



NASSAU COUNTY SCHOOL DISTRICT

STUDENT PROGRESSION PLAN

GRADES K-5

Dr. Kathy K. Burns, Superintendent

School Board of Nassau County
1201 Atlantic Avenue
Fernandina Beach, Florida 32034
904-491-9900

Mark Durham

Assistant Superintendent

Misty Mathis

Executive Director of Curriculum, Instruction

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Nassau County School Board Equity and Non-Discrimination Statement

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Equity Contact:

Tia L. Brown
Director, Professional Development
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9888
brownti@nassau.k12.fl.us

Title IX / Bullying and Harassment / Section 504:

Mark Durham
Assistant Superintendent
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9905
durhamma@nassau.k12.fl.us

Americans with Disabilities Act (ADA)

Jeffery Bunch
Director of Facilities
86334 Goodbread Rd.
Yulee, FL 32097
(904) 225-5343
bunchje@nassau.k12.fl.us



Elementary Student Progression Plan

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Nassau School District Student Progression Plan

Introduction

To ensure that Nassau School District is meeting the needs of students and in response to legislation, the Nassau School Board has established a comprehensive program for student progression which includes the following:

- standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education,
- specific levels of performance in English language arts, social studies, science, and mathematics for each grade level, including the levels of performance on district and statewide assessments*, and
- procedure for informing each student and his or her parents/guardians of the student's academic progress.

*A student scoring below grade level must receive remediation or be retained in an intensive program that is different from the previous year's program and addresses the student's learning style.

The Nassau County School District Student Progression Plan is a comprehensive guide that delineates what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation reflect clearly that promotion is based on student achievement.

The district program for student progression is based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a student progress from one grade to another have been prescribed by the district School Board in its plan.

The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan (SPP) are subject to change due to School Board or legislative action. The SPP is updated annually and posted on the district web site.

Students will be placed in programs and levels best suited to meet their academic needs and individualized learning plans with consideration given to their social, emotional, and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. District and state regulations place the responsibility for decisions regarding student placement with the principal and the staffing team or its equivalent.

It is the responsibility of the School Board, district administration, and school staff to provide students with effective instructional and remedial programs that accomplish the following:

- monitor student progress,
- promote continuous achievement,
- make provisions for individual differences,
- promote students' assuming responsibility for their own learning and attendance,
- provide effective, engaging instruction and remediation, and
- document instruction in, and student mastery of, the current state approved instructional standards .

It is the responsibility of all teachers to identify and provide appropriate instruction for all students assigned to his/her class. Appropriate procedures shall be followed by the teacher to continuously and carefully observe and assess each pupil's performance throughout the school year to determine if expected achievement levels are being met and satisfactory progress is being made in the approved State Standards, other grade level objectives, and basic skills criteria as contained herein. Teachers are to notify parents when it is apparent that a pupil is not able to achieve at the minimum level expected at that grade, and in cooperation with the parents and other appropriate personnel attempt to provide intervention for the pupil.

Students shall assume the responsibility for their learning commensurate with their age and maturity. Students shall be accountable for regular school attendance and for courteous conduct.

Parents shall be responsible for ensuring the regular attendance of their children and for promoting interest in learning. They are encouraged to communicate with school personnel and cooperate in resolving areas of concern or difficulty. Parents remain responsible for the conduct of their children until the age of eighteen.

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

- that his or her child has been identified as having a substantial deficiency in reading,
- a description of the current services that are provided to the child,

- 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, and
- that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

ELEMENTARY SCHOOL STUDENT PROGRESSION

GRADES K-5

I. Admission, Placement, Transfers and Attendance

A. Admission

Admission Requirements

All children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1, of any school year are required to attend school regularly during the entire school term.

A child five (5) years old on or before September 1 may be admitted any time during the school year.

B. Placement

Placement: Responsibility for Placement in Grades K-5 (1003.21 F.S.)

State law places the responsibility for the placement of students with the school district. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students.

Kindergarten Initial Placement: Prior to placement in kindergarten, children are required to be five years of age on or before September 1 of the school year and provide all of the following:

- evidence of date of birth, *
- evidence of residence,
- evidence of immunization, and
- evidence of medical examination completed within the last twelve months from a Florida credentialed physician.

*If an original birth certificate verifying date of birth is not available, the next evidence obtainable in the order set forth below shall be accepted:

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births,
- a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent or guardian,
- an insurance policy on the child's life that has been in force for at least two years,
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent or guardian,
- a passport or certificate of arrival in the United States showing the age of the child,
- a transcript stating date of birth in the child's school record of at least four years prior to application, or
- an affidavit of age sworn to by the parent or guardian, accompanied by a certificate of age signed by a public health officer or by a licensed practicing physician designated by the district School Board, stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

A kindergarten student who transfers from an out-of-state school and who does not meet age requirements for admission to Florida public schools, must satisfy the following:

- meet age requirements for public schools within the state from which the student is transferring and
- have academic credit that is verified and acceptable.

In addition, the parent must provide all of the following:

- official documentation that the parent or guardian had resident status in the state in which the student was previously enrolled in school,
- official school records which show attendance, academic information and grade placement in kindergarten,
- evidence of residence,
- evidence of immunization,
- evidence of date of birth, and
- evidence of medical examination completed within the last twelve months.

Refer to <https://www.nassau.k12.fl.us/Page/5277> for registration packet.

Florida Statute 1003.22 F.S (5) (e) provides that an authorized school official may issue a temporary exemption, for up to 30 school days, to permit a student who transfers within the State of Florida into a new county to attend class until his or her records can be obtained. Children and youth who are experiencing homelessness shall be given a temporary exemption for 30 school days. The public school health nurse is responsible for follow up of each such student until proper documentation or immunizations are obtained.

Placement of Foster Care Students:

It is the responsibility of the enrolling school to contact immediately the school last attended by the foster care student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer immediately the student to the school nurse for assistance. A foster care student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency. Foster care students must have access to a free public education and must be admitted into school in the school district in which they or their families live. A foster care student shall be granted a temporary exemption from entrance requirements for 30 school days.

Grade 1 Initial Placement: Prior to placement in first grade, a student is required to meet the following criteria: 1003.21 (2) F.S.

- be six years of age on or before September 1 of the school year* and
 - have satisfactorily completed a public school kindergarten, or a private kindergarten from which the district school board accepts transfer of credit, or a home-school kindergarten program.
- *For additional information establishing the date of birth, please refer to the kindergarten section.

The student who has satisfactorily completed a non-public kindergarten program must provide evidence, such as the following:

- report card or transcript reflective of the child's satisfactory completion of kindergarten or
- letter from the principal or director of the school certifying the child's satisfactory completion of a kindergarten program or
- evidence of a home –school program.

A first grade student who transfers from an out of state school and does not meet age requirements for Florida public schools must satisfy the following:

- meet age requirements for public schools within the state from which the student is transferring and
- have academic credit for completing kindergarten that is verified and acceptable.

In addition, the parent must provide the following:

- official documentation that the parent or guardian had resident status in the state in which the student was previously enrolled in school,

- official school records which show attendance, academic information and grade placement in kindergarten,
- evidence of residence,
- evidence of immunization,
- evidence of date of birth, and
- evidence of medical examination completed within the last twelve months.

Refer to <https://www.nassau.k12.fl.us/Page/5277> for registration packet.

Florida Statute 1003.22 F.S (5) (e) provides that an authorized school official may issue a temporary exemption, for up to 30 school days, to permit a student who transfers within the State of Florida into a new county to attend class until his or her records can be obtained. Children and youth who are experiencing homelessness shall be given a temporary exemption for 30 school days. The public school health nurse is responsible for follow up of each such student until proper documentation or immunizations are obtained.

Grades 2-5 Initial Placement: Students who meet the criteria for admission or transfer shall progress according to the district's Student Progression Plan. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students.

The grade placement of any student transferring from out of state into grades 2-5 shall be determined by the principal (or designee) of the receiving school. The student must satisfy the following requirements:

- age requirement for public schools within the state from which the student is transferring and
- academic credit that is verified as acceptable.

In addition, the parent must provide all of the following:

- official documentation that the parent(s) had resident status in the state in which the child was previously enrolled in school,
- official school records which show attendance, academic information and grade placement,
- evidence of residence,
- evidence of immunization,
- evidence of date of birth, and
- evidence of medical examination completed within the last twelve months.

Refer to <https://www.nassau.k12.fl.us/Page/5277> for registration packet.

Florida Statute 1003.22 F.S (5) (e) provides that an authorized school official may issue a temporary exemption, for up to 30 school days, to permit a student who transfers within the State of Florida into a new county to attend class until his or her records can be obtained. Children and youth who are experiencing homelessness shall be given a temporary exemption for 30 school days. The public school health nurse is responsible for follow up of each such student until proper documentation or immunizations are obtained.

Placement of Students Within a School

In accordance with state statutes, placement of a student that involves movement within a school shall be the responsibility of the principal or his/her designee. There is an identified process in place for a parent to request consideration of an alternate placement. The school principal is the sole authority for student placement.

Eligibility for Exceptional Student Education (ESE) Program

State law requires that students with learning challenges in reading and/or math must have an intervention plan following the Multi-Tiered System of Supports (MTSS) process for a reasonable amount of time as a general education intervention. It is best practice to implement these interventions prior to considering a referral for Exceptional Student Education. An Exceptional Student Education evaluation may be considered if a disability is suspected while implementing appropriate interventions and activities for a reasonable amount of time. Intervention documentation is completed by the school-based problem solving team in accordance with district policies and procedures. The MTSS process continues until dismissed by the school based problem solving team. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with the current federal and state regulations.

Placement of English Language Learners

English Language Learners (ELL) shall be placed in appropriate courses designed to provide ESOL instruction in English literacy, and ESOL instruction in the basic subject areas of mathematics, science, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee, an ESOL language arts teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of English Language Learners, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learners. A parent or guardian of any student being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include:

- academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language,
- progress, attendance and retention reports,
- number of years the student has been enrolled in the ESOL Program, and
- student's English proficiency level.

The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Nassau County Schools. Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the School Board of Nassau County and the Florida Department of Education).

Placement of Dependent Children of Active Duty Military Personnel 1000.36 F.S.

Dependent children of active duty military personnel are eligible for educational opportunities based upon the Interstate Compact on Educational Opportunity for Military Children. Children of active duty members of the uniformed services, National Guard and Reserve on active duty orders, children of members or veterans who are medically discharged, or is retired for (1) year, and children of members who die on active duty are eligible for assistance with the following:

- Enrollment process (educational records, immunizations, entry age)
- Placement and attendance (course and program placement, ESE services, absences due to deployment)
- Eligibility (student enrollment, extracurricular participation)
- Graduation(waive courses required for graduation if similar coursework has been completed)
- Flexibility in accepting state exit or end of year examinations, national achievement tests, or alternative testing in lieu of testing requirements for graduation in the receiving state.
- Allowing a student to receive a diploma from the sending school instead of the receiving school.

Initial Placement of Homeless Students

A homeless student is defined as a child or youth who:

- Shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- Lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- Is abandoned in hospitals, or

- Lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

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

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

A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency.

Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days.

C. Transfers

Transfer students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements explained herein. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the principal shall make the determination of appropriate placement based on all available factors.

D. Attendance, Absences, and Truancy

Attendance

Regular school attendance is a necessary part of a student's education. Excessive absences impair a student's educational progress, impacts whether the student passes or fails a grade, and may result in court proceedings and/or the loss of driving privileges. Students will be considered absent when they miss 50% of their school day. Student progression may be impacted by chronic absenteeism. Students may have no more than 18 absences or 10% of days enrolled. Absences shall be classified and treated as follows:

Excused Absences

Students must be in school unless the absence has been excused for one of the reasons listed below. Excused absences include the following:

- Personal Illness;

- Illness of an immediate family member;
- Death in the family;
- Religious holidays of the student's religious faith;
- Required court appearance or subpoena by a law enforcement agency;
- Special events, including, but not limited to, important public functions, student conferences, student state/national competitions that are school-sponsored, administrative approved post-secondary educational institution visitation, as well as exceptional cases of family need.
- Doctor or dentist appointments; and
- Students having or suspected of having a communicable disease or infestation that can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (Florida Statute 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies. Students are allowed a maximum of two (2) days excused absence for an infestation of head lice.

Unexcused Absences

Unexcused absences include, but are not limited to, the following:

- Shopping trips;
- Pleasure/Vacation trips;
- Truancy; and
- Other avoidable absences.

Reporting Absences

Any student who has been absent from school shall bring a note from a parent or guardian within forty-eight (48) hours of returning to school stating the cause of the absence. Failure to bring in a note will result in an automatic unexcused absence. However, the fact that the student brings in a note does not require the school administration to excuse the absence. The principal or designee will decide whether the absence meets the criteria for an excused absence, and that decision will be final. The administration may request additional documentation, such as a doctor's note. The excuse must state specific dates of absence, and must be signed by the treating, licensed physician. After fifteen (15) days of absence, whether excused or unexcused, a student must present verification from a licensed doctor for all subsequent absences due to illness.

Make-Up Work

When a student is absent from school, the student shall be responsible for all work and assignments missed during the student's absence. The student shall make arrangements with teachers for "make-up" work. The number of days allowed to make up the work shall be the same as the number of days the student was absent. This deadline may be extended with approval of the teacher or principal. Previously assigned projects or tests are due upon return from absence or as determined by the teacher's grading standards.

Truancy

A student may be deemed truant after (i) five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month, or (ii) ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period.

Students are subject to the following actions for preventing and correcting truancy:

- When a student may be exhibiting a pattern of non-attendance, the principal shall refer the student to the school's attendance team to determine if a pattern of truancy is developing.
- The school's attendance team shall meet with the student and parent or guardian to determine if a pattern of truancy is developing and to identify and implement potential remedies.
- If the school-based efforts to resolve non-attendance are unsuccessful, the student shall be referred to the Superintendent or his designee for truancy
- The Superintendent or his designee will review the case and may refer the student to the District Truancy Prevention Task Force. The District Truancy Prevention Task Force is conducted with representation from law enforcement, school district, State Attorney's Office, Department of Juvenile Justice, Department of Children and Families, Youth Crisis Center, the parent, and the student. A decision may be made to file a petition in court for truancy.

II. Special Programs

A. Hospital/Homebound

A homebound or hospitalized student is a student who has a documented medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem confines the student to home or hospital and restricts activities for an extended period. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school

The minimum evaluation for determining eligibility shall be an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis with any medical implications for instruction. This report must state that the student is unable to attend school, describe the plan of treatment, provide recommendation regarding school reentry, and give an estimated duration of condition or prognosis. The team determining eligibility may require additional evaluation data. An Individual Education Plan shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

B. Educational Choice

Parents of public school students may seek whatever public school choice options that are applicable to their students and are available to students in the district. These options may include controlled open enrollment, virtual instruction programs, or the McKay Scholarships for Students with Disabilities Program. Each of the parental choice options carries timelines and procedural processes that will be clearly communicated to all Nassau County families.

III. Curriculum and Instruction

A. General Program Requirements

Each elementary school student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the state approved curricular standards. This course of study in elementary school includes instruction in the four core academic areas of English language arts, mathematics, science and social studies. Elementary students also receive instruction in music, art, physical education, and health, media/library skills, and technology. All instruction is centered upon the benchmarks of the above referenced curricular standards. Individual learning styles, interests and talents help determine students' learning paths while in the elementary school. Required instruction (1003.42.FS.) is detailed in Appendix B.

B. Reading Instruction

Each elementary school shall provide all students a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily uninterrupted reading block shall follow the DOE template which includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs. Students at risk of retention/performing below grade level will be provided daily, intensive, accelerated reading instruction.

READING DEFICIENCY AND REQUIRED PARENTAL NOTIFICATIONS

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency.

In accordance with Rule 6A-6.053(12), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- A. The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to s. 1008.25(8), F.S.;
- B. The student has demonstrated through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.
10. The process to request and receive a New Worlds Reading scholarship, subject to available funds (s. 1002.411, F.S.).

Mandatory Retention for students who do not meet the minimum level on the ELA portion of the Florida Assessment of Student Thinking (F.A.S.T.) Assessment in Grade 3 and do not qualify for a Good Cause Exemption 1008.25(5)(b)m (6) (b) F.S

A grade 3 student scoring a Level 1 on the English language arts portion of the F.A.S.T. must be retained unless exempted from retention for good cause. Students qualifying for one of the following seven good cause exemptions may be promoted.

Good Cause Exemption #1: English Language Learners (ELL) who have had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program

Good Cause Exemption #2: Students with disabilities who's Individual Education Plans (IEP) indicate that participation in the statewide assessment program is inappropriate, consistent with requirements of State Board of Education Rule.

Good Cause Exemption #3: Students who demonstrate an acceptable level of performance (at 45th percentile) on an alternate standardized reading assessment approved by the State Board of Education.

Alternate Assessment-Guidelines for Administration

The standardized assessments that may be used are:

- SAT 10 Reading Comprehension Subtest - For promotion students must score at or above the 45th percentile.
- STAR Enterprise - For promotion students must score at or above the 50th percentile.

The earliest the alternative assessment may be administered is following the administration of the grade 3 ELA F.A.S.T. assessment. This test administration must adhere to the same levels of test security and test administration as the state assessment.

Good Cause Exemption #4: Students whose portfolios indicate they are reading on grade level as evidenced by demonstration of mastery of the B.E.S.T. Standards.

Portfolio Documentation – Guidelines for Use

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. English Language Arts Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core

- reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards;
- Be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and
 - Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Good Cause Exemption #5: Students with disabilities who participate in the F.A.S.T. and who have an IEP or 504 Plan that reflects the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading AND was previously retained in kindergarten or grades 1, 2, or 3.

Good Cause Exemption #6: Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading AND were previously retained in kindergarten or grades 1, 2, or 3 for a total of two years. A student may not be retained more than once in grade 3.

Requests for good cause exemptions from the retention requirement for grade 3 students (1008.25 (6) (C) F.S.) must include:

- documentation submitted from the student's teacher to the principal indicating that the promotion of the student is appropriate and is based upon the student's academic record, and
- discussion with the teacher by the school principal and staffing committee to review the recommendation and make the final determination if the student should be promoted or retained.

Good Cause Exemption #7: Students who have received intensive remediation in reading and English language arts, as applicable under state statute 1008.22, for two or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.

There are no other good cause exemptions beyond the seven listed above. For example, there is no good cause exemption for extenuating circumstances (family tragedy or similar event) for grade 3 students faced with the mandatory retention.

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

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

teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (s. 1008.25(4), F.S., and s. 1008.25(6), F.S.)

Assessment of Grade 3 Students Enrolling after F.A.S.T.

Students who enroll in grade 3 after the administration of the F.A.S.T. shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. The standardized assessments that may be used are:

- SAT 10 Reading Comprehension Subtest - For promotion students must score at or above the 45th percentile.
- STAR Enterprise - For promotion students must score at or above the 50th percentile.

Students who do not achieve the criterion score for promotion shall be referred to the Intervention Team to determine if the preponderance of evidence indicates that retention is warranted. Summer Reading Program attendance is expected for students who do not meet the criterion score.

If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the Director of Elementary Education for presentation to the Superintendent. The Superintendent shall accept or reject the school principal's recommendation.

SUMMER READING CAMPS

Retained third grade students will be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions will include participation in the school district's summer reading camp, which incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. Third grade students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher will also be certified or endorsed in reading. (s. 1008.25(7), F.S.)

SERVICES FOR STUDENTS RETAINED IN GRADE 3

Students retained in grade 3 will be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher will also be certified or endorsed in reading. These students will also be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. More frequent progress monitoring.
 - e. Tutoring or mentoring.
 - f. Transition classes containing 3rd and 4th grade students.
 - g. Extended school day, week or year. (s. 1008.25(7), F.S.)

MID-YEAR PROMOTION OF RETAINED GRADE 3 STUDENTS

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

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

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

1. Satisfactory performance on locally selected standardized assessment(s) measuring Language Arts Florida Standards;
2. Satisfactory performance on a state-approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section C of this TAP; or
3. Successful completion of portfolio elements that meet all of the following requirements:

- a. Be selected by the school district;
- b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- c. Include evidence of mastery of the standards assessed by the grade 3 statewide, standardized English Language Arts assessment. Evidence can include successful completion of multiple-choice items and text-based responses, chapter or unit tests from the district adopted core reading curriculum or the state-provided third grade student portfolio. Portfolios should contain fifty (50%) percent literary and fifty (50%) percent informational texts; and
- d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. The student must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years. (s. 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.)

C. Physical Education Requirements

"Physical Education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; 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.

Elementary students will receive 150 minutes of physical education each week. Continuous and rigorous activity will be provided in periods of not less than 30 minutes. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to F.S.1010.305.

Such instruction may be provided by any instructional personnel as defined in F.S.1012.01 (2), regardless of certification, who are designated by the school principal.

IV. Promotion, Acceleration, and Retention

A. Promotion

Student Progression from One Grade to Another

Student progression from one grade to another is based on proficiency in English language arts, science, social studies, math, and on regular attendance with the exception of grade 3 when students cannot progress to grade 4 if student scores below the minimum acceptable level on the grade 3 F.A.S.T. in English Language Arts, as determined by the State of Florida.

No Social Promotion/Administrative Placement 1008.25 (6) (a) F.S

Florida statute prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment-placement at the next grade level without regard for student mastery of the appropriate State Standards. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve minimum acceptable level on the F.A.S.T. as determined by the State of Florida in ELA, mathematics, and/or FCAT science. As the F.A.S.T. is not the sole determiner of promotion or retention, the Intervention Team shall base a promotion or retention decision on the preponderance of evidence reviewed.

Promotion Requirements

Promotion in the elementary school is not automatic. Promotion is to be based on an evaluation of each pupil's achievement in terms of appropriate instructional goals and mastery of the Standards. It is expected that each pupil promoted in the elementary grades will have achieved during each school year at a level in the basic skills which meets the requirements established in Appendix A. A school-wide Progress Monitoring Plan will be developed to meet the needs of students in English language arts, writing, science, or mathematics who do not meet requirements.

In Appendix A, each student will be expected to meet the requirement in attendance, English language arts, reading, science, social studies, and mathematics. Student placement will be made following an annual review of each student's attainment of promotion requirements established in Appendix A. Emphasis must be given to the consideration of all available data to evaluate a student's performance in the most comprehensive manner.

A strong correlation exists between early reading and math proficiency and continued success in overall student performance in all subject area disciplines. There is much emphasis upon student accountability beginning in grade 3. Academic success in grades K, 1 and 2 is critical to a student's ability to meet the increased rigor of grades 3-5. Therefore, students must meet proficiency on the state adopted F.A.S.T. Reading & Math progress monitoring period 3 assessment. Students in grades K, 1, and 2 must score at or above the 40th percentile on FAST Reading and Math Assessment to demonstrate proficiency. Students in grades 3, 4, and 5 must score a level 3 or higher on the FAST ELA and Math Assessment to demonstrate proficiency.

At the end of grades K, 1 and 2, students with substantial deficiency in reading must be given intensive reading instruction. Following the intensive instruction a reassessment will be administered to determine if the deficiency has been remediated. The intensive instruction shall be continued until the reading deficiency is alleviated.

In addition to academic criteria, the teacher should consider each pupil's general progress, attendance, work habits, attitude, sense of responsibility and maturity and how they will contribute to continued success before making a recommendation for pupil placement.

The primary responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher. However, final grade placement will be determined by a staffing committee comprised of at least the teacher of record, the school counselor, and the principal. Other personnel, as appropriate, may participate. In the event the committee is unable to reach consensus of opinion, the principal shall make the placement decision.

Remedial and supplemental instructional resources will be allocated to students who are deficient in reading by the end of grade 3 as well as to students who fail to meet performance levels required for promotion at all grades.

Exceptional Education students will progress in accordance with the expectancies identified in the Student Progression Plan for general education students. However, exceptional education students with identified unique instructional needs that require modifications that may include differentiated curriculum, specialized instructional approaches, alternate textbooks, materials, assessments, equipment, direct, specialized instruction and/or curriculum will have these accommodations specified within the Individual Education Plan (IEP). These students shall progress in accordance with the expectancies, criteria, and evaluation procedure written in the IEP.

Promotion and retention decisions shall be made by the staffing committee at each school. It is recommended that the guidance counselor, teacher(s) of any mainstreamed course(s), and the Director of Exceptional Student Education and/or designee be included as appropriate.

Alternatives to Normal Progression

While it is expected that the majority of students can make satisfactory progress in a normal period of time, (six years for grades K-5), some students will require more or less time than this to develop their educational potential. Therefore, the following alternatives to normal progress are available to meet student needs.

A. Accelerated Grade Placement/ACCEL Options: (Academically Challenging Curriculum to Enhance Learning)

Pursuant to F.S. 1002.3105 options that provide academically challenging curriculum or accelerated instruction to eligible public school students are provided. The assignment of a pupil to a higher grade which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high achievement as indicated by screening and/or assessment results and their scores on basal reading and math mastery tests and nationally normed tests. Such students should possess physical and social/emotional maturity such that they will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social and emotional effect of the decision should be carefully considered.

The procedures for initiating a review for possible accelerated grade placement shall be as follows:

- Review shall be recommended by a member(s) of the faculty or a parent to the principal,
- The principal will determine that acceleration is a possibility, assessment procedure will be initiated. End of year mastery test for reading and math basal programs for the grade to be skipped must be administered.
- Appropriate screening and other assessment information will be gathered and considered.
- If a student's performance level is exceptionally high on the above measures, then the problem solving team shall convene to determine what data is needed so that the team can make a recommendation. The recommendation shall include all factors of a student's academic, and social/emotional growth.
- The principal will have the full authority after consultation with teacher(s), guidance counselor, school psychologist, and other appropriate district personnel, to make the final decision on acceleration. A child will not be accelerated without parental consent.

The student's cumulative guidance record and report card should be noted to indicate "Accelerated Grade Placement." A letter stating the major reason(s) why the placement was made, and the name of the principal who initiated the placement should be sent to the parent/guardian. A copy of this letter should be attached to the permanent copy of the report card. A copy should also be sent to the Office of Elementary Education.

B. Elementary Part-Time Virtual Participation through NVS or FLVS (1002.31, 1002.37, 1002.45 F.S.)

(1) Nassau School District provides part-time virtual instruction for public school students in grades K-5. This option is provided by the FLVS, or K-12 Florida, LLC. The purpose of the program is to allow high-achieving students to challenge themselves with on-line coursework participation. The combined total of funding of all full-time equivalents (FTE) reported by the district and FLVS cannot exceed 1.0 FTE for both the district and FLVS combined.

(2) Section 1002.37, F.S. authorizes Florida Virtual School (FLVS) to offer part-time instruction for public school students in grades K-5. The purpose of the program is to allow high-achieving students to challenge themselves with on-line coursework participation. The FLVS course is part of the student's

regular school day. The combined total of funding of all full-time equivalents (FTE) reported by the district and FLVS cannot exceed 1.0 FTE for both the district and FLVS combined.

When a student participates in part-time virtual instruction, the student is still responsible for mastering all standards in the current grade level courses and will be required to take all current grade level F.A.S.T. assessments. In addition, the State Standards are designed such that math and science topics are presented only once rather than being repeated year after year. Therefore, the parent should consider carefully the full academic and social ramifications of part-time participation and confer with the school counselor to determine if single course participation is appropriate for the student based on the student's academic history, teacher recommendation, ability to work independently and the long range academic, social and emotional effect of additional coursework. *The Part-time Virtual Participation Request Form* should be completed by the parent and counselor before the end of the first two weeks of school for first semester consideration and before December 15 for second semester consideration.

Public school students receiving part-time instruction through virtual courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments.

The procedures for initiating part-time course participation shall be as follows:

- The student's parent must notify the school administration and declare their intent to participate in the part-time participation option under F.S.1002.20.
- The school administration and guidance personnel and parent will complete the *Part-time Participation Checklist and Part-Time Virtual Participation Request form* (see Appendix C and D), both available from the school administration and guidance counselor's office.
- The teacher shall administer the assessment(s) and consult with the principal and guidance counselor and parent to determine if mastery of a minimum of 80% is evident.
- If the student achieves a mastery score of 80% or above, the teacher shall note the areas that the student has not yet mastered and make this available to the parent.
- The principal and counselor shall complete and submit the *Part-Time Virtual Participation Request* form to the Director of Elementary Education.
- The Director of Elementary Education shall review mastery documents, make a final determination and notify the school and parent within five days of the decision.
- The parent must then request through the virtual instruction provider the appropriate course as recommended on the *Part-time Virtual Participation Request form*.
- The district will then approve such identified course.
- At the conclusion of the part-time course, the classroom teacher(s) and a school administrator shall review F.A.S.T. and course performance to determine appropriate options for the next school year.

C. Promotion Based on Strengths In All Other Promotion Criteria:

Each student who fails to meet one of the promotion requirements as depicted in Appendix A may be promoted provided the staffing committee feels that the student has sufficient strengths in all other promotion criteria to function at the next higher grade level. However, each such student must be provided intensive remedial instruction detailed in a progress monitoring plan to correct the deficiency. At the end of the next school term, the student must meet all promotion requirements or be retained, i.e, a student cannot be promoted based on strengths in all other academic promotion criteria two (2) consecutive years. Students in grade 3 who score below the minimum acceptable level on the ELA portion of the F.A.S.T. must be retained unless the student can qualify for good cause exemption.

D. Retention

Retention, except for grade 3 where there is a mandatory retention for English language arts, is based on unsatisfactory, below grade level student performance in English language arts, mathematics, social studies, and science and/or a failure to meet other requirements as set forth by the district or state. See Appendix A.

Retention decisions must be based on more than a single test score. In grades 3-5 the F.A.S.T. is not the sole determiner of retention. Retention may occur when the school's instructional staff, through the Intervention Team and the staffing committee, determine that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required state performance standards. A student who is retained must be provided with instructional experiences that are different from those in the previous year's program, taking into consideration the student's individual learning needs and learning style.

ALL students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided intensive remedial instruction that includes diagnostic assessment and a progress monitoring plan. The school district is committed to a continuous progress program, and will make available opportunities such as extended instructional time, special assignments, after school programs, use of the computer assisted instructional labs, specialized curriculum materials, and/or the suspension of other curriculum offerings to provide students with assistance to master the skills required for success.

Retention is not automatic, as all students must be staffed before they are retained. A staffing committee in each school must be in agreement that retention is in the best interest of the student based on promotion requirements. However, in the event the committee is unable to reach consensus opinion, the principal shall make the placement decision.

The number of retentions is limited. Including kindergarten, a student should complete grade five (5) in no more than seven (7) years. In unusual circumstances, a student may be retained one (1) additional year upon the recommendation of the staffing committee. An alternative placement must be considered for students who have been retained two (2) or more years.

V. Grading and Reporting Procedures

Report cards provide the student and the student's parent or guardian with an objective evaluation of scholastic achievement with indicators of progress. Report cards are to show codes and letter grades with descriptive objectives as follows:

A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	59 or below	Failure
I	0	Incomplete

The following letter grades and descriptors will be used in grades K-5 as listed:

E	90-100	Excellent
S	70-89	Satisfactory
N	60-69	Needs Improvement
U	0-59	Unsatisfactory
P	60-100	Pass
FL	0-59	Fail

The following grade and subjects will receive letter grades:

K	All subjects
1-2	Social studies, music, and physical education
3-5	Music, and physical education

A student transferring into a Nassau County School must be enrolled in the school for at least twenty (20) days in order to receive a report card for that grading period.

Report card grades shall clearly reflect the student's level of achievement. The parent or guardian must be able to assume that students earning satisfactory grades in the general program are achieving within the acceptable range for the grade in which they are enrolled.

Interim progress reports shall be issued to all students in grades K-5 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official district calendar.

The parent or guardian shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parent or guardian shall be maintained.

VI. Appeal Process

In the event a parent requests the review, modification, or appeal of a student's classroom performance (i.e., grades or mastery of required student performance standards or skills), the following procedure shall be instituted:

- A conference including the parent/guardian and the principal or designee shall be held to review the grade(s) and the supporting documentation.
- After review, if no error is found, the grade remains as assigned.
- If an error is found, the grade will be amended by the teacher with the appropriate initialed paperwork to denote the change.

In the event a parent requests review of a student's promotion status, the following procedure shall be instituted:

- the parent must file an appeal in writing.
- A committee comprised of the teacher(s), principal or designee shall review the records. The parent shall be notified in writing of the decision of the committee.
- If the parent disagrees with the committee decision, parent may appeal to the Superintendent in writing.
- The superintendent/designee will conduct a separate review and report findings to the parent
- The parent may request a formal hearing in which to present evidence.
- The superintendent will make the final decision according to the Student Progression Plan and the evidence as gathered.

APPENDIX A

K-5 PROMOTION CRITERIA

Promotion Criteria	K	1	2	3	4	5
1. Attendance: Meets attendance policy	x	x	x	x	x	x
2. English Language Arts Proficiency						
▪ Mastery of the curriculum based on B.E.S.T. Standards in Language Arts	x	x	x	x	x	x
▪ Demonstrate proficiency of F.A.S.T. Assessment	x	x	x	x	x	x
4. Math Proficiency						
▪ Mastery of the curriculum based on B.E.S.T. Standards in Math	x	x	x	x	x	x
▪ Demonstrate proficiency of F.A.S.T. Assessment	x	x	x	x	x	x
5. Science Proficiency						
▪ Mastery of the curriculum based on Florida Standards in Science	x	x	x	x	x	x
6. Social Studies Proficiency						
▪ Mastery of the curriculum based on Florida Standards in Social Studies		x	x	x	x	x
TOTAL	6	7	7	7	7	7

A student not meeting one (1) promotion criterion may be recommended by teacher for promotion provided he/she has sufficient strength in **ALL** other promotion criteria to function at the next higher grade level. However, a student shall not be promoted based on strengths in all other promotion criteria for two or more consecutive years.

In the event F.A.S.T. Assessment results test data are not available in a timely manner to use in progression decisions, the classroom teacher will substitute mastery of the curriculum based on B.E.S.T. / Florida State Standards in reading, writing, math, or science, as appropriate, in lieu of test scores.

A student not meeting two (2) promotion criteria will be retained unless he/she meets the criteria for good cause exemption or promotion.

**ELA and Math Florida Student Thinking Assessment Proficiency (FAST) K-2 $\geq 40\%$*

**ELA and Math Florida Student Thinking Assessment Proficiency (FAST) 3-5 Level 3 or higher*
ATTENDANCE: *Students may have no more than 18 absences or 10% of days enrolled.*

APPENDIX B

REQUIRED INSTRUCTION

Introduction

The requirements for instruction are designed to conform to the vision, mission and objectives of the Nassau School District. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of the students of Nassau County.

Based on State Standards

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-Adult and are the basis for curriculum, instruction, and evaluation of student performance in the district.

Equity in Classroom Instruction and Extra-Curricular Activities

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. No student shall be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities.

Federally Required Instruction

Constitution Day and Citizenship Day (Title 36.1.A.1 106)

- September 17 is designated as Constitution Day and Citizenship Day.
- Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787 of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
- Proclamation-The President may issue each year a proclamation calling on United States Government officials to display the flag of the United States on all Government buildings on Constitution Day and Citizenship Day and inviting the people of the United States to observe Constitution Day and Citizenship Day, in schools and churches, or other suitable places, with appropriate ceremonies.
- State and Local Observances-The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities.
- Educational agencies who receive federal funds are required to participate in the observance of Constitution Day' In instances when September 17th does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

State Required Instruction K-12 1003.42

1. Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

2. Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

a. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

b. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the Constitution provides the structure of our government.

c. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

d. Flag education, including proper flag display and flag salute.

e. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the State and its counties, municipalities, school districts, and special districts.

f. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

g. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

h. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

i. The elementary principles of agriculture.

j. The true effects of alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

k. Kindness to animals.

l. The history of the state.

m. The conservation of natural resources.

n. Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; substance use and abuse; dating violence in grades 9-12; internet safety; and the prevention of child abuse, exploitation, and human trafficking.

o. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirement of law.

p. The study of Hispanic contributions to the United States.

q. The study of women's contributions to the United States.

r. The nature and importance of free enterprise to the United States economy.

s. A character-development program in the elementary schools, similar to Character First or Character counts, which is secular in nature. Character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

t. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

3. Any student whose parent makes written request to the school 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. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

4. Instruction shall expand each student's knowledge, the understanding and the awareness of individuals with disabilities, the history of disabilities and the disability rights movement (1003.4205, F.S).

5. Senate Bill 1096, the Justice Sandra Day O'Connor Civics Education Act, passed by the 2010 Florida legislature includes revisions to section 1003.41. F.S. This legislation states that beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels. The intent of this new legislation is that selected civics benchmarks be taught in the English language arts curriculum, not separately, but naturally woven in to fit whatever reading topics are taking place in the classroom.