

STUDENT PROGRESSION GUIDE

2022-2023



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The *Student Progression Guide* is reviewed and amended, annually, (as necessary) to meet the needs of students in the Dothan City School System. All instructional personnel of the Dothan City Schools are charged with the responsibility of implementing the Dothan City Schools *Student Progression Guide* to achieve state, district, and school goals.

Approved

By the Dothan City Schools Board of Education on June 13, 2022.

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INTRODUCTION



The Dothan City School Board *Student Progression Guide* defines procedures and requirements for students progressing from one grade to the next grade as well as graduating from Dothan City Schools. The *Student Progression Guide* (SPG) is an agreement defining what a student must know and be able to do to be promoted and to graduate. The SPG also describes what the district will do to help each student meet the requirements for promotion and graduation. The purpose of the *Student Progression Guide* is to present to school personnel, parents, students, and other interested citizens the Board of Education's policies, rules, and administrative procedures that are required to implement state and local student progression requirements.

It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. The principal is responsible for creating and maintaining required records and reports; for providing leadership for instruction that meets the needs of all children; and for ensuring that teachers follow the appropriate standards. Teachers are responsible for providing effective instruction, enrichment, and remediation; documenting instruction; and documenting students' proficiency in the Alabama State Standards. Parents are responsible for their children's attendance; for promoting an interest in learning; for sending their children to school each day rested, fed, and ready to learn; and for ensuring their children's proper conduct while at school. Students are responsible for learning, regularly attending school and classes, and actively engaging in instruction.

MISSION STATEMENT

C.A.R.E.S. "Communicate, Achieve, Relate, Engage, Succeed"



VISION STATEMENT

Empower Everyone Everyday (E3)

Beliefs and Values

- All decisions will be made with the students' best interest in mind.
- Our community thrives when the education of all is a shared responsibility.
- Our employees are crucial to our success.
- Diversity and individual needs are respected and valued.
- Improved instruction, parental engagement, and quality leadership results in higher student achievement.

The Dothan City School System uses the following Strategic Goals and Objectives to develop programmatic, instructional, and operational plans for its stakeholders (students, parents, personnel, and community).

- | | | |
|-----------------------------|-------------------|------------------------------|
| • Teaching and Learning | • Support Systems | • Transportation |
| • Governance and Leadership | • Safety | • Facilities and Maintenance |
| • Finance | • Health | • Technology |

RESPONSIBILITIES OF STAKEHOLDERS



Instructional personnel of Dothan City Schools, parents, and students have responsibilities of collaborating on the implementation of the Dothan City Schools *Student Progression Guide* to achieve state, district, and school goals.



RESPONSIBILITIES OF THE PRINCIPAL

- Direct the administration of the *Student Progression Guide* within the school.
- Assist and supervise teachers in utilizing curriculum guides, scope and sequence charts, state assessment item specifications, and assessment information.
- Make final decisions regarding the assignments and progression of students.
- Ensure that parents or guardians are advised of student progress and of the possible retention of their child as soon as possible.
- Make available to all parents or guardians and students an electronic version on the district website of the *Student Progression Guide* at the time the student is officially enrolled in the school.

RESPONSIBILITIES OF THE PARENT

- Ensure consistent school attendance of the student.
- Encourage students to have good study and work habits, self-discipline, and respect for schools and school personnel.
- Review official progress and report cards from the school at the end of each grading period and to schedule conferences with teachers, if such reports, indicate that their child is having difficulty.
- Honor requests for conferences from school officials, whenever possible.
- Respond promptly to all requests from the school for information.
- Stay informed of child's progress through scheduled parent-teacher conferences, report cards, and communications from the school.

RESPONSIBILITIES OF THE TEACHER

- Use the Alabama Courses of Study, curriculum guides, scope and sequence charts, frameworks, and appropriate instructional materials, as intended.
- Utilize all available data, including achievement tests, progress reports, daily assignments, formative and summative assessments, and other available information to plan instruction and evaluate student performance.
- Determine students' grades and follow established district and school procedures for recording and reporting them.
- Inform parents or guardians of students' progress and seek their assistance in meeting student needs.
- Help students acquire study skills and self-discipline needed to understand content successfully.
- If progress reports, assessment data, or general performance indicate that a student is having difficulty, teachers shall schedule a conference with parents/ guardians.
- Follow the *Student Progression Guide*, as it pertains to grade-level assignments.



RESPONSIBILITIES OF THE STUDENT

- Make an effort to accomplish all objectives in each subject.
- Maintain good attendance.
- Deliver all report cards and other communications from the school to parent(s) or guardian(s).
- Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents, if school-related problems are experienced.
- Adhere to all Dothan City Schools policies and the *Code of Conduct*. ([Click the link to access this document.](#))
- Make the best effort in taking all tests, including teacher-made, achievement, and standardized assessments.

NON-NEGOTIABLES FOR HIGH STUDENT PERFORMANCE



The goal for high student performance is to prepare all students to participate productively and responsibly in a rapidly changing society. The Dothan City School System believes that all decisions will be made with the best interest of students first. The “Dothan Way” demonstrates that all students will be successful learners; will be taught to respect themselves and others; will be taught to communicate effectively; and will meet and exceed high standards.

GENERAL INFORMATION

Kindergarten to Grade 12

Admissions and Attendance

All students enrolled in Dothan City Schools are required to be in continuous attendance and to abide by the policies governing attendance as outlined by the State of Alabama and the local Board of Education. Alabama Legislative Act 93-972 requires a parent/guardian to be responsible for enrolling their children in school, ensuring that they attend school regularly, and requiring that they conduct themselves properly while in school.

- For Attendance policies please see the Dothan City Schools *Code of Conduct*. ([Click the link to access this document.](#))

The following information regarding Admissions and Attendance is also found in the Dothan City Board of Education Policy Manual, Adopted March 18, 2021 (Revised November 19, 2021).

Compulsory Attendance and Entrance Age: All persons between the ages of six (6) and seventeen (17) years are required by state law to attend school for the minimum number of scholastic days prescribed by the State Board of Education unless the person holds a certificate of exemption issued by the Superintendent or is otherwise exempt under state law.

[Reference: ALA. CODE § 16-28-3 (1975)]

Grades 9-12

Attendance Requirements for High School

For semester classes, students may be excused for up to a total of five (5) days per semester based upon legal cause. Absences beyond five (5) days must be substantiated by a physician’s statement unless excused by the principal. If there is no physician’s statement, the absence may be appealed to a school attendance hearing committee.

- For year-long classes, students may be excused for up to a total of ten (10) days based upon legal cause. Absences beyond ten (10) days must be substantiated by a physician’s statement unless excused by the principal. If there is no physician’s statement, the absence may be appealed to a school attendance hearing committee. See *Code of Conduct* for further information. ([Click the link to access this document.](#))



ADMISSION TO SCHOOLS

1. Resident Students:

School-aged children who reside within the municipal limits of Dothan, Alabama may be admitted to Dothan City Schools. For purposes of this admissions policy, the residence of the student will be the residence of the custodial parent or legal guardian. If custody of the child is shared, alternated, or unclear, or if the child does not reside with a custodial parent or legal guardian, the domicile or actual physical residence of the child will control, except when there is evidence that the claimed residence of the child is not his actual residence, or that the claimed residence is fraudulently given as a means of avoiding or violating admission, enrollment, attendance, and residency standards and requirements.

. Non-resident Students:

- Dothan City Schools will allow non-resident students who are children of employees of Dothan City Schools or children of employees of the City of Dothan to attend Dothan City Schools. The placement will be at the school or zone where the parent works or may be determined by the Superintendent, based upon enrollment or other factors.
- Other students who do not reside within the municipal limits of the City of Dothan may apply for enrollment in the Dothan City Schools. The school system may require the payment of tuition as a prerequisite to enrollment. A non-resident enrollment application may be denied because a school, grade, or program(s) lack(s) adequate space, staff, support services, facilities, or equipment, taking district enrollment projections into consideration. Denial of enrollment may also be given because the student:
 - has not obtained a release from the zoned school system;
 - does not meet the established eligibility criteria for participation in a particular program, including age requirements, course prerequisites, and required levels of academic performance;
 - has been suspended or expelled from school; is in the process of being suspended or expelled; or
 - has withdrawn from a school to avoid possible suspension or expulsion; or
 - has a history of documented disciplinary infractions within the past three (3) years; or
 - has a record of excessive absences or truancy from school; or presents incorrect or incomplete information on the enrollment application.

3. Homeless, Migrants, Immigrants, and English Learner Students and Children in Foster Care:

All homeless, migrant, immigrant, and English learner students and children in foster care will have equal access to the same free, appropriate public education, including public preschool education, provided to other children and youth. They will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held.

The enrollment of homeless, migrant, immigrant, and English learner students and children in foster care shall not be denied or delayed due to any barriers that are specifically prohibited by applicable law, which may include the following:

ADMISSION TO SCHOOLS



- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements
- Lack of social security card

4. Homeless Students:

- **Enrollment:** Homeless students will be permitted to enroll without regard to residency status and may be entitled to other accommodations under federal law. Homeless students will continue in the school they attended before becoming homeless for the duration of their homelessness, or for the remainder of the academic year if the student becomes permanently housed during an academic year. Otherwise, a homeless student may be enrolled in any school in the system that non-homeless students who live in the attendance area in which the student is living are eligible to attend.
- **Dispute Resolution:** When a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute. The school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The principal of the school will notify the Board's Homeless Liaison of the dispute.
- The Homeless Liaison will execute the system's dispute resolution procedures, expeditiously, as detailed in the homeless policy.

5. Students in Foster Care:

A student in foster care will enroll or remain in the student's school of origin, unless it is determined that remaining in the school of origin is not in such student's best interest.

If it is not in a student's best interest to stay in the school of origin, a student in foster care may be enrolled in any school in the system that serves the attendance area in which the student is living, even if the student is unable to produce records normally required for enrollment. The school system will immediately contact the school last attended by the student to obtain relevant academic and other records.

6. Students Expelled or Suspended from Other School Systems:

Students with discipline issues enrolling in Dothan City Schools must complete all discipline assignments before attending regular classes. This includes suspensions, alternative school placement, etc. Students permanently expelled from another school system shall not be permitted to attend school in Dothan City Schools. Dothan City Schools reserves the right to uphold any discipline action taken by the previous school system.



7. Required Documentation:

Students entering the school system for the first time, regardless of grade level, are not required to submit a birth certificate, but may be requested to submit a birth certificate or another form of acceptable documentation to verify the student's age. A social security number may also be requested, but such a request is voluntary and is not a requirement of enrollment.

Students may also be required to submit other registration materials as school officials may reasonably require including, but not limited to, a certificate of immunization or an exemption as prescribed by the Department of Public Health and signed by a private physician or appropriate health department official. The Superintendent may accept alternate forms of evidence or modify otherwise applicable requirements as necessary and appropriate to accommodate migrant, immigrant, limited English proficient or homeless students.

8. Placement of Students:

The Board will determine the placement of newly enrolled students in accordance with state law.

REGISTRATION



A child who is five years of age on or before September 1 shall be entitled to admission to kindergarten. It shall be the policy of the Dothan City Schools to enforce kindergarten attendance requirements which are the same as those which apply to all other students enrolled in Dothan City Schools.

If a child's "Proof of Birth" indicates that the child's sixth birthday is on or before December 31, the child will be entitled to admission to the first grade.

Alabama Act #2016-297 requires local education agencies to allow a child who is six years of age on or before December 31 to enroll in first grade. This act extends the timeframes from the current date of on or before September 1 for first grade only. It does NOT extend the timeframe for enrollment in kindergarten.

SCHOOL ATTENDANCE AREAS

ALL STUDENTS:

- All students shall reside within the municipal limits of Dothan City Schools.
- All students attending the Dothan City Schools shall attend the school for which they are zoned according to the school zone plan currently in effect, except as noted in the Dothan City School Board Policy.

COMMUNICATION ABOUT STUDENT PROGRESS

The School Board shall annually report the progress of students toward achieving state and district expectations for proficiency in English language arts, mathematics, and writing and on the results of each statewide assessment test.



REPORT CARDS/ PROGRESS REPORTS

Dothan City School students receive report cards for each nine-week attendance period that indicate students' academic progress. Parents are encouraged to communicate with teachers and request conferences, as needed, to discuss pupil progress towards state and district expectations. Progress reports will be issued to all students at the midpoint (4.5 weeks) of each grading period. All high school students will be provided information to allow access to the student information system home portal. Custodial parents can receive access to the student information system home portal, upon request from their child's school.

The evaluation of each student's progress will be based upon the student's classroom work, teacher observations, tests, and assessments (both district and state). Progress reporting will be provided to the parent or guardian in writing in a format adopted by the School Board. Report cards will include the following criteria:

- the student's academic performance in each required class or course in Grades 1 through 12, based upon standards-based assessments.
- the student's conduct and behavior.
- the student's attendance, including absences and tardiness.

The final report card for a school year shall contain a statement indicating end-of-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

HOMEWORK

Homework is a key component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curricular requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving, and practice. At every grade level, homework should be meaningful and provide opportunities to extend classroom activities and experiences for knowledge and the development of skills and application. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skills development. The Dothan City School System has established a policy on homework consistent with the Alabama State Board of Education resolution adopted **February 23, 1984 (Action Item #F-2)**.

PROMOTION AND RETENTION

The process for making decisions about promotion and retention of students includes a variety of factors including age, maturity, motor coordination, capacity for learning, and academic progress. Decisions for promotion and retention involve the principal and teacher(s), except that a kindergarten student may be retained only upon approval/ agreement of the parents/guardians. If there is a possibility of a student being retained based on the teacher's opinion of the student's academic performance and/or other factors, the parents/ guardians of that student should be informed. In all cases, the decision of whether a student's promotion or retention is made based on which grade placement provides the student a better chance of progression.



STUDENT PROGRESSION INFORMATION FOR

Grades 1-6

STUDENT PROGRESSION INFORMATION 1-6



THE ELEMENTARY CURRICULUM GUIDE

The progression to graduation begins in elementary school with a curriculum that focuses upon reading, language arts, mathematics, science, and social studies. These content areas are complemented by the following specialty subject areas: handwriting, physical education, art, music, and other subjects that provide foundational skills for course work in Grades 7 through 12.



GRADING

Teachers should post a minimum of 1 to 2 grades every two weeks per content area. These posted grades should not include homework in Grades 1-6 but should include all areas in the English/Language Arts (ELA). Student work is equally assessed during each nine weeks. Both school administrators and central office personnel will monitor progress reports and nine-week report cards to prevent and address high failure rates.

Students should receive feedback on all assignments, however, not all feedback on assignments is posted in grade books. Note that homework should not be graded since it reflects the teacher's assessment of the student's comprehension of content standards and progress in a subject. The teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter period, semester, or year. All assigned grades will be on grade-level content standards, unless otherwise directed as part of an (Individual Education Plan (IEP), 504, and/or ESL plans. Assignments completed by students below grade level can NOT be used as part of the assigned grade. A grade for the end of a nine-week reporting period must have a minimum of 10 items and must align to the Alabama Course of Study Standards.

Grades MAY come from the following sources:

(Reminder: Review and adhere to IEP, 504, and EL plans for additional guidelines on grading for the student.)

- Standards-based teacher-made assessments
- Open-ended performance assessments
- Assessments centered on the five reading dimensions: phonics, phonemic awareness, vocabulary, fluency, and comprehension
- Oral assessments
- Writing prompt responses
- Projects with standards-based rubrics
- Presentations
- Summative assessments

For kindergarten, the fourth nine-weeks grading period will also serve as the promotion criteria in each graded area. For Grade 1, the third and fourth nine-week grades will serve as grades in reading only.

Letter grades are not recorded during the first four weeks of the first nine weeks in Grade 1 for reading and mathematics.

INTERVENTION

The progress of any student exhibiting a pattern of failing grades will be discussed at grade-level meetings and will serve as the first step in the intervention process. If the pattern continues, the Problem-Solving Team (PST) will be activated to implement action steps on intervention.



- Intervention steps may include, but are not limited to the following action steps:
 - Each teacher will provide intervention, review, and/or re-teaching of concepts within the classroom, if a student fails a standard. (This is Tier II Intervention).
 - Interventions may include meetings with small groups within the classroom or a departmental tutorial.
 - Each teacher will provide interventions for each student who does not experience academic success within the classroom.

First-grade promotion criteria for Reading will be calculated by averaging third and fourth nine-week marking periods. Promotion criteria for 1st grade mathematics will be calculated by averaging all four marking periods.

MAKE-UP WORK

All graded assignments will be recorded as a numerical grade and will be entered into the electronic grade book. For incomplete or missing assignments, teachers will enter an “I” or “M” in the teacher’s hard copy grade book (not electronic grade book). Teachers are expected to provide multiple opportunities for students to make up assignments to avoid assigning zeros.

Principals will ensure that the following opportunities are provided for all students:

1. Students have a **maximum of five (5)** school days to make up incomplete or missing work. **The period of time to make up work may be extended at the discretion of the principal working with the content, special education, and/or ESL teachers.**
2. Students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects, and other related work).
3. Teachers are fully responsible for providing the incomplete or missing assignments to the students.
4. Teachers will communicate by telephone, email, or in writing with students and/or parent(s)/guardian(s) regarding incomplete work, missing assignments, or unsatisfactory course/class work. Teachers will contact the ESL department, if a translator is needed.
5. Make-up work completed within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.
6. After five (5) school days, if work is not completed, the incomplete (I) or make-up work (M) will become a zero grade (0). It is expected that all students will make up incomplete or missing assignments. However, after all opportunities are exhausted and a student has not completed work, then a grade of zero will be entered in the electronic grade book for that assignment. An I or M may not be given as a final grade. Teachers should provide updates on incomplete or make-up work to the Problem-Solving Team (PST).

HOMEWORK GUIDELINES

Homework is defined as a written or non-written standards-based activity, or an assignment directed by the teacher and completed by the student outside of the classroom. The purpose of homework is to provide independent practice for newly taught skills, review of previously mastered skills, development of independent study habits, and extension or enrichment of content standards in the curriculum.

STUDENT PROGRESSION INFORMATION 1-6



When assigning homework, the following guidelines are used as best practices of for extended learning.

- Homework is related to the curriculum being taught.
- Homework is NOT used as a behavior management tool or as a form of punishment.
- Homework is NOT to be given as a grade.
- Homework may be given four nights per week in Grades 1-6 and should not be assigned on weekends.
- Reading assignments are incorporated into homework time allotments at each grade level, but voluntary reading beyond homework guidelines is encouraged.
- Long-term projects should be assigned at least two weekends before the work assignment is due.
- Homework guidelines for students with special needs and English language learners (EL) may be determined by the student's educational plan and should be specifically related to the student's learning profile.
- The appropriate time limits for homework (as recommended by the National PTA) for children at each in Grades 1-6 are shown in the following chart.

GRADE 1	15 Minutes	Monday-Thursday
GRADE 2	20 Minutes	Monday-Thursday
GRADE 3	30 Minutes	Monday-Thursday
GRADE 4	40 Minutes	Monday-Thursday
GRADE 5	50 Minutes	Monday-Thursday
GRADE 6	60 Minutes	Monday-Thursday

(These times refer to a combination of homework for all subject areas).

STUDENT PROGRESSION INFORMATION 1-6



REPORTS FOR KINDERGARTEN

Progress reports for kindergarten students will be reported using the following scale.

Report Card Key

PERFORMANCE DESCRIPTION	CODE
Meets the Standard Consistently	MS
Approaching the Standard With Some Support	AS
Limited Progress With Maximum Support	LP
Not Assessed	NA

GRADING SCALES FOR GRADES 1-6

Handwriting and physical education for students in Grades 1-6 will be reported using the following scale: Satisfactory (S), Needs Improvement (N), and Unsatisfactory (U).

Handwriting Grading Scale	Physical Education Grading Scale
E = 95-100	
S = 85-94	S = 80-100
N = 75-84	N = 60-79
U = 74 and below	U = 59 and below

Grading of special education and English Language Learner (EL) students will be completed in collaboration (and in accordance with IEP and IELP) between the regular classroom teachers and special education/EL teachers.

Teachers are responsible for accurate assessments and reporting of student progress in the student information system. Students' progress and/or grades reported by teachers will not to be changed unless the following conditions are documented in consultation between the teacher and principal.

STUDENT PROGRESSION INFORMATION 1-6



- Errors have been made in computation;
- Factors have been included that are not consistent with guidelines; or,
- Procedures have not been followed.

All changes must be documented. Decisions made in the administration, teacher, parent, student conference(s) are final.

Grades for academic coursework in Grades 1-6 will be awarded according to the following scale.

LETTER GRADE	NUMERICAL GRADE (100-point scale)
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

REPORT CARDS

All students in K-6 will receive a report card each nine weeks. The following subjects are to receive grades beginning with the first nine weeks of school.

	Kindergarten	Grade 1	Grade 2
Conduct	✓	✓	✓
Reading	✓	✓	✓
Language Arts*	✓		✓
Mathematics	✓	✓	✓
Handwriting**		✓	✓
Spelling		✓	✓
Written Language	✓		
Speaking and Listening	✓		
Physical Education	✓	✓	✓

Note: Feedback on critical standards for science and social studies in Grades K-2 will be provided at the end of first and second semesters.

STUDENT PROGRESSION INFORMATION 1-6



******Manuscript writing will be taught in kindergarten and Grades 1 and 2. Cursive writing will be introduced during the second semester of 2nd grade. Beginning the fourth nine weeks of Grade 3, academic grades will be based on cursive handwriting. Students may remain in manuscript when cursive writing appears to be developmentally inappropriate.

	Grade 3	Grade 4	Grade 5	Grade 6
Conduct	✓	✓	✓	✓
Reading	✓	✓	✓	✓
Language Arts*	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Handwriting**	✓			
Social Studies	✓	✓	✓	✓
Science	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓

Note: In Grades 3-6, the Language Arts grade consists of 25% spelling, 25% grammar, 25% writing, and 25% speaking.

PROGRESS REPORTS

1. Each teacher is required to send a progress report on all students the fifth week of each nine weeks.
2. Parent conferences are required on any student receiving a failing grade. Documentation of these conferences should be kept until the end of the year. Documentation includes conference notes, missed conferences, phone call logs, etc. Teachers will contact the ESL Department, if a translator is needed.

PROMOTION AND RETENTION

The decision to retain a child is not to be made until the last nine weeks of the school year. Promotion is based upon grades that support proficiency in content standards in all instances. Students in Grades 1- 6 must pass reading and mathematics to be promoted to the next grade. Failing grades in two or more of the following subjects will also result in retention for the year: language, science, and social studies. Extreme caution is used in retaining a student that has passed reading and mathematics, but not two or more other subject areas.

When the decision is made to retain a student, the teacher and the administrative staff must develop and implement instructional strategies and approaches to enhance the probability of the student's success. Retention of ESL students must follow policies and procedures outlined in the *DCS ESL Manual* for Dothan City Schools. ([Click the link to access this document.](#))



STUDENT PROGRESSION INFORMATION FOR

Grades 7-8

STUDENT PROGRESSION INFORMATION 7-8



THE CURRICULUM GUIDE FOR GRADES 7 and 8

The curriculum for Grades 7 and 8 builds upon the foundational skills mastered by the student in elementary school. Skills in Reading, English/Language Arts, Mathematics, Science, and Social Studies are extended with learning opportunities to build critical analytical and application skills in these content areas in preparation for high school. Students also engage in exploratory courses to build career interest and personal development.

ACCELERATED 7TH GRADE MATHEMATICS

Each sixth-grade student will take a math screener to determine correct placement in the seventh-grade mathematics course. Students who exceed proficiency standards on the screener may be considered for the accelerated seventh-grade mathematics course, based upon teacher recommendation and averages in the sixth-grade mathematics course.

Note: Consideration will be given regarding the most appropriate screener for limited-English speaking students.

8TH GRADE ALGEBRA I FOR HIGH SCHOOL CREDIT

(For graduating Class 2025 only)

Students may enroll in eighth-grade Algebra I and receive high school credit for graduation, based upon the following criteria:

- Teacher recommendation
- Final grade of A or B in 8th Grade Algebra I Course
- Proficient Score on comprehensive Algebra I Assessment

GRADING

- All assigned grades must be on grade-level content standards, unless directed as a part of an Individual Education Plan (IEP), 504, and/or ESL Plans. Assignments below grade level that are completed by the student can NOT be used as a part of the content grade.
- Grades MAY come from the following sources:
 - Standards-based teacher-made assessments
 - Projects with standards-based rubrics
 - Presentations
 - Skills Checks
 - Laboratory Activities

STUDENT PROGRESSION INFORMATION 7-8



- Essays
 - Journal Activities
 - Formative Assessments (Practice Activities)
 - Summative assessments
-
- All grades must be based upon standards and entered the student information system with a Course of Study Standard Number.
 - The same assessment cannot be used for more than one grade.
 - The testing category for a content area will count 60% of the total grade. Minor assessments will count the remaining 40% of the grade.
 - Major projects will count as a test grade and will be graded based on a rubric. Rubrics will be distributed to students prior to the project and an exemplary model for the project should be shared with students when the project is assigned. By presenting an exemplary project, a demonstration of expectations on proficiency will be given.
 - Each nine (9) weeks, student grades should be measured on three to five (3-5) summative assessments (end-of-chapter, end-of-unit) and seven to nine (7-9) minor assessments (skills checks, projects, presentations, labs, essays, and reflection journals) that are documented in the grade book. The nine weeks' assessment will not count toward the number of required three to five (3-5) summative assessments.
 - Formative assignments are assignments that are directly considered "practice" for a skill recently taught in the classroom. Formative assessments are used to give feedback to both the teacher and the student. This feedback is used to drive instruction and to identify learning gaps. Feedback must be given to students on formative and summative assessments.
 - At least one summative assessment must be recorded in the Student Information System (Power School) within the first four weeks of each grading period.
 - Assessments must be graded and reported to students within five (5) school calendar days.
 - Essays and research papers will be returned to students and recorded within twelve (12) school calendar days.
 - A minimum of one critical thinking essay question shall be included on all major (chapter/unit) tests unless otherwise specified in an IEP, 504, or I-ELP.
 - **Daily work will not count more than 40% of the total grade average.**
 - **Grades will not be given for notebook checks or tests.**
 - **Bonus points are not allowed.**
 - **Participation and completion grades cannot be given.**

STUDENT PROGRESSION INFORMATION 7-8



MISBEHAVIOR AND GRADES

- Student misbehavior will not be a factor in calculating grades for any subject.
- Misbehavior will be addressed through the teacher's behavior management plan and the school discipline policy that are aligned with the *Code of Conduct* for Dothan City Schools. ([Click the link to access this document.](#))

INTERVENTION

Student support services known as “intervention” are available for students who experience significant learning challenges. If the pattern continues, the Problem-Solving Team (PST) will be activated to implement intervention strategies. The progress of any student exhibiting a pattern of failing grades will be discussed at grade-level meetings as the first step in the intervention process.

Students who are identified with a reading deficiency will need Tier 2 Intervention. Each teacher will provide Tier 2 Intervention by re-teaching targeted deficient grade-level skills.

Tier 3 Intervention occurs “in addition to comprehensive core instruction” to target deficit foundational reading skills.

MAKE-UP WORK

All graded assignments will be assigned a numerical grade and will be entered into the electronic grade book. For incomplete or missing assignments, teachers will enter an “I” or “M” in the teacher's hard copy grade book (not electronic grade book). **Teachers are expected to provide multiple opportunities for students to make up assignments to avoid assigning zeros.**

Principals will ensure that the following opportunities are provided for all students:

1. Students have a maximum of five (5) school days to make up incomplete or missing work.
2. The period of time to make up work may be extended at the discretion of the principal who will work with the content, special education, and/or ESL teachers.
3. Students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects and other related work).
4. Teachers are fully responsible for providing the incomplete or missing assignments to the students.
5. Teachers will communicate by telephone, email, or in writing with students and/or parent(s)/guardian(s) regarding incomplete work, missing assignments, or unsatisfactory course/class work. Procedures for make-up work should also be included in the teacher's course syllabi. Teachers will contact the ESL department, if a translator is needed.
6. Make-up work completed within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.

STUDENT PROGRESSION INFORMATION 7-8



7. After five (5) school days, if work is not completed, the incomplete (I) or make-up work (M) will become a zero grade (0). It is expected that students will make up incomplete or missing assignments. However, after all opportunities are exhausted, if a student has not completed work, then a grade of
8. zero will be entered in the electronic grade book for that assignment. An I or M may not be given as a final grade. Teachers should provide updates on incomplete and make-up work to the Problem-Solving Team (PST).

HOMEWORK GUIDELINES

Homework is defined as a written or non-written standards-based activity or assignment directed by the teacher and completed by the student outside of the classroom. The purpose of homework is to provide independent practice for newly taught skills, review of previously mastered skills, development of independent study habits, and/or extension and/or enrichment of the content standards in the curriculum.

PROGRESS REPORTS

1. Each teacher is required to send a progress report on all students the fifth week of each nine weeks.
2. Parent conferences are required on any student receiving a failing grade. Documentation of these conferences should be kept until the end of the year. Documentation includes conference notes, missed conferences, phone call logs, etc. Teachers will contact the ESL Department if a translator is needed.

GENERAL GRADING SCALE

Grades for academic coursework will be awarded according to the following scale:

LETTER GRADE	NUMERICAL GRADE (100-point scale)	AVERAGE POINTS (4-point scale)
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
D	60-69	1.00
F	59 or below	0.00

STUDENT PROGRESSION INFORMATION 7-8



REPORT CARDS

Report cards will be provided to parents or legal guardians every nine-week grading period and will reflect student progression.

PROMOTION AND RETENTION

A student will be promoted in Grades 7 and 8 upon satisfactory completion (minimum of 60% final grade) of Language Arts, math, and science and/or social studies.

Course Combinations for 7th and 8th Grade Promotion Options

Option

1

Language and Math (required)
Science and Social Studies

Option

2

Language and Math (required)
Science

Option

3

Language & Math (required)
Social Studies

RETENTION STIPULATIONS

- Students who do not meet the established criteria for promotion may be retained one (1) time in Grades 7-8, if the student has been previously retained in Grades K-6.
- Students who do not meet the established criteria for promotion may be retained two (2) times in Grades 7-8, if the student has not been previously retained in Grades K-6.
- A student should not be retained at Dothan Preparatory Academy, if the student will reach his/her seventeenth birthday during the following academic year.

SUMMER SCHOOL (GRADES 7 AND 8)

- Students will have the opportunity to retake up to two (2) failed required academic courses in summer school.
- Students who fail three (3) or more required academic courses will be retained, and summer school is not an option for promotion.



STUDENT PROGRESSION INFORMATION FOR

Grades 9-12

STUDENT PROGRESSION INFORMATION 9-12



THE CURRICULUM GUIDE FOR GRADES 9 Through 12 (High School)

The high school curriculum includes a rigorous curriculum in four content areas: English, Mathematics, Science, and Social Studies. Elective courses are also included in the curriculum. The four content areas and elective courses are designed to prepare students for college and career readiness along with twenty-first century skills for digital and global citizenship. The *Course Description Guide* provides an overview of all courses offered for high school students. [Click this link to access the document.](#)

HIGH SCHOOL PLACEMENT

Rather than being promoted, high school students progress as credits are accumulated. Grade classifications are determined by the number of credits earned. Beginning with the graduating class of 2023, credit and high school placement is as follows:

- **Sophomore** status will be obtained if a student has earned a minimum of five (5) Carnegie credits of which three (3) must be in the areas of English, Math, Science, and /or Social Studies.
- **Junior** status will be obtained if a student has earned a minimum of twelve (12) Carnegie credits of which three (3) must be in the areas of English, Math, Science, and/or Social Studies.
- **Senior** status will be obtained if a student has earned a minimum of nineteen (19) Carnegie credits of which three (3) must be in the areas of English, Math, Science, and/or Social Studies.

ADVANCED PLACEMENT PROGRAM OF STUDIES

Advanced Placement (AP) is an academic program of college-level courses and examinations for high school students. Students enrolled in AP courses must take the College Board AP Exam at the end of the course. (Based on scores on the AP exam, students have an opportunity to earn college credit and/or advanced standing in college). All students enrolled in AP courses are required to take the AP Exam as a requirement for graduation. In place of an exam, AP Art students must complete an art portfolio. AP Capstone students must complete both an individual and a group project.



ADVANCED PLACEMENT RECOGNITION BY COLLEGE BOARD

AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
State AP Scholar	Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

Students who earn scores of 3 or higher in AP Seminar and AP Research, but not on four additional AP Exams receive the AP Seminar and Research Certificate.

ALTERNATIVE / NON-TRADITIONAL SETTINGS

ACCELERATED RECOVERY CENTER (ARC)

The Dothan City School System recognizes that some students may be at risk of experiencing school success and may be in danger of school failure and/or non-completion. The reasons some students may find themselves in this situation are often due to circumstances and/or conditions (e.g., environment, family, and behavior) over which they have limited control. By providing focused attention and assistance in identified areas of need, students are given opportunities to experience success in an alternative/non-traditional setting known as the Accelerated Recovery Center (ARC). Guidelines related to the Accelerated Recovery Center can be found in the document [located at this link](#).

The purpose of the Accelerated Recovery Center (ARC) is to provide an innovative and non-traditional approach to high school. The main focus of ARC is to provide student support frameworks for academic, behavioral, and career development.

Students who complete the ARC program graduate prepared for both college and careers. ARC offers a rigorous and authentic learning environment that connects academics to the real world.

STUDENT PROGRESSION INFORMATION 9-12



GRADING

- All assigned grades must be on grade-level content standards unless directed as a part of an Individual Education Plan (IEP), 504, and/or ESL Plans. Assignments below grade level that are completed by the student can NOT be used as a part of the content grade.
- Grades MAY come from the following sources:
 - Standards-based teacher-made assessments
 - Projects with standards-based rubrics
 - Presentations
 - Skills Checks
 - Laboratory Activities
 - Essays
 - Journal Activities
 - Formative Assessments (Practice Activities)
 - Summative assessments
- All grades must be based upon standards and entered the student information system with a Course of Study Standard Number.
- The same assessment cannot be used for more than one grade.
- The testing category for a content area will count 60% of the total grade. Minor assessments will count the remaining 40% of the grade.
- Major projects will count as a test grade and will be graded based on a rubric. Rubrics will be distributed to students prior to the project and an exemplary model for the project should be shared with students when the project is assigned. By showing the exemplary project, a demonstration of expectations on proficiency will be given to students.
- Each nine (9) weeks, student grades should be measured on three to five (3-5) summative assessments (end-of-chapter, end-of-unit) and seven to nine (7-9) minor assessments (skills checks, projects, presentations, labs, essays, and reflection journals) that are documented in the grade book. The nine weeks assessment will not count toward the number of required three to five (3-5) summative assessments.
- Formative assignments are assignments that are directly considered “practice” for a skill recently taught in the classroom. Formative assessments are used to give the student and teacher feedback. This feedback is used to drive instruction and to identify learning gaps. Feedback must be given to students on formative and summative assessments.
- At least one summative assessment must be recorded in the Student Information System (Power School) within the first four weeks of each grading period.
- Assessments must be graded and reported to students within five (5) consecutive school calendar days.
- Essays and research papers will be returned to students and recorded within twelve (12) consecutive school calendar days.
- A minimum of one critical thinking essay question shall be included on all major (chapter/unit) tests unless otherwise specified in an IEP, 504, or I-ELP.
- **Daily work will not count more than 40% of the total grade average.**
- **Grades will not be given for notebook checks or tests.**
- **Bonus points are not allowed.**
- **Participation and completion grades cannot be given.**

STUDENT PROGRESSION INFORMATION 9-12



MISBEHAVIOR AND GRADES

- Student misbehavior will not be a factor in calculating grades for any subject.
- Misbehavior will be addressed through the teacher's behavior management plan and the school discipline policy that are aligned with the *Code of Conduct* for Dothan City Schools. [Click the link to access this document.](#)

INTERVENTION

Student support services known as “intervention” are available for students who experience significant learning challenges.

If the pattern of significant learning challenges continues, the Problem-Solving Team (PST) will be activated to implement intervention strategies. The progress of any student exhibiting a pattern of failing grades will be discussed at grade-level meetings as the first step in the intervention process.

Students who are identified with a reading deficiency will need Tier 2 Intervention. Each teacher will provide Tier 2 Intervention by re-teaching targeted deficient grade-level skills

Tier 3 Intervention occurs “in addition to comprehensive core instruction” to target deficit foundational reading skills.

MAKE-UP WORK

All graded assignments will be assigned a numerical grade and will be entered into the electronic grade book. For incomplete or missing assignments, teachers will enter an “I” or “M” in the teacher's hard copy grade book (not electronic grade book). **Teachers are expected to provide multiple opportunities for students to make up assignments to avoid assigning zeros.**

Principals will ensure that the following opportunities are provided for all students:

1. Students have a maximum of five (5) school calendar days to make up incomplete or missing work.
2. The period of time to make up work may be extended at the discretion of the principal working with the content, special education, and/or ESL teachers.
3. Students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects, and other related work).
4. Teachers are fully responsible for providing the incomplete or missing assignments to the students.
5. Teachers will communicate by telephone, email, or in writing with students and/or parent(s)/guardian(s) regarding incomplete work, missing assignments, or unsatisfactory course/class work. Procedures for make-up work should also be included in the teacher's course syllabi. Teachers will contact the ESL department if a translator is needed.

STUDENT PROGRESSION INFORMATION 9-12



6. Make-up work completed within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.
7. After five (5) school calendar days, if work is not completed, the incomplete (I) or make-up work (M) will become a zero grade (0). It is expected that students will make up incomplete or missing assignments. However, after all opportunities are exhausted, if students have not completed work, then a grade of zero will be entered in the electronic grade book for that assignment. An I or M may not be given as a final grade. Teachers should provide updates on incomplete and make-up work to the Problem-Solving Team (PST).

HOMEWORK GUIDELINES

Homework is defined as a written or non-written standards-based activity or assignment directed by the teacher and completed by the student outside of the classroom. The purpose of homework is to provide independent practice for newly taught skills, review of previously mastered skills, development of independent study habits, and/or extension and/or enrichment of the content standards in the curriculum.

PROGRESS REPORTS

Each teacher is required to send a progress report on all students the fifth week of each nine weeks. Parent conferences are required on any student receiving a failing grade. Documentation of these conferences should be kept until the end of the year. Documentation includes conference notes, missed conferences, phone call logs, etc. Teachers will contact the ESL Department if a translator is needed.

GRADING SCALE

Teachers will assign grades and confer academic credit for work and activities performed by students in accordance with instructional objectives and grading standards, applicable laws and regulations, and criteria hereinafter specified. Grades for academic course work will be awarded according to the following scale.

LETTER GRADE	NUMERICAL GRADE (100-point scale)	AVERAGE POINTS (4-point scale)
A	90-100	4.00
B	80-89	3.00
C	70-79	2.00
D	60-69	1.00
F	59 or below	0.00

STUDENT PROGRESSION INFORMATION 9-12



GENERAL CLASSES

60% Summative Common Assessments

Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests

** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.*

40% Minor Assessments

Examples: skill checks, projects, presentations, labs, essays, reflection journals

HONORS CLASSES

65% Summative Common Assessments

Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests

** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.*

35% Minor Assessments

Examples: skill checks, projects, presentations, labs, essays, reflection journals.

ADVANCED PLACEMENT (AP)

70% Summative Common Assessments

Examples: unit tests, chapter tests, major projects, major essays, teacher-made tests

** Teacher-made tests will be developed by like content area teachers and all teachers will administer the same assessment.*

30% Minor Assessments

Examples: skill checks, projects, presentations, labs, essays, reflection journals

GRADE-POINT AVERAGE

Dothan City Schools uses a weighted scale. Students enrolled in honors classes earn an extra 0.5 grade point for each credit earned. Students enrolled in advanced placement classes and dual enrollment earn an extra 1.0 grade point for each earned.

STUDENT PROGRESSION INFORMATION 9-12



Regular Courses	Honors Courses	AP Courses	Dual Enrollment
A = 4.0	A = 4.5	A = 5.0	A = 5.0
B = 3.0	B = 3.5	B = 4.0	B = 4.0
C = 2.0	C = 2.5	C = 3.0	C = 3.0
D = 1.0	D = 1.5	D = 2.0	D = 2.0
F = 0.0	F = 0.0	F = 0.0	F = 0.0

MID-TERM EXAMINATIONS

Midterms are required for all students unless otherwise specified in academic student plans (IEP, 504, or I-ELP).

FINAL EXAMINATIONS

Students in Grades 9 - 12 may be exempt from final examinations each semester as outlined below:

- If a student earns an “A” during the course(s) AND has five (5) or fewer absences which are coded unexcused (UA), or parent excused (PE) in that course(s) for the term.
- If a student has perfect attendance for any course with an average of 70 or higher for the term.
- If a transfer student enrolls with all “As” and continues to make all “As” in the Dothan City Schools will be eligible for consideration for exemption on a case-by-case basis as approved by the principal.

Any student who was placed on out-of-school suspension (OSS) during the academic year is not eligible for exemption from any final exam.

STUDENT PROGRESSION INFORMATION 9-12



CLASS RANK



VALEDICTORIAN



SALUTATORIAN



HONOR COURT

Academic class rank represents the weighted average of all classes taken for high school credit. Only students working toward the Advanced Academic Endorsement will be considered for weighted averages. This rank is used to determine the following positions: valedictorian, salutatorian, and honor court. Students working toward the Advanced Academic Endorsement and having the highest and second highest grade-point average (GPA) after the eighth term (or semester) of study will be recognized as valedictorian and salutatorian. Students working toward the Advanced Academic Endorsement with a cumulative GPA of 4.0 or higher will be recognized in the Honor Court.

Class rank is determined by ranking each student's overall grade point average within the graduating class. Final senior class ranking is completed at the end of the second semester of the senior year.

TRANSFER GUIDELINES FOR STUDENTS ENROLLING IN DOTHAN CITY SCHOOLS FROM ANOTHER DISTRICT

1. The following information applies to a transfer student who has taken Advanced Placement/International Baccalaureate/Dual Enrollment (AP/IB/DE) courses at his/her former school:
 - Students receive the course weight for AP, dual enrollment, and honors courses assigned at the former school. The transfer grades will not change.
 - If a student transfers to Dothan City Schools anytime during the senior year, he/she will not be eligible for either valedictorian or salutatorian in the class rank.
2. The following information applies to entering transfer grades on to a student's transcript:
 - If a student transfers from an Alabama high school, the grade will appear on the transcript as a number grade.
 - If a student transfers from an out-of-state high school, the grade will appear on the transcript as a letter grade.
3. The following information provides guidelines for accepting transcripts from other school systems:

STUDENT PROGRESSION INFORMATION 9-12



Dothan City Schools will accept grades as well as the grading scale provided by the former school. The high school will not change a grade. For example, if the grade submitted is a number grade of 74 that is a letter grade of D on the former school's grading scale, Dothan City Schools will record a D even though Dothan City Schools' grading scale would translate to a C.

Credits from the alternative education facility will be awarded on a case-by-case basis, as approved by the principal.

4. If a student transfers to Dothan City Schools from a traditional schedule to a block schedule, the high school counselor at the former high school will be contacted to receive additional information on the grading scale used. Transfer credits from a traditional schedule are examined and awarded on a case-by-case basis.
5. Alabama has a Physical Education (PE) requirement (Beginning Kinesiology) that will impact the placement of a transfer student.
 - For students transferring in Grades 9, 10, 11, or 12 from an out-of-state school and who have already taken a PE course, Dothan City Schools will accept the course as Beginning Kinesiology.
 - Students transferring from a home school without a PE course on the transcript, must take one full credit of Beginning Kinesiology.
6. **Students who transfer to Dothan City Schools from another school system must meet the Alabama graduation requirements to receive a diploma from the State of Alabama.**
7. The Dothan City School is accredited by Cognia®, the only accreditation organization recognized by the Alabama State Board of Education. Transfer credits from other schools that have regional accreditation comparable to Cognia® will be accepted without further validation. Procedures for awarding credit to students coming to Dothan City Schools from a non-accredited school or home school will follow the **Alabama Administrative Code 290-3-1-02(7)(j)290-3-02(7)(L).**

GRADUATION REQUIREMENTS FOR DOTHAN HIGH SCHOOL

The Dothan City Board of Education has adopted graduation requirements that are consistent with the Alabama State Board of Education. It is expected that all DCS students will graduate by earning a minimum of twenty-four (24) Carnegie Units.



STUDENT PROGRESSION INFORMATION 9-12



GUIDELINES FOR AWARDING DIPLOMAS FOR ALABAMA HIGH SCHOOL DIPLOMA WITH ADVANCED ACADEMIC ENDORSEMENT AND HONORS

(HONOR COURT)

In order for any student to receive an Alabama High School Diploma with an Advanced with Honors Seal and AP Academy Seal, the student must complete the requirements for an Alabama High School Diploma and maintain a **4.0 GPA**.

Course selection must have been at the honors level or above. Neither embedded credit nor applied academic course credit will satisfy the core curriculum requirements for a diploma with the Advanced Academic Endorsement and Honors. Students are encouraged to take the most demanding classes offered to be considered for the Alabama High School Diploma with Advanced Academic Endorsement and Honors.

Students who have completed four (4) Advanced Placement courses or four (4) dual enrollment classes with a C or higher will be recognized at graduation with a cord of distinction. (These cords are purchased by the eligible students as part of their graduation attire.)

EARLY/MID-YEAR GRADUATION

Students may graduate early from Dothan City Schools by meeting all requirements for an Alabama High School Diploma when the conditions listed below are met.

1. Students must submit their intent to graduate early in writing to the counselor one semester before the anticipated graduation date.
2. Students who plan to graduate early must follow course sequence/prerequisites.
3. Students must have a full schedule during the fall semester.
4. Students who plan to graduate early will not be given preferential treatment in registration and course selection.
5. Students who plan to accelerate their programs of studies for the purpose of early graduation may do so if space is available in classes after grade-level students have completed registration.
6. Students who complete graduation requirements early will not be permitted to remain at school during the regular school day since they will not be enrolled in classes. If a student needs to attend a school activity, the principal's permission is required.
7. A student must be a full-time student to be eligible to participate in extracurricular activities; therefore, a student who graduates early will not be eligible for extracurricular activities.
8. Students who complete graduation requirements early will receive their diplomas at the regularly scheduled graduation ceremony.

STUDENT PROGRESSION INFORMATION 9-12



Early Graduation is contingent upon final course grades and the necessary credits that will be verified. Students may accelerate their programs of studies, with the approval from the home school principal, by enrolling in summer school, virtual school, and/or dual enrollment at a postsecondary institution. Early graduates are withdrawn from the school database and records will include a graduation date consistent with the last day of the semester in which final graduation requirements were met.

Students considering Early Graduation should verify with their insurance providers a change in coverage and students who are 18 years old or older should be advised that they may lose social security benefits if not in school attendance on a full-time basis.

RETENTION STIPULATIONS

If a student obtains thirteen (13) or more unexcused absences for a yearlong course or seven (7) unexcused absences for a semester course, the principal must evaluate the attendance record and may recommend retention. Parents/Guardians will be notified when a student has obtained ten (10) unexcused absences.

Principal recommendations may include:

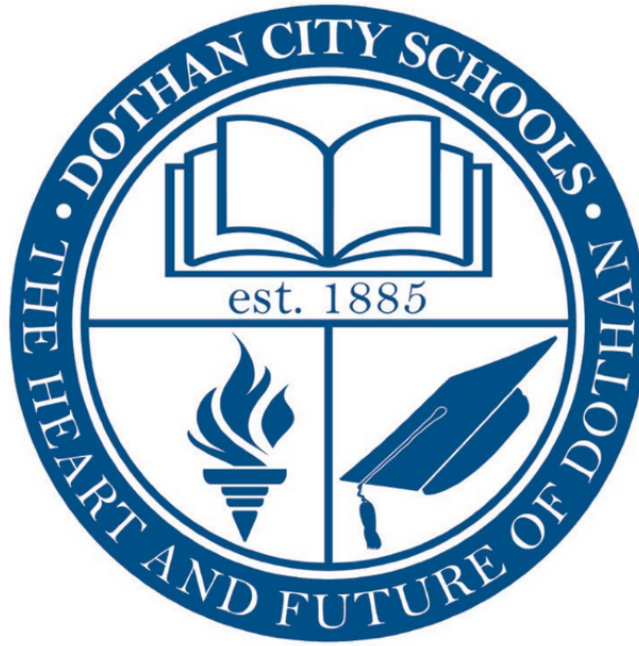
- Student retention, and completion of the course during the following school year.
- Achievement of a Passing score of 70% on a comprehensive final exam to achieve course credit.
- Summer School for the failed course with a minimum passing score of 60% and no more than one excused absence.

SUMMER SCHOOL (IF OFFERED)

Students who fail one (1) academic course will be referred for summer school attendance. Summer school will be required for any student who fails a math course. If performance in two (2) academic courses is unsatisfactory (below 60%), the student will be required to take and pass one (1) of the failed courses in summer school. The second failed academic course must be taken through credit or course recovery in the next academic school year.

Prior to enrolling in summer school, students (and parents) should always contact their school counselor. Summer school is self-supporting; therefore, tuition is charged to off-set the cost of teacher salaries.

During summer school, Dothan City Schools offers opportunities for students to make-up course work for the class or classes previously failed. Summer school course offerings are dependent upon student enrollment. Depending upon need, Dothan City Schools may offer a morning and afternoon session to accommodate those students who need to make up more than one credit.



Appendix A

Education Laws About Student Progression

ALABAMA LITERACY ACT



HB 388

The Alabama Literacy Act (ALA) outlines proficiency skills for students in Grades K through 3 with specific guidelines for student progression from one grade to the next. Clear descriptions on what the student must know and demonstrate in sufficient reading skills by the end of the third grade to be promoted to the fourth grade are included in the Alabama Literacy Act (ALA).



Appendix B

Academics First
(Extracurricular
Activities Eligibility
Guidelines)

ACADEMICS FIRST

(EXTRACURRICULAR ACTIVITY ELIGIBILITY GUIDELINES)



The Dothan City Board of Education recognizes the value of extracurricular activities and regular curricular activities as they relate to the total education of the students; however, the students' pursuit of their academics must be first and foremost and must take priority over participation in extracurricular activities.

The Board policy shall apply the following guidelines to determine a student's eligibility to participate in extracurricular activities:

1. **General** - Students may be offered an opportunity to participate in extracurricular activities and organizations. Extracurricular activities must meet the following criteria:
 - The organization or activity must be approved by the school principal and must have an assigned faculty supervisor or sponsor;
 - The organization or activity must promote or serve the intellectual, cultural, personal, or physical development of the students in a manner that is consistent with the purposes of public education, the Board's legal mandate, mission statement policies, and regulations, and with applicable requirements of state and federal law;
 - The organization or activity must operate under general supervision of school officials and be subject to oversight of school officials; and
 - The nature of the organization and its activities are consistent with and do not interfere with instructional activities of requirements.

Student participation or membership in such organizational activities may be governed by specific policies of the organization and be subject to review and approval by the principal.

2. **Athletics** - Participation in Board-sanctioned athletic programs will be on such terms and conditions as that may be approved by the Board and any athletic association of which the Board or the applicable local school is a member. Schools may establish terms and conditions for participation in such programs if school eligibility criteria are not inconsistent with system-wide eligibility or participation criteria, rules, regulations, or standards established by any athletic association or organization of which the Board or the school is a member, or any role, principle, or provision of applicable law.
3. **Eligibility Requirements** – The Board prescribes the following regulations for eligibility in this school system to participate in all extracurricular activities.
 - **Grades 10 – 12:** Students entering Grades 10 through 12 must for the last two semesters in attendance and summer school, if applicable, have passing grades of at least a 70 composite numerical average and earn the appropriate number of credits in each of six (6) subjects that total six (6) Carnegie units of credit, including four (4) credits from the four (4) core subjects composed of English, science, social studies, and mathematics.
 - a. Physical education may count as only one (1) unit per year.
 - b. No more than two (2) Carnegie units may be made up during summer school. If a unit(s) or subject(s) is repeated in summer school, the higher numerical grade

ACADEMICS FIRST

(EXTRACURRICULAR ACTIVITY ELIGIBILITY GUIDELINES)



for the unit(s) or subject(s) may be used to compute the composite grade average.

- c. Eligibility will be determined on the first day of the local school year and will remain in effect for one (1) complete school year. Students who are ineligible at the beginning of an academic year may become eligible at the end of the first semester, if they meet all academic requirements at that time. Bona fide transfers may be dealt with according to the rules of the Alabama High School Athletic Association for sports and rules to be developed by this Board of Education as they pertain to other extracurricular activities.
 - d. Each eligible student involved in athletics must meet the definition of a regular student as defined by the Alabama High School Athletic Association.
 - e. Any student who earns more than four (4) credits in the core curriculum in any given year or who accumulates a total exceeding the required four (4) per year may be exempt from earning the four (4) core courses in the succeeding year if that student remains on schedule for graduation with his/her class.
- **Grades 8 – 9:** Students entering Grades 8 and 9 must for the last two semesters in attendance and summer school, if applicable, have a passing grade in five (5) subjects with a composite numerical average of 70 with all other rules applying the same as to students in Grades 10 – 12.
 - **Grade 7:** Students promoted to the seventh grade for the first time are eligible.
 - **Extracurricular Activities:** Extracurricular activities associated with athletics are defined as those recognized and sanctioned by the Alabama High School Athletic Association and other extracurricular activities are defined as those that are sanctioned by a public school that are not related to a student's academic requirements or success in a course(s). Notwithstanding anything to the contrary in this policy, student participation in extracurricular activities offered by the school through math, science, band, choral, music, and other courses at events such as athletic events (pre-game, game, halftime, or other breaks), club conventions, parades, amusement park trips and competitions, trips by tour companies, performance at various meetings, etc. are extracurricular and students academically ineligible under this policy will not be allowed to participate.
 - **Regular Curricular Activities:** Regular curricular activities are defined as those that are required for satisfactory course completion.
 - **Approval of Curricular Activities:** School sponsors are required to submit a request for each curricular activity that occurs outside the regular school day and/or school to the principal, Superintendent, and the local Board of Education for approval. Each request for full participation by all students, regardless of academic standing, in a curricular activity will be granted if the principal, Superintendent, and the local Board of education approve participation in the activity as an extension of a course(s) requirements(s) and it is an event sanctioned by a state/national subject matter association.

[Reference: Dothan City Board of Education Policy Manual,
March 2019Ala. Admin. Code 290-3-1-.02(18)]



Appendix C

Additional
Instructional
Resources

ADDITIONAL INSTRUCTIONAL RESOURCES



Documents presented in Appendix C are used to provide additional instructional services to support student progression to high school graduation. Descriptions of 10 documents along with link to access them are provided in this section.

DCS Credit Recovery Plan/Manual 2022-2023

Students who have failed courses at the high school level are given opportunities to recover lost credit through a process that addresses standards, knowledge, and skills sets. Guidelines for the standards-based approach and an application are outlined in the Credit Recovery Plan/Manual. [Click the link to access the document.](#)

DCS 504 Manual 2022

Students who meet the following criteria are eligible to request a 504 Plan for academic support. Criteria include:

- Poor academic performance
- Excessive disciplinary infractions
- Recommended retention in a grade
- Chronic health issues
- Return to school after a serious/debilitating illness

The referral process and procedures for the request are presented in the DCS 504 Manual 2022. [Click here to access the document.](#)

DCS Parent Engagement Plan 2022-2023

The “Dothan Way” promotes the collaborative support of school staff, a community network, and parents/families on behalf of students. A framework for this partnership is found in the DCS Parent Engagement Plan 2022-2023. [Click here to access the document.](#)

DCS Mental Health Guide 2022-2023

Student learning is impacted by mental wellness. Resources provided to support mental wellness for students are presented in the DCS Mental Health Guide 2022-2023. [Click here to access the document.](#)

DCS Referral Packet 2022

The referral process for students who experience significant learning difficulties is outlined in the DCS Referral Packet 2022. Referral forms and guidelines for evaluation and services in Special Education are presented in the document. [Click here to access the document.](#)

Homebound Instructional Service Manual 2022

Homebound students are students who are medically diagnosed with a physical or mental condition that confines them at home for a minimum of six weeks (30 consecutive days). [Click the link to access the document.](#) Homebound Instructional Services Manual 2022. The document outlines guidelines, processes, and forms related to homebound instruction.

The P.A.S.S. (Providing Alternative Student Services) Academy Policy Manual – Final Version

This document outlines procedures for students in Grades 7-12 who need intervention programs in the areas of social, emotional/behavioral, and academics. [Click here to access the PASS Academy Policy Manual.](#)

ADDITIONAL INSTRUCTIONAL RESOURCES



Revised May 2022 DCS Textbook Manual

This manual serves several purposes that include processes for ordering textbooks and instructional materials, managing instructional materials, and the selection and adoption of instructional materials. [Click this link to access the Revised May 2022 DCT Textbook Manual.](#)

Updated ELL Policy Manual 2022-2023

A Comprehensive Plan for meeting the needs of English Language Learners is outlined in the Updated ELL Policy and Procedures Manual 2022-2023. [Click here to access the document.](#)

Updated 42022 Equity Action Plan

The Dothan City Schools Equity Action Plan identifies goals for meeting diversified needs of the school system to achieve higher student achievement. The diversified goals address culture/climate, leadership, instruction, and parental/family engagement. [Click this link to access the Updated 42022 Equity Action Plan.](#)