. The parent may type or hand-write this information, sign, and date.

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

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

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

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

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

   In order to be promoted to grade 9, a student from a foreign country who enters middle school having completed credits for which there is no documentation for these credits is required to have the same number of core course credits and GPA as any student at that grade level. For instance, a student entering in the 7th grade will need two credits in each of the four core subjects to promote to grade 9; while a
student entering as an 8th grade student will only need one credit in each of the four core subjects to promote to grade 9. The course or grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance (FLDOE SALA office).

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

Course credit or grades for students who enroll from another school district with fifteen (15) days or less left of the grading period may be determined by the school district from which the student is transferring. In the event that the transferring school district shall issue a grade or credit for such a transferring student, the receiving school principal/designee may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotional purposes. Eighth grade students transferring into Duval County Public Schools with ninety (90) or fewer school days left of the school year may be promoted to grade 9 using achievement/report card data from the school district from which the student transferred.

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

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Virtual School</td>
<td>General - Appendix F</td>
</tr>
<tr>
<td>Private or Out-of-County Summer School (pre-approved)</td>
<td></td>
</tr>
</tbody>
</table>

2. **TRANSFER OF STUDENTS:**

a) Students transferring into the Duval County Public Schools after grade 6 from private, home school, or out of state shall meet all district requirements that can be appropriately met during the time period that the students are in attendance in the Duval County Public Schools. All state and district testing requirements or other applicable district promotion requirements shall be met. Students shall be enrolled in courses which shall enable them to meet the graduation and/or promotional requirements of the Duval County School Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to DCPS with reading and/or math deficiencies should be scheduled into an intensive reading and/or intensive math course.

b) When a student enters from private, home school, or out of state who has been promoted to grade 7, he/she shall be considered to have successfully completed one (1) English course, one (1) mathematics course, one (1) social studies course, and one (1) science course in order to satisfy the General Requirements for Middle Grades promotion pursuant to 1003.4156 F.S. 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 1003.4156 F.S.

d) A student transferring within Duval County Public Schools who is enrolling in a school with a period schedule
different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements.

e) Beginning in the 2012-2013 school year, if a student transfers to a Florida public school from out of country, out of state, a private school, or a home education program and the student’s transcript shows a credit in Algebra 1, the students must pass the statewide standardized Algebra 1 EOC assessment to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by a transferring entity or passed a statewide mathematics assessment the transferring entity uses to satisfy the requirement of the Elementary and Secondary Education Act. If a transfer student’s transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>To Grade</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Successfully complete three or more 6th grade core courses 1,2,3,4</td>
</tr>
<tr>
<td>8</td>
<td>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</td>
</tr>
<tr>
<td>9</td>
<td>Successfully complete all four 8th grade core courses and recover the core course not passed in 7th grade, if applicable 1,2,3,4</td>
</tr>
</tbody>
</table>

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 students 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:** 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.

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 may be considered for provisional placement in grade 9 at the high
school. Provisional promotions must be approved by the Region Superintendent for Middle Schools and the Region Superintendent for High Schools. Students and parents will be required to sign a contract. The high school shall be responsible for scheduling provisionally promoted 8th grade students into a lab class to complete the middle school course during the school day. Students must complete the middle school course by the end of the first semester and will be mid-year promoted to ninth grade.
2. **INTENSIVE REMEDIATION**
   a) **Reading:**
   For each year in which a student scores at Level 1 on state required Reading assessments, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers will be in either an intensive reading course or a content area course in which reading strategies are delivered which shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by (1011.62(8) F.S.; 1003.428(2)(b)2(c) F.S.). For ELL students, M/J Developmental Language Arts 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 1007.02(1)(b) F.S.

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

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

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

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Middle School Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses Grades 6 - 8</td>
<td>Middle School Credits</td>
</tr>
<tr>
<td>Language Arts 1,2,3,4</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 1,2,3,5</td>
<td>3</td>
</tr>
<tr>
<td>Science 1,2,3</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies 1,2,3,6</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 7,10</td>
<td>1.50</td>
</tr>
<tr>
<td>Health 7,10</td>
<td>1.50</td>
</tr>
<tr>
<td>Electives 9,10,11</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

¹ Students should be enrolled in one semester of physical education and one semester of health education (which includes instruction on bullying prevention, character education and internet safety in grade 6 and bullying prevention, teen dating violence and abuse prevention, character education and internet safety in grades 7-8) each year. 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.). ² Electives may be a combination of general education elective courses and exceptional student education special skills courses.
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 for each course, to include all appropriate, allowable accommodations as identified on the IEP or Section 504 Plan, will be given to all students and will count as part of the student’s final average.

d) **Florida Virtual School:** Middle school students may enroll in academically appropriate courses available through the Florida Virtual School and be awarded credit for successful completion of such courses. Please refer to ACCEL Options in the General Section.

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

f) **High School Courses Taken by Middle School Students:** Middle school student who successfully completes a high school course in middle school shall receive high school credit. To assure that parents and students are aware of the ramifications of taking a high school course while in middle school, the High School Course Advisement Form must be completed. See Middle School Appendix F.

g) **Dual Enrollment:** Dual enrollment is an acceleration option that allows students to take postsecondary coursework and simultaneously earn high school and college credit. Middle school students enrolled in a Pre-Early College Program may take one foundational dual enrollment course as determined by DCPS and Florida State College at Jacksonville (FSCJ) in grade 8. Students attending Career Training Center at James Weldon Johnson or one of the Career Training Center satellite campuses may take one foundational dual enrollment course as determined by DCPS and Edward Waters College (EWC) in grade 8. All eligible students must meet all pre-requisite requirements including minimum annual GPA (2.5 Pre-Early College or 2.0 Career Training Center at James Weldon Johnson) and 85 or higher on the Reading section of Postsecondary Education Readiness Test (PERT).

h) **Pre-Early College:** Pre-Early College Programs offer eligible middle school students the opportunity to earn up to four high school credits, and three college credits. Eligible 7th grade students must score at least 770L on the 6th grade Spring administration of Achieve 3000 and have an annual 2.5 middle school GPA or higher to enroll in the pre-requisite Advanced Reading course. Principal and teacher recommendation is also required.

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

<table>
<thead>
<tr>
<th>Standard High School Diploma</th>
<th>1st Year in Ninth Grade</th>
<th>District EOCs</th>
<th>Algebra I EOC</th>
<th>Geometry EOC</th>
<th>Biology EOC</th>
<th>US History ** EOC</th>
<th>Graduation Test Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014 and thereafter</td>
<td>20% of final grade</td>
<td>30% of final grade Must pass to graduate</td>
<td>30% of final grade</td>
<td>30% of final grade</td>
<td>30% of final grade</td>
<td>30% of final grade</td>
<td>Grade 10 Reading/Concordant and A1 EOC/PERT Comparative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
</tr>
<tr>
<td>2013-2014 and thereafter</td>
</tr>
</tbody>
</table>

* 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: 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.
j) Middle school students successfully completing a high school course through a state approved virtual education provider shall satisfy the one on-line course requirement for high school graduation.

k) Repeating a High School Course Taken in Middle School: Students may earn credit toward graduation by repeating a high school course taken in middle school that is designated in the State Course Code Directory as a Level 2 or Level 3 subsequent or comparable high school course if they received a final grade of “C,” “D,” or “F.” Only the new grade shall be used in the calculation of the student’s state grade point average. All attempts will remain on the high school transcript and will be included in the student’s high school district (ranking) GPA.

l) Middle School Courses Taken in Elementary School: Middle school courses passed in elementary school may result in the students having to remain on an accelerated track through middle and high school based on student performance. Students may also be scheduled with students outside their normal grade level.

m) Hourly Instructional Requirement for High School Credit: Pursuant to 1003.436 F.S., for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours, 120 hours on a block schedule, of bona fide instruction in a designated course of study which contains student performance standards. The hourly requirements for one-half credit are one-half the requirements specified for a full credit (hours).

n) Instructional Levels: In grades 6 – 8 all schools will offer comprehensive science and standard and advanced courses in Language Arts, mathematics, and social studies. Students will be encouraged to enroll in rigorous academic course work.

o) Academic Plan: For middle school students entering grade 8 in the 2007-2008 school year and thereafter must complete an Academic Plan.

p) Parent Notification of Graduation Option: Students in grades 6 - 12 and their parents will be provided with high school graduation options. Selection of the option is the responsibility of the student and parents. If a graduation option is not selected, the 24-Credit Standard Requirement option will be considered the selection (1003.429(2)(3) F.S.). For students with disabilities an IEP, the discussion and selection of the graduation option is the responsibility of the IEP team, including the parent and student.

   1) Procedures for Students Not Meeting Grade Level Standards: Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment, must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans: a federally required student plan*;

   2) a school-wide system of progress monitoring for all (grades 6 – 8) except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

   3) an individualized progress monitoring plan.

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

*Federally-required student plans include the following:

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

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

3) Section 504 Plan: A Section 504 Plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.
4) English Language Learners (ELL) Plan: The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access, and programmatic assessment for correct placement. The documents are kept in a red folder in the student’s permanent record file (6A-6.0901(6) FAC). The plan consists of three parts: Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation; Part B includes the student schedule; Part C is used for post-reclassification monitoring of exited students. If the student’s ELL Plan does not address the student’s deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.

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

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

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

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

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

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

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

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

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

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

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

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

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

1) Eligibility for ESOL Services: Initial Listening, Speaking, Reading and Writing assessment is completed by district testers using the 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

<table>
<thead>
<tr>
<th>Grades 6-8</th>
<th>Eligible</th>
<th>Ineligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Screener administered (listening, speaking, reading and writing subtests)</td>
<td>WIDA Screener Composite Score 1.0-3.9 OR Composite Score 1.0-3.9 OR Reading Score 1.0-3.9</td>
<td>WIDA Screener Composite Score of 4 or higher AND Reading Score of 4 or higher</td>
</tr>
<tr>
<td>Enter by ELL Committee</td>
<td>ELL Committee Recommendation</td>
<td></td>
</tr>
<tr>
<td>Enter by IEP/ELL Committee</td>
<td>IEP/ELL Recommendation</td>
<td></td>
</tr>
</tbody>
</table>

2) **Provision to Notify Parent/Guardian in Home Language when Testing is Delayed:** A letter, developed by the district, will be sent to the parent/guardian in the student’s home language advising that their student’s English language assessment has not been completed within the required time period according to federal/state guidelines.

3) **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in the DCPS system. The indicators used are the following:
   a) academic records/report cards;
   b) transcripts;
   c) parent interview, student interview, bilingual interpreter interview; and
   d) any other evidence of educational experience.

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

4) **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, the following procedure should be followed:
   a) The student should be placed in the appropriate grade level for the following school year based on his/her age;
   b) At the end of the school year final grades MUST NOT be entered;
   c) FOCUS will assign an “N”; therefore, the student will remain in the same grade level;
   d) Student will be neither promoted nor retained.

5) **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.

6) **Statewide Assessments:** All ELLs will be tested on the FSA 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**

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

The ELL or IEP/ELL Committee will consider the following criteria to override statewide English language proficiency assessment and/or state required assessment scores that do not meet state exit criteria:
   a) extent and nature of prior educational and social experiences and student interview;
   b) written recommendation and observation by current and previous instructional and supportive services staff;
   c) level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
   d) grades from the current or previous year; and
   e) test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language (when feasible) will be sent home to the parents by the district office. Also, ELL Plan Part C, the monitoring section, must be completed within two years.
MIDDLE SCHOOL - APPENDIX A: DETERMINING THE FINAL AVERAGES FOR COURSES

Assign final averages as follows:

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90% - 100%</td>
<td>4</td>
</tr>
<tr>
<td>B = 80% - 89%</td>
<td>3</td>
</tr>
<tr>
<td>C = 70% - 79%</td>
<td>2</td>
</tr>
<tr>
<td>D = 60% - 69%</td>
<td>1</td>
</tr>
<tr>
<td>F = (59% and below)</td>
<td>0</td>
</tr>
</tbody>
</table>

Final grade will be determined based on the following formulas:

**Courses with a district-EOC**

For a 1.0 credit courses with district EOC the district EOC will count as 20% of the final grade:

\[
\text{(Q1 + Q2 + Q3 + Q4)/4 x .8 + (EOC [ converted to 0-4] x .2) = final grade}
\]

For a .50 credit course with a district EOC:

\[
\text{(Q1 + Q2)/2 x .8 + (EOC [ converted to 0-4] x .2) = final grade}
\]

**Courses without a district-EOC or State EOC**

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.

**For a .50 credit course with no district EOC:**

\[
\text{(Q1 + Q2)/2 = final grade}
\]

**Students with Disabilities**

NOTE: For the final grade of “D”, no rounding will occur. The student must earn at least a 1.0 to earn a credit.
Students with Disabilities with an IEP (with the exception of Gifted and Hospital Homebound)

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

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

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

Courses with state EOCs

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

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

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

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

General:

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

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

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

1) Each teacher arrives at a grading period grade based upon examinations as well as written papers, class participation and other academic performance criteria and must include the student’s performance or nonperformance at his or her grade level.

2) For courses without a district EOC or state EOC, a mandatory final exam or project shall be given to all students and shall count as 20% of their final grade.

3) For courses with a State End of Course Exam (EOC) grades will be calculated based on state designated formulas.

4) For the purpose of grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school averaged with grades by the receiving school.

5) Students who have transferred into Duval County Public Schools and have a missing quarter grade may have the grades of their first grading period within this district counted twice for the purposes of determining the final grade averages and the ranking of seniors. A student enrolled in Duval County Public Schools, but who has not been enrolled in the sending or receiving school the minimum fifteen (15) days in a traditional or eight (8) days on a semesterized (four-by-four) or A/B class during a grading period, may be assigned an independent study to complete the course work or the principal may utilize appropriate achievement data from the subject level tests to determine course credit.

6) Standard mathematical procedures for rounding off shall be used in computing final grade averages. When computing grade point averages for the final course averages, divide to the hundredth’s place (two digits to the right of the decimal point). If the hundredth’s digit is 5 or greater, “round up” to the 10th’s place (1st place behind the decimal). If the hundredth’s digit is less than 5, then leave the 10th’s digit as is.

NOTE: Middle school students taking high school Algebra, Geometry or Biology are required to take the state End of Course Exam (EOC) which will count as 30% of their final grade.
MIDDLE SCHOOL - APPENDIX B: PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

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

1) All middle school physical education courses will be taught by certified physical education teachers.
2) 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.

NOTE: Receiving a waiver for physical education does NOT excuse a student from participating in the state-mandated health course.
MIDDLE SCHOOL - APPENDIX C: PROCEDURES FOR DUVAL COUNTY PUBLIC SCHOOLS STUDENTS ATTENDING AN ACCREDITED PRIVATE SCHOOL’S OR OUT-OF-COUNTY SCHOOL’S SUMMER SESSIONS

1) The parents/guardian of the student must submit a written request to the current school principal for permission to attend a summer school session outside Duval County Public Schools (DCPS) for promotional credit. This request shall be submitted to the student’s current school principal prior to the beginning of the summer session.

2) Approval must be granted by the current school principal/designee prior to enrollment for DCPS credit to be awarded. For permission to be granted for attendance at a private school or out-of-county school’s summer session for promotion, to earn credit, and/or to improve GPA, the school’s summer program must consist of 120 instructional hours or more for a maximum of one credit (or two one-half credits) earned. Tutoring does not qualify as summer school, nor does it meet the teacher judgment certification requirement for promotion or earning of course credit.

3) In order for the student to be awarded credit, the parent shall present to the school principal/designee who granted approval a transcript verifying academic progress and attendance, including any appropriate evaluation data from the summer school prior to the opening of the new school year.

4) When a student attends an accredited private school* and an out-of-county public school and submits an official transcript, validation of course/grades is not necessary. The transfer grade is accepted at face value.

5) When a student does not attend an accredited private school and/or does not submit an official transcript, the course grade/credit shall be validated through successful (“C”/2.0 GPA) performance during the first forty-five days of the new school year (1003.25(3), F.S.; 6A-109941 FAC). If the student achieves the 2.0 GPA during the first 45 days of enrollment, further validation procedures are not necessary. The transferred summer grade will be accepted at face value.

6) Alternative validation procedures are to be used when the student HAS NOT made satisfactory progress at the end of the first 45 days of enrollment. Alternative validation procedures include successfully passing teacher-made exams, and/or minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment, and/or district benchmark assessment, if applicable, and/or a passing score of 60% or higher on the appropriate end-of-course exam. The principal and/or designated instructional staff may utilize the data received from the summer school and the testing data to make the final determination of grade placement and/or course grade/credit.

7) Florida Virtual School is not an appropriate program for a summer school session for credit recovery of a one credit course.

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

Students attending a DCPS summer school program for the purpose of promotion may enroll in one full credit course through the Duval Virtual Instructional Academy.
## MIDDLE SCHOOL - APPENDIX D: 6-8 SCHOOL SAFETY NETS

<table>
<thead>
<tr>
<th>Grades</th>
<th>On-Going School Safety Net Programs (These may include but are not limited to the programs listed below.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>• School-based programs designed by school administration and staff</td>
</tr>
<tr>
<td></td>
<td>• Florida Virtual School</td>
</tr>
<tr>
<td></td>
<td>• Differentiated classroom instruction</td>
</tr>
<tr>
<td></td>
<td>• Before, during, and after-school tutoring</td>
</tr>
<tr>
<td></td>
<td>• Saturday School</td>
</tr>
<tr>
<td></td>
<td>• Computer-Assisted instruction</td>
</tr>
<tr>
<td></td>
<td>• Vacation enrichment camps</td>
</tr>
<tr>
<td></td>
<td>• Mentoring</td>
</tr>
<tr>
<td></td>
<td>• Intensive skills development programs</td>
</tr>
<tr>
<td></td>
<td>• ESOL services</td>
</tr>
<tr>
<td></td>
<td>• Drop-Out prevention programs</td>
</tr>
</tbody>
</table>

**Note:** ELL students and/or students with disabilities shall not be excluded from safety nets available at their schools.
MIDDLE SCHOOL – APPENDIX E: GRADE PLACEMENT CONSIDERATION FOR STUDENTS WITH DISABILITIES MIDDLE SCHOOL, GRADES 6 - 8

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

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

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

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

(To be completed before course approval)

Student name: ___________________________ DOB: ________________
School: ___________________________ Grade: _____ Student Number: ____________
Parent/Guardian: ___________________________ Phone: ___________________________
Parent/Guardian email: ___________________________

High school courses(s) requested for approval:
________________________________________
________________________________________

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

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

I understand and am in agreement with the conditions stated above:
Student’s signature: ___________________________ Date: ________________

I grant permission for my student to enroll in a high school course:
Parent/Guardian’s signature: ___________________________ Date: ________________
Principal’s Designee(print): ___________________________
Principal’s Designee signature: ___________________________ Date: ________________

File copy in student’s cumulative folder.