

STUDENT PROGRESSION PLAN

NASSAU SCHOOL DISTRICT

2022-2023



GRADES 6 - 8

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School Board of Nassau County

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Board Approved 9/22/22

Nassau County School Board Equity and Non-Discrimination Statement

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Steps and forms for filing a complaint are available on the district's website under the *Equity and Non-Discrimination* tab. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the complaint procedures:

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I. INTRODUCTION

The purpose of this document, the Student Progression Plan for Nassau County District Schools, is to present to school personnel, parents, students, and other interested citizens, the School Board adopted policies to implement the state and local student progression requirements. The Student Progression Plan gives consideration to the best interest of individual students and complies with state statutes and State Board of Education directives. As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the Board and legislative actions.

A. Legal Foundation of the Student Progression Plan

Current law requires that each school board establish a comprehensive program for student progression, which shall be based upon an evaluation of each pupil's performance, including how well the student masters the performance standards approved by the state board. The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education.

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105, F.S.

Each district school board shall establish a comprehensive program for student progression which must include:

- 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 reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- Appropriate alternative placement for a student who has been retained 2 or more years.
- List the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b), F.S.
- Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s.1002.3105(4)(b)2, F.S.
- Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to s. 1002.3105, F.S.
- Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(2)(a), F.S.
- Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level

- subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)1, F.S.
- Advise parents and students of the early graduation options under s. 1003.4281, F.S.
 - List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to s. 1007.271(21), F.S.
 - Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. 1003.41 and 1003.4203 through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. 1002.3105, 1003.4203, and 1003.4282, F.S.

Florida Statute: 1008.25

B. Responsibilities for Implementation

The **Nassau County School Board (NCSB)** shall be responsible for establishing policies supportive of the needs of education and for providing the resources necessary to implement these policies. More specifically, the School Board shall provide all students with the opportunity of an instructional program that will meet their needs and the opportunity for all students graduating from high school to possess the college and career readiness skills necessary for a successful life. Such a program will monitor progress, promote continuous achievement, and make provision for individual differences. The School Board shall allocate remedial and supplemental resources to students in the following priority: students who are deficient in reading by the end of grade 3 and students who fail to meet performance levels required for promotion consistent with the district's plan for student progression.

The **Superintendent** shall accept the responsibility for the administrative action necessary to implement the recommended program which the NCSB finances. Thus, the Superintendent shall accept responsibility for effective instruction of students based on evidence of academic progression.

The **Administration** shall accept the responsibility of assisting teachers with the management of resources and staff development to accomplish these goals. It shall provide an orderly, productive, school environment which will foster high-quality learning. The district shall assist schools and teachers in the implementation of researched based activities that have been shown to be successful in teaching reading to low performing students. The principal shall assume administrative responsibility for the monitoring and implementation of this plan which regulates the transfer and promotion of students within his/her school.

Teachers, to the extent the above conditions are established, shall be responsible for providing an effective academic program. Effectiveness will be based on evidence of academic progress and on the establishment of a productive learning environment (e.g., good discipline, fair treatment, development of positive incentives, and setting an example of courtesy).

It is the responsibility of all teachers to identify and provide appropriate instruction for all students assigned to his/her class. Appropriate procedures should be followed by the teacher to continuously and carefully observe and assess each student's performance throughout the school year to determine if expected achievement levels are being met and satisfactory progress is being made in grade level objectives and basic skills criteria as contained herein. Teachers are to notify parents when the pupil is not performing on grade level and to make efforts to increase the student's achievement.

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 an 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 child reaches the age of eighteen.

II. ADMISSION, STUDENT PLACEMENT, TRANSFER OF HIGH SCHOOL CREDITS

A. Attendance Zones

Parents/students new to our area, please contact the school in your attendance zone:

- **Middle Schools:** Callahan Middle (904) 879-3606, Fernandina Beach Middle (904) 321-5867, Hilliard Middle-Senior High (904) 845-2171, Yulee Middle (904) 225-5116
- **District Office:** (904) 491-9900

Additional information for attendance zones can be found:

www.nassau.k12.fl.us

B. Admissions Enrollment

The following information is required to enroll a student in a Florida school:

- Proof of age. A certified birth certificate for US citizens may be requested online at <http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm>. If a birth certificate is not available refer to 1003.21, FS, for other acceptable documentation.
- A Florida Certificate of Immunization, Form 680 (blue card), completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available at http://www.doh.state.fl.us/Family/school/parent/parent_info.html
Note: Thirty (30) school days will be allowed to present the certification requirements for Florida transfer students and students identified as being homeless according to NSDAR 5.13
- Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. If the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at http://www.doh.state.fl.us/chdcollier/pdf/School_Entry_Exam_06_02.pdf (PDF).

Note: Parents/Guardians will be allowed up to thirty (30) school days to present certification requirements for all students from Florida. Official documentation that the parent(s) or guardian(s) is a legal resident(s) of the school district attendance area.

Each student at the time of initial registration for school placement must note previous school expulsions and/or arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order of expulsions or dismissal of a student by any in-state or out-of-state public district school board or private school which would have been grounds for expulsion according to the NCSD Code of Student Conduct according to the following procedures:

- A final order of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of

expulsion.

- The superintendent or designee may recommend to the School Board that the final order of expulsion be waived, and the student be admitted to the school district or that the final order of expulsion be honored, and the student not be admitted to the school district.

Placement of Homeless Students/Families in Transition (FIT)

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

The Nassau County School District adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll in the Nassau County 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.

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.

For enrollment, refer to NCSB Administrative Rule 5.13

Students Who Qualify for ESOL

Students who qualify for ESOL services may be enrolled in a regular high school program through the end of the semester in which he/she reaches 21 years of age, regardless of previously interrupted schooling. ELL student may not be withdrawn solely due to lack of credits.

English Language Learner (ELL)/ Placement of Immigrant Students:

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and may not for any reason be reported to INS prior to or subsequent to admission (except in the case of foreign exchange students).

The following process will be followed:

1. Enroll any student and do not ask about their immigration status
2. Follow NCSD enrollment guidelines as for any student
3. Follow NCSD documentation of residency policy
4. Follow NCSD documented guardianship policy (if necessary). The guardianship court order should be from a U.S. court.

For further enrollment information, refer to State Board of Education Rule 6A-6.0902

Date Entered United States School (DEUSS):

Date Entered United States School (DEUSS) was first collected in 2011-2012 as a web-based application and became a new data element in the school year 2012-2013. It is required to be collected for all immigrant and ELL students and entered in the district's data system. For all students this information will be kept locally. The DEUSS is the first time the student entered a US school (Not Pre-K, unless Pre-K attendance was mandatory in the sending state).

- A. DEUSS is self-reported by the parents. Every effort must be made by school personnel in the district to get previous schooling information from a US school.
- B. The DEUSS data element is used specifically for students classified as English Language Learners (ELLs [LY and LP]) and immigrants who entered Florida starting the 2012-2013 school year. It is not necessary to enter a DEUSS for students that entered prior to the 2012 – 2013 school year.
- C. The DEUSS will be used to monitor:
 - ELLs to be included in State Accountability System
 - Extension of Services (students who have entered a Florida school in 2012-2013 or after)
 - Promotion/Retention--Good Cause (third grade)
 - Immigrant Information (School personnel in the district will need the DEUSS to determine immigrant student eligibility. The date is necessary to calculate whether a student has attended a US school for 3 full academic years. Note: remember that immigrant students may or may not be classified as ELLs.) **ELL/LEP Credit:**

An English Language Learners/Limited English Proficient (ELL/LEP) student may not receive a failing grade if instructional strategies, materials, and assessments are being used without the ELL's Individual LEP Plan and needed accommodations. This plan is used to provide instruction with the accommodations for each ELL at their level of English ability and is updated every school year for changes, if needed. In addition, these accommodations and strategies must be documented in the ELL teacher lesson's plans. School administrators in charge of teacher evaluations are responsible for ensuring that teachers are documenting instruction and assessment, using accommodations from the Individual LEP Plan, in order to provide comprehensive instruction to ELL/LEP students.

ELL/LEP Retention:

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner/Limited English Proficient may be made through the action of an ELL/LEP committee (F.S. 1008.25), which is comprised of the principal or ESOL Coach, and any other instructional personnel responsible for the instruction of English Language Learners.

Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. Retention of an ELL requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score on any single assessment instrument. Adequate progress, defined in the ELL Plan, should be used by the ELL Committee as cause for promotion. An ELL may be retained if the ELL Committee has determined that the student has not progressed satisfactorily according to his/her ELL Plan.

An ELL is required to meet student performance standards for the appropriate grade level. However, ELLs who have been in an approved English for Speakers of Other Languages (ESOL) Program for less than two complete school years should not be accountable to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the students' ability toward attainment of the standards, regardless of whether that ability is demonstrated in English or the student's home language.

All state and district testing requirements or other applicable state graduation requirements shall be met. Students shall be enrolled in courses, which shall enable them to meet the graduation and/or promotional requirements of the Nassau County School Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition from an ESOL endorsed/certified teacher to help with English strategies and accommodations.

Transfer students who shall graduate from the Nassau County School District shall meet graduation requirements in terms of number and type of courses as designated by applicable Florida Department of Education guidelines.

A student transferring within the Nassau County School District who is enrolling into a school with a schedule format different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements.

To receive a standard high school diploma, a transfer student must pass the required state assessments based on ninth grade entry year or alternate assessments as provided by Florida law, and earn a 2.0 GPA in courses taken in a Florida public school, specified in s. 1008.22(3), F.S.

Transfer Students:

In accordance with State Board of Education Rules 6A-6.0900 and 6A-6.0905 students transferring into a Nassau County School shall meet all district requirements that can be appropriately met during the time period that the students are in the Nassau County School District. During registration, the initial date a student first entered a school in the United States, (DEUSS), is collected. An ELL is identified and assessed to determine eligibility for services, in accordance with State Board of Education Rule 6A-6.0902 (1)(2). The English for Speakers of Other Languages Coach and the school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented on the English Language Learners Programmatic Assessment and is part of the ELLs LEP Plan and filed in the LEP folder. Translators assist the families when necessary and feasible to assure the proper placement of the student.

An ELL in Grades K-8 is placed into academic classes based on age/grade appropriateness. When an ELL student provides records that show enrollment in school (excluding any of the 50 states and the District of Columbia) but not grade level appropriate for his/her age, the student needs to be placed in the age-appropriate grade and provided opportunities to learn key skills according the ELL Plan to enhance the likelihood of success in the current grade in which he/she is placed.

A student who is age appropriate for high school must be placed in at least 9th grade. ELLs are scheduled into classes that fulfill graduation requirements and the District's Student Progression Plan, as well as granted credit for completed academic coursework, regardless of the language in which the coursework was completed.

All state and district testing requirements or other applicable state graduation requirements shall be met. Students shall be enrolled in courses, which shall enable them to meet the graduation and/or promotional requirements of the Nassau County School Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in

English language acquisition from an ESOL endorsed/certified teacher to help with English strategies and accommodations.

Transfer students who shall graduate from the Nassau County School District shall meet graduation requirements in terms of number and type of courses as designated by applicable Florida Department of Education guidelines.

A student transferring within the Nassau County School District who is enrolling into a school with a schedule format different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements. To receive a standard high school diploma, a transfer student must pass the required state assessments based on ninth grade entry year or alternate assessments as provided by Florida law, and earn a 2.0 GPA in courses taken in a Florida public school, specified in s. 1008.22(3), F.S.

Parent Notification: Students with At-Risk:

Parents of students who have failed the first two nine weeks in any subject area will receive a Notice of Possible Retention at the end of first semester in grades 6, 7 & 8, shall be notified that the student is at risk of not meeting promotion requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the promotion requirement in a language understandable to the parents unless clearly not feasible.

Curriculum for ELLs:

Students identified as English Language Learners (ELLs) must be given equal access to the general curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The student's individual ELL Plan documents the instructional strategies required, ensuring the student an equal opportunity to master the General Education curriculum. Refer to State Board of Education Rule 6A-6.09022 for more information on the extension of services for ELLs, State Board of Education Rule 6A-6.0903(2) for the requirements for exiting ELLs from the ESOL Program and State Board of Education Rule 6A-6.09031 for post reclassification of ELLs.

Course modifications:

An ELL may not be denied placement in honors and accelerated courses because of participation in the ESOL program or lack of English language proficiency, provided he/she meets the other criteria set for enrollment in the course.

C. Transfers

Transfer Students

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

Transfer students who shall graduate from the Nassau County School Board shall meet graduation requirements in terms of number and type of courses as designated by applicable Florida Department of Education guidelines.

A student transferring within Nassau County School Board who is enrolling into a school with a period schedule different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements.

Transfer of Students in the Middle Grades 6A-1.09942

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of SBR 6A-1.09942.
- Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of SBR 6A-1.09942.
- Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:

- Portfolio evaluation by the superintendent or designee;
- Demonstrated performance in courses taken at other public or private accredited schools;
- Demonstrated proficiencies on nationally normed standardized subject area assessments;
- Demonstrated proficiencies on the FSA; or
- Written review of the criteria utilized for a given subject provided by the former school.
- Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required.

Transfer Letter Grades

Transfer student grades which have been recorded as letter grades will be converted as follows:

- A = 95
- B = 85
- C = 75
- D = 65
- F = 59 and below

Student Placement/Transfer

The principal is responsible for the initial placement of all students new to the school. Grade placement for all students coming from other schools shall be made on the basis of report cards, and/or transfer data or transcripts subject to validation/interpretation if deemed necessary.

If none of the above data are available, the student shall be placed in the grade indicated by the parent for a probationary period pending receipt of substantiating data from the previous school attended.

If, after 30 calendar days, substantiating data from the previous school attended is not received, the student's competency in the basic skills or other appropriate areas shall be evaluated by the principal or his/her designee.

If the transfer of a student within the district involves acceleration, retention, or other unusual circumstances, the principals of the involved schools shall confer with the parents, **Executive Director of Curriculum and Instruction** and other involved parties to determine the most appropriate placement for the student.

Work or academic credit for all students transferring into the Nassau County School District will be accepted if the credit is earned in another public school or accredited private school and is authenticated by an official transcript which includes attendance, academic information, and grade placement.

Work or credit from traditional sources that are accredited must be accepted at face value without further validation if the schools belong to specific organizations: Florida Council on Independent Schools (FCIS); National Council on Private School Accreditation (NCPSA) member agencies; The Florida Association of Christian Colleges and Schools (FACCS).

Students transferring from a regionally accredited private or public school without a transcript:

- Will be temporarily assigned to the grade level reported by the parent or guardian or will be permanently placed in the grade level indicated by the student’s official record after the record is received.
- A school may accept and classify transfer credits earned through alternative delivery systems that are accredited by a recognized regional agency. Alternative delivery systems include public and non-public special purpose schools, distance learning, and supplementary education programs.

Transfer courses must be equated to current course codes as listed in the student’s schedule determined by the guidance office, when applicable.

A middle grades student who transfers into the state’s public school system from an out-of-country, an out-of-state, or a private school or a home education program after the beginning of the second term of Grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two yearlong courses in social studies that include coverage of civics education

III. CURRICULUM AND INSTRUCTION

A. Courses of Study

Required Courses

Listed below are the required courses for middle school students.

Grade 6	Grade 7	Grade 8
MJ Language Arts 1	MJ Language Arts 2	MJ Language Arts 3
MJ Mathematics 1	MJ Mathematics 2	MJ Pre-Algebra thru Algebra 1 Honors
MJ World History	MJ U.S. History	MJ Civics
MJ Comprehensive Science 1	MJ Comprehensive Science 2	MJ Comprehensive Science 3

Electives will be determined by each school according to teacher allocation/certification.

Advanced Courses

Each middle school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program. ACCEL options do not supersede the promotion requirements of 1003.4156 F.S. Program specifics are available through each school’s guidance department. Such placement shall be made after review by guidance personnel and administration. (1002.3105 F.S.) Students who are enrolled in an accelerated above grade level course must take the state and district assessments associated with that course.

Each middle school offers several advanced courses, though offerings may vary across the different schools. Information concerning advanced course offerings at each school is available through each school’s guidance department. 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 determination of which advanced courses will be offered.

In content areas and grade levels where advanced classes are offered, criteria for placement are as follows:

Advanced Math:	Score of 4 or 5 on previous year's FSA in math
Advanced ELA:	Score of 4 or 5 on previous year's FSA in ELA
Advanced Science:	Score of 4 or 5 on previous year's FSA in ELA
Advanced Social Studies:	Score of 4 or 5 on previous year's FSA in ELA

In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal for review of criteria to ensure proper course placement. 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.

ACCEL (Academically Challenging Curriculum for Enhanced Learning) Pursuant to 1002.3105 (b) F.S. all middle schools at a minimum offer the following ACCEL options: whole grade and midyear promotion; subject matter acceleration, virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295.

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 the reading and math mastery tests. Such students should possess social/emotional maturity such that they will benefit more from the instructional program at the advanced grade level. The probability of long-range academic, social and emotional effect 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.
- 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 full authority after consultation with teacher(s), guidance counselor, and other appropriate district personnel, to make a 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 reasons(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 Executive Director of Curriculum and Instruction.

Comprehensive Health and Alcohol/Substance Abuse

Sixty hours per year of instruction in the areas of Comprehensive Health and alcohol/substance abuse are minimum requirements for grades 6 through 8.

Civics Education

Each student must successfully complete at least a one-semester civics education course in accordance with s.1008.22.(3)(c) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Beginning the 2015-2016 school year, a Civics End of Course (EOC) Assessment shall be administered in May (2nd term) and shall constitute 30 percent of the student's final course grade.

A student transferring into middle grades after the beginning of the second term is not required to meet this requirement if three social studies courses have already been completed or two year-long courses that include Civics. Florida Statute: 1003.4156

Elective and Other Courses

Students in grades 6-8 will be required to take one semester of physical education as required by s.1003.455, F.S. The following waiver options are available:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates the following in writing to the school:
 - o a request that the student enroll in another course from among those courses offered as options by the school district; or
 - o the student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.

High School Online Course Requirement

Online Course Graduation Requirement – s. 1003.4282(4), F.S.

Students must complete one course through online learning within the 24 credits required in s. 1003.4282, F.S. An online course taken during grades 6 through 8 fulfills this requirement. Only students seeking the 24-credit high school diploma must meet this graduation requirement (s. 1003.4282(4), F.S.).

Students may meet this requirement by completing an online high school course offered by the following:

- Florida Virtual School;
- A district high school (to include traditional district schools, district franchises and virtual charter schools);
- A postsecondary school as an online dual enrollment course;
- District virtual instruction programs; and
- A district middle school (high school-level course).

Students may also satisfy the online course graduation requirement through the following:

- Completion of a blended learning course; or
- Completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List (s. 1008.44, F.S.) or passage of the information technology certification examination without enrollment in or completion of the corresponding courses. Currently, there are 45 industry certifications that will satisfy this requirement identified in the primary career cluster area on information technology on the CAPE Industry Certification Funding List.
 - o There are other eligible industry certifications students may earn in career and technical education (CTE) information technology courses that appear on the CAPE Industry Certification Funding List that do not have a primary career cluster information technology assignment. In order to expand school district options of viable industry certifications, we recommend visiting the CTE Information Technology website to identify courses and programs categorized as Information Technology. Should a student earn any other industry certification on the CAPE Industry Certification Funding List resulting from enrollment in a CTE Information Technology course, then that eligible industry certification would satisfy the online course graduation requirement

A half-credit online course may meet this requirement if it is within the 24 credits required for graduation. Credit Recovery online courses be used to meet the online course graduation course as long as the student earns high school credit through an online course.

B. Standards

Mathematics Florida Standards

The Benchmarks for Excellent Student Thinking for Mathematics (B.E.S.T.) include the K-8 grade level standards, 9-12 content standards (placed in high school courses as appropriate), and K-12 Standards for Mathematical Practice.

Language Arts Florida Standards

The Benchmarks for Excellent Student Thinking for English Language Arts (B.E.S.T.) include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school instruction in the following content areas: history/social studies, science, and technical subjects.

Next Generation Sunshine State Standards

These benchmarked standards describe what students should know and be able to perform at four progression levels (grades PreK-2, 3-5, 6-8, 9-12) in the subjects of the fine arts, health education, foreign language, science, and social studies. Public schools shall provide appropriate instruction to assist students in the achievement of these standards. These standards will be implemented into the curriculum as developed.

C. Statewide Assessment Program

Each student must participate in the Statewide Assessment Program.

The Florida's Assessment of Student Thinking (F.A.S.T.) is administered to all 6th, 7th, and 8th graders.

This test is administered in May.

Algebra I

Students enrolled in Algebra 1 will be required to participate in the state Algebra I End-of-Course (EOC) exam. The score on the state EOC will make up 30% on the student's final course grade. The final grade and credit will be held until state EOC scores are released from the state. The district will average the state EOC score with the grades earned in the course to determine the student's final grade and credit.

Middle grades students enrolled in Algebra 1 must take the Algebra 1 EOC assessment and pass the course to earn high school Algebra 1 credit. A middle grades student is not required to earn a passing score on the Algebra 1 EOC assessment in order to earn a high school credit or be promoted to high school. A middle grades student's performance on the Algebra 1 EOC assessment constitutes 30 percent (30%) of the student's final course grade.

A middle grades student who takes Algebra 1 for high school credit is still required to pass the Algebra 1 EOC assessment or comparative score by the conclusion of grade 12 to earn a standard diploma.

Civics

Students enrolled in Civics must participate in the state administered EOC assessment. The score on the state EOC will make up 30% on the student's final course grade. Final grades will be held until state EOC scores are released from the state. The district will average the state EOC score with the grades earned in the course to determine the student's final grade.

Credit Acceleration Program (CAP) s. 1003.4295(3) F.S.

A middle grades student who is enrolled in a high school level Algebra 1, Geometry, Biology 1, U.S. History or Algebra II course may take the corresponding EOC assessment and earn high school credit by earning a passing score.

D. PSAT Assessment for all 8th Grade Students

Each middle school shall provide for the administration of the Pre-SAT to all 8th grade students.

E. Assessment of Virtual Students

All public-school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to s.1008.22(3), F.S.

Students enrolled in a FLVS course or Nassau Virtual School (NVS) courses which requires a state end-of-course assessment (EOC) are required to take the EOC at their home zoned school. Virtual Schools must progress monitor language arts students scoring at Level 1 or Level 2 on the FSA in reading a minimum of two times per year (State Board Rule 6A-6.054).

F. Early Warning System

A school that includes any of grades 6, 7, or 8 shall include annually in its school improvement plan information

and data on the school's early warning system required under paragraph (b), including a list of the early warning indicators used in the system, the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level that exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system. In addition, a school that includes any of grades 6, 7, or 8 shall describe in its school improvement plan the strategies used by the school to implement the instructional practices for middle grades emphasized by the district's professional development system pursuant to s. 1012.98(4)(b)9.

A school that includes any of grades 6, 7, or 8 shall implement an early warning system to identify students in grades 6, 7, and 8 who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.
- A school district may identify additional early warning indicators for use in a school's early warning system.

When a student exhibits two or more early warning indicators, the school's child study team (to include Exceptional Education representative if the student has been identified as a student with a disability) under s. 1003.02 or a school-based team formed for the purpose of implementing the requirements of this paragraph shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

G. Promotion, Acceleration, and Retention

Middle Grades Progression – s. 1003.4156, F.S.

A student shall be promoted when he/she meets the following criteria:

For **promotion to 7th grade**, have a passing final grade in four core courses, which must be English/language arts, mathematics, science, and social studies.

For **promotion to 8th grade**, have a passing final grade in four core courses, which must be English/language arts, mathematics, science, and social studies.

For **promotion to 9th grade**, a student must successfully complete courses, as specified in s. 1003.4156, F.S., in the following areas:

Three middle school or higher courses in:

- English language arts (ELA)
- Mathematics
- Science
- Social studies

- One of these courses must be, at a minimum, one-semester civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution; Each student's performance on the statewide, standardized assessment in civics education required under s. 1008.22, F.S., constitutes 30 percent of the final course grade; and
- A middle grades student who transfers into the state's public-school system from an out-of-country, an out-of-state, a private school or a home education program after the beginning of the second term of Grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

In order to receive credit for promotion purposes, students must continue to achieve mastery of the intended outcomes for each course for which the Benchmarks for Student Thinking (B.E.S.T.) /Next Generation Sunshine State Standard Benchmarks are provided by the Department of Education. Teachers shall record the achievements of each student through a combination of any of the following methods: teacher observation, daily assignments, out-of-class assignments, or formative/summative evaluations.

It shall be the responsibility of the individual teacher to be able to present documentation that his/her tests are coded to the Benchmarks for Student Thinking (B.E.S.T.) / Next Generation Sunshine State Standards.

Each middle school is to offer at least one high-school-level mathematics course for which students may earn high school credit.

Promotion with Remediation or Instructional Support

While it is expected that the majority of students can make satisfactory progress in a normal period of time (three years for grades 6 thru 8), some individuals will require more or less time to develop their educational potential.

The following alternatives to normal progress are available to meet student needs. Individual school sites offer course remediation throughout the school year.

Traditional summer school is not offered by the Nassau County School District. However, credit for summer school courses taken outside of Nassau County School District may be granted with the prior approval of the principal of the school.

Summer remediation is offered for courses failed during the regular school year. Some schools offer remediation at the school site while others offer it through district approved online programs. Students may take courses in language arts, math, science, or social studies for which they previously failed. Guidance counselors must register these students prior to the last date of their employment of the summer.

If a student cannot enroll in a remediation class, there are correspondence and on-line courses available for course recovery.

If a student fails any core subject (English/language arts, mathematics, science, or social studies), the student may be promoted to grade 7 or 8 under the following conditions:

- The principal in conjunction with the student's teacher and guidance counselor recommend the

promotion. The principal shall make the determination as to promotion or retention. The principal shall make the recommendation to the superintendent in writing. The superintendent shall accept or reject the school principal's written recommendation.

- All benchmark deficiencies are remediated.

Although the student may take the courses for the subsequent grade, he/she will be classified in the previous grade and take that F.A.S.T. for the grade placed.

No student may be retained due to Limited English Proficiency. An LEP Committee consisting of the teacher, parent, counselor and principal shall participate in the development of the plan.

Students who demonstrate mastery may be promoted only at the following times: prior to the first day of the next school year or prior to the end of the first semester. Students who have not achieved mastery of the standards by the end of the first semester will not be eligible for promotion until the end of the academic year.

Academic Support for Students Performing below Grade Level

Each student's progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics as outlined in the Benchmarks for Excellent Student Thinking (B.E.S.T.) and Next Generation Sunshine State Standards. This plan contains the State Board of Education Rules and administrative procedures required to implement state legislation and the NCSB progression requirements that guide school personnel, inform parents, students and other interested citizens. Furthermore, it contains policies to inform each student and his/her parent of academic progress.

District Levels of Performance

Students in grades 6-8 who demonstrated less than 60 % mastery of the English Language Arts (ELA) Benchmarks for Excellent Student Thinking will be administered a diagnostic reading assessment in order to determine the nature of their reading deficiency. All Nassau county students found to have a substantial reading deficiency will receive instructional support as prescribed in the 6-8 Reading Intervention Guidelines and Procedures Appendix.

Progress Monitoring

A student who is not meeting the school district or state requirements for satisfactory performance must be covered by one of the following:

- A federally required student plan such as an individual education plan (IEP)
- A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
- An individual progress monitoring plan.

Florida Statute: 1008.25(4)(b)

1008.25 Public school student progression; remedial instruction; reporting requirements.

(1) INTENT.— It is the intent of the Legislature that each student's progression from one grade to another be

determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

(4) ASSESSMENT AND SUPPORT. — a) Each student must participate in the statewide, progress monitoring and summative assessment program required by s. 1008.22.

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

1. A federally required student plan such as an individual education plan;
2. A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
2. An individualized progress monitoring plan.

District Diagnostic and Progress Monitoring Assessments

Nassau County Middle Schools will use the STAR Progress Monitoring Instrument for all students, grades 6, 7 & 8 in Reading and Mathematics.

Students who performed below grade level on the FSA and or earned a D or lower in their Language Arts class will also be progressed monitored using the STAR. After the students have been administered the diagnostic assessment, the School Literacy Team will review the student's academic performance for the prior year and make a recommendation for a remediation program.

H. Retention

Retention of Student

In the event that a student's retention is appealed in writing by the parents, a committee comprised of the student's teacher(s) and the principal or his/her designee shall review the student's records. The parent shall be notified in writing of the decision of the committee. In the event that the decision of the committee is not satisfactory the parents may appeal to the Superintendent in writing.

The Superintendent/designee shall hold a fact-finding hearing at which the appellant may appear and present evidence. The Superintendent's decision shall be made in compliance with the intent of this Student Progression Plan and shall be final.

Exemption from Retention

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. Consideration for exemption from retention shall be based on reasons for good cause, which are as follows:

- The student has been in a Limited English Proficient (LEP) program for less than 2 years. ☐
The student's IEP indicates that the student should participate in the Florida Alternate Assessment rather than the general state assessment.
- The teacher and principal may recommend the student's promotion, with proper documentation, to the Superintendent for approval or denial.
- In all cases of exemption from retention, the parent(s) or guardian(s) shall be notified in writing that their child is being placed in the next higher grade based upon a staffing team's decision. The student's report card and student record must show the exemption of retention.

Pursuant to requirements of the Florida High School Activities Association, "exempted from retention" placed students are not eligible for interscholastic activities.

I. Alternative Program Placement/Dropout Prevention

Under the authority of F.S. 1003.53, NCSB may place students who have been retained two years in a dropout prevention and academic intervention program. Dropout prevention and academic programs may differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students.

A student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based upon one of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
- The student has a pattern of excessive absenteeism or has been identified as a habitual truant. The availability of a course recovery program may be limited or not offered at all schools. Students must meet all promotion requirements for the current grade and the grade to be recovered. Each school will determine recommendation and eligibility requirements for students to participate in a grade recovery program. Eligibility will be determined by the principal
- The school principal or his or her designee shall, prior to placement in a dropout prevention and academic intervention program or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt requested, to the student's parent.
- The parent of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice.
- The parents of a student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement pursuant to the provisions of chapter 1002.20 of the Florida Statutes.

IV. GRADING PROCEDURES

A. Middle School Grading System

The grading system and interpretation of letter grades, percentages, GPA values and definitions used in public high schools are listed below. However, the report card will only indicate the student's letter grade and percentage and will include a legend defining the student's percentages. All 9 through 12 students' numerical grades will be converted into letter grades for the purpose of determining grade point average.

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

For incomplete work, the letter "I" will reflect the coursework and/or test that must be completed within two weeks of report cards being issued or a reasonable time. Extensions due to illness or an incapacitating accident must be approved by the principal. Florida Statute: 1003.437

B. Computing of Grades

For schools on a ~~6~~/7 period day, adding the numerical value of the four quarter grades and dividing by four will compute the grade for each year-long course. If the average is .5 or higher, the average is rounded up to the next whole number. If the average is below .5 the fraction is eliminated and the remaining whole number is assigned.

For Example:

- - 1st Quarter Grade – 85, 2nd Quarter Grade – 90, 3rd Quarter Grade – 88, 4th Quarter Grade – 95
= $358/4 = 89.5 = 90$.

A student must receive at least a final course grade of 60 or better to receive credit for a course for promotion purposes.

For incomplete work, the letter "I" will reflect the coursework and/or test that must be completed within two weeks of report cards being issued or a reasonable time. Extensions due to illness or an incapacitating accident must be approved by the principal.

C. State End of Course (EOC) Grade Calculation

EOC Calculation

Students enrolled in a course which requires a state EOC must participate in the state administered EOC assessment. Regardless of cohort year, the score on the state EOC will make up 30% on the student's final course grade. Final grades and credits will be held until state EOC scores are released from the state. The

district will average the state EOC score with the grades earned in the course to determine the student's final grade and credit.

Algebra I EOC

$$((Q1+Q2)/2 \times .35) + ((Q3+Q4)/2 \times .35) + (\text{state EOC} \times .30) = \text{Final Grade}$$

Civics EOC

$$((Q1 \times .35) + (Q3 \times .35) + (\text{state EOC} \times .30)) = \text{Final Grade}$$

Note: If a student with a disability receives an EOC waiver, the 30% EOC calculation requirement will be waived for the purposes of determining the student's course grade.

D. Requirements for Middle School Student Athletes

Students participating in middle school athletics must maintain a 2.0 grade point average in their subjects each grading period to continue participation in their respective sport(s). If a student falls below the 2.0 GPA; he/she will be ineligible until the next grading period.

Students may not become eligible at progress report time or any other time prior to the conclusion of the grading period.

Upon entering the sixth grade for the first time, a student will be automatically eligible through the first grading period. Thereafter, his/her eligibility will be monitored each and every grading period.

To determine the eligibility of seventh and eighth grade students for the first grading period, the overall GPA of the subjects from the previous school year will be used.

Students participating in middle school athletics must maintain a 2.0 grade point average in their subjects at the conclusion of each semester. Upon entering the sixth grade for the first time, a student will be automatically eligible through the first semester of their sixth-grade year.

Eligibility of seventh and eighth grade students will depend upon his/her cumulative GPA at the conclusion of the previous semester.

A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Bylaw 9.4.5.1.2: A student who is academically ineligible because of a failure to complete his/her course work by the first day of the next semester due to an extended illness, supported by a physician's report, or other excused absence may have his/her academic eligibility restored once the course work is completed and the student receives a passing grade that raises his/her cumulative GPA to 2.0 or above.

E. Teachers' Grading Standards

Teachers are required to submit their standards, rules and/or regulations for establishing a students' grade in their classes to the principal prior to the first day of classes. No grade will be assigned without a plan approved by the principal. A teacher shall adhere to his/her grading standards when assigning grades to students.

Teachers are required to provide grading standards, make-up procedures, classroom standards, and other policies that affect students' grades in written form to the students they are instructing by the end of the second week of classes (10 days).

F. Honor Roll Criteria

Students who have earned no grade less than a 90, "A," will achieve the "All 'A' Honor Roll" status. Students who have earned no grade less than an 80, "B," will achieve "Honor Roll" status.

G. Appeals 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 followed:

- A conference of the child's parent(s), teacher, and principal (or his designee) shall be held to review the grade(s), using the Teacher's Grading Standards (6-12) and the teacher's grade book and other supporting documentation. After review, if no error is found, the grade remains as assigned, or if an error is found, the grade will be changed, dated, and initialed by the teacher. A documentation form signed by the parent, teacher, and principal (or designee) will be placed in the student's folder, or in the event that the decision of the above-named group is not satisfactory, the parent may appeal the decision to the Executive Director of Curriculum & Instruction.

H. No Academic Exceptions Based on Attendance

Schools cannot exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Florida Statute: 1003.33(2)

V. ATTENDANCE

A. 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 class period. 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.

- 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
- Other avoidable absences.

B. 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. (COVID-19 related absences will be excused and not count toward the 15 days of absences for the 2021-2022 school year.)

C. 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.

D. 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.

E. Tardiness

Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Disciplinary action for unexcused tardiness shall be progressive and will be specifically defined in each individual school's discipline plan.

F. Driver's License

Florida law requires that minors who fail to satisfy attendance requirements will be ineligible for driving privileges. The School District is required to notify the Department of Highway Safety and Motor Vehicles of the following:

- Students ages 14-18 who accumulate fifteen (15) unexcused absences, not including out of school suspensions, in a ninety (90) calendar-day period.
- Students between the ages of 16-18 who have signed a declaration of intent to terminate school enrollment.
- Students ages 14-18 who are expelled.
- Students ages 14-18 who did not enter school and for whom the school has received no indication of transfer to another educational setting.

These students may not be issued a driver's license or learner driver's license. Also, the Department of Motor Vehicles shall suspend any previously issued driver's license or learner driver's license of any such minor pursuant to Florida Statute 322.091. In order to have a driver's license reinstated, the student must attend school regularly for thirty (30) days with no unexcused absences and pay the appropriate reinstatement fee.

G. Granting Permission to Leave School Grounds

No student shall be sent off the school grounds to perform an errand or to act as a messenger except with the approval of the principal, provided that approval shall be granted only for urgent and necessary school business and with the consent of the student's parent or guardian.

H. Exemption from Regular School Attendance

A student of compulsory attendance age shall be required to attend school as provided by the law unless issued an exemption certificate by the Superintendent. Students who have reached age 16 must file a "Declaration of Intent to Terminate School Enrollment" if they wish to discontinue their education. Upon filing the intent, the student must allow the school to conduct an "Exit Interview" and "Exit Survey" to determine the reasons for the decision to terminate school enrollment and the actions that could be taken.

Florida Statute: 1003.33(2)

VI. PARENT/STUDENT/TEACHER NOTIFICATIONS AND PUBLIC REPORTING

A. Report Cards/Progress Reports

Teachers are required to submit their grading standards, rules and/or regulations for establishing a student's grade in their classes to the principal prior to the first day of classes. No grade will be assigned without a plan having been approved by the principal. A teacher shall adhere to his/her grading standards when assigning grades to students.

Teachers are required to provide grading standards, make-up procedures, classroom standards, and other procedures that affect grades in written form to the students they are instructing by the end of the second week of classes/10 days.

Student performance and progress shall be reported to parents through an on-line parent access (FOCUS), quarterly report cards, and mid-nine weeks progress reports. Should a student be passing at that time, and begin to fail later, an additional progress report will be sent home as soon as the potential failure becomes apparent. **The teacher is responsible for maintaining documentation of parent notification.**

Report cards must clearly depict and grade the student's academic performance in each class or course in grades 6 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria. The student's conduct, behavior, attendance, including absences and tardiness will also be reflected in the report card. For incomplete work, the letter "I" will reflect the coursework and/or test that must be completed within two weeks of report cards being issued or a reasonable time. Extensions due to illness or an incapacitating accident must be approved by the principal. Parents are encouraged to arrange conferences with school officials.

Florida Statute: 1003.33 (1)

B. End-of-Year Status Statement

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

Florida Statute: 1003.33 (2)

C. Notification of Graduation Options

Students entering grades 6 through 9 will be provided with complete information regarding standard and accelerated high school graduation options.

D. Records and Reports

A record of all promotions, retentions, administrative placement and/or other types of special placement is considered category "A" information and shall be recorded in the student's educational record according to the procedures specified by the Nassau District Schools' Education Records Policy.

Student performance and progress shall be reported to parents through FOCUS, quarterly report cards, and mid-quarterly progress reports. Parents of students who show unsatisfactory performances will be notified by the students' team of teachers. Parents/guardians are encouraged to arrange conferences if desired with school officials.

Quarterly report cards will be made available through FOCUS at the end of the nine weeks. Mid-quarter progress reports will be made available through Focus to the parent/guardian indicating the progress at the mid-point of the reporting period.

FSA scores will be sent home to parents at the earliest possible time after they are received by the school.

E. Possible Retention Notice

If during the second semester, it becomes evident that a student is in danger of being retained, written notification of the possible retention shall be mailed to the students' parent/guardian. This notice shall indicate the need for the parent/guardian to contact the school for a conference with the student's team of teachers.

ANNUAL REPORT

Each district school board must annually publish on the district website and in the local newspaper the following information: The policies/procedures on student progression and retention/promotion.

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

F. Notification of Right under the Protection of Student Rights Amendment (PPRA)

The NCSB requires that for any student to participate in a survey, written parental consent is required. Some of the surveys associated with middle grade's puberty classes are given at the end of the classes. Other surveys such as substance abuse and lifestyle surveys from the North East Florida Education Consortium and the state of Florida are conducted in the spring. Exact dates will be provided prior to each survey.

PPRA affords parents certain rights regarding the taking of surveys by students. Any survey that contains one or more of the protected areas and is funded whole or in part by the Department of Education requires prior written consent from the parents. The eight protected areas identified by PPRA are:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

VII. EXCEPTIONAL STUDENT EDUCATION

The NCSB provides instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation.

Florida Statute: 1003.4282 (10) (b), 1008.22 (3)(c)(1)

Individual Educational Plans (IEP) are developed by school teams for students who have been evaluated and

determined eligible as having a disability, as defined in s. 1007.02. Accommodations and specialized instruction are identified on the student's IEP in order to prepare our students with disabilities with the necessary skills and competencies to access the curriculum necessary for successful grade to grade progression and high school graduation. If the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, may have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable. In addition, if a student's IEP states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment may be administered in hard copy as indicated on the IEP. For student's identified as having a significant cognitive impairment, the school-based IEP teams will determine the need for implementation of an Access Points curriculum and the Florida Alternative Assessment to accurately measure the core curricular content.

A student who by reason of disability is unable to participate in more vigorous forms of activity in Physical Education classes may be assigned to specially designed physical education activities if called for in the student's Individual Educational Plan (IEP).

Elective courses may be waived by the Individual Educational Plan (IEP) team for Exceptional Student Education (ESE) students requiring intensive remediation courses.

VIII. SPECIAL PROGRAMS

A. Virtual Education

Nassau Virtual Education

Florida Statute 1002.45 defines a virtual instruction program (VIP as "a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time and space, or both."

Pursuant to ss. 1002.20(6)(a) and 1002.45(1)(b), F.S., the district shall provide all enrolled public-school students within its boundaries the option of participating in part-time and full-time virtual instruction programs.

The following virtual education options may be available to students:

- My District Virtual School (MDVS) is the name of the online learning option for K-12 students provided by the North East Florida Educational Consortium. MDVS is a franchise of Florida Virtual School (FLVS). MDVS provides full- and part-time virtual instruction for students in grades K-12. Instruction is provided by North East Florida Educational Consortium (NEFEC) certified teachers. Students may enroll in courses available through MDVS with guidance counselor advisement and district registrar's approval. The grade for a semester course will be awarded after successful completion. MDVS must follow certain FLVS rules and procedures outside the authority of the district and this plan. For scheduling purposes, students taking one or more MDVS courses are enrolled in school 7004
- K12 Florida, LLC provides full-time and part-time virtual education for students in grades 6-12. Instruction is provided by K12 certified teachers. Grade 6 instruction may also be provided by NEFEC/MDVS certified teachers. A student's parent(s)/guardian(s) or approved adult is expected to take an active role as the student's learning coach. For scheduling purposes, students taking K12 courses are enrolled in school 7001 or 7023 (Grade 6 only).

- Florida Virtual School Virtual Learning Lab (VLL) provides students working on FLVS course(s) an opportunity to complete a course during the school day at the brick and mortar school with a facilitator present in the classroom. There are two enrollment periods (August and January). Students must register for all VLL courses through the school guidance counselor and students will need an active FLVS account. For scheduling purposes, the students are scheduled in the course at their brick and mortar school.
- APEX Learning provides credit recovery and grade forgiveness courses for students in grades 6-12. Instruction is provided by North East Florida Educational Consortium (NEFEC) certified teachers. Students must register for courses offered by APEX through the school guidance counselor. Students will receive a username and password to access their course within a few days. For scheduling purposes, students taking a course with APEX are enrolled in school 7023.
- Florida Virtual School (FLVS) Flex provides students with access to online courses during and after the normal school day and through summer school enrollment. These courses are taught by FLVS certified teachers. Nassau County School District does not provide instructional or technical support for these courses.

A student's total enrollments between the brick and mortar and the virtual school should equal a full-time enrollment. Students may not simultaneously be enrolled in the same course (concurrent course codes) a brick and mortar school and with a virtual instruction program (MDVS/K12/VLL/APEX/FLVS).

Virtual Education may be appropriate for students with medical or behavioral issues that may limit success in the traditional classroom, students whose parent desires single subject participation, or for students needing a more flexible schedule due to other endeavors. A student's full-time brick-and-mortar school may not deny access to the virtual options offered by Nassau County School District if the desired virtual course(s) constitutes appropriate course placement based on the student's academic history, grade level, and age. Students who elect a full-time virtual full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend, pursuant to controlled open enrollment.

Student Enrollment

Full-Time

Full-time enrollment in MDVS/K12 for semester one will open at least 90 days and end 30 days before the first day of school as required by F.S. 1002.45 (1)(b). Full-time enrollment in MDVS/K12 for semester two will be permitted for good cause, such as, medical documentation, family hardship, or transfer from another virtual school program. Full-time enrollment ends by January 31st of the current school year.

Students should have a 2.0 GPA or higher and a score of level 3 or higher on the FSA Language Arts and Mathematics Assessments to participate in a full-time virtual program. Any student entering a full-time_virtual program with a prior year FSA Language Arts and Mathematics score below a level 3 or with no score for the prior year, may be required to sign a contract committing to an intensive reading or math course(s). Students enrolled in a full-time virtual program will be required to take all state assessments as stated in F.S. 1002.45 and 1008.22.

Students are required to maintain a grade of “C” or higher to continue with a virtual program. If a full-time student fails to maintain a grade of “C” or higher, they may be denied continued virtual program enrollment for the following school year.

Attendance, Curriculum, Assessments, and Pace

The Nassau County School District will require student compliance with the compulsory attendance requirements of s. 1003.21, F.S. and will verify student attendance as required by s. 1002.45(6)(a), F.S. A student’s compulsory attendance will be measured by a consistent course pace. Most courses are 15 weeks in length; therefore, students will need to complete a minimum of three lessons per week per semester course. Students must maintain this pace to complete a semester course within a 15-week grading period or one semester. If a student fails to maintain pace, they may be withdrawn from the course(s) and be escalated for truancy and non-compliance. If a student is withdrawn from all courses, they may be escalated for truancy and non-enrollment.

Failure to participate in required assessments may also lead to escalation for truancy and loss of opportunity to continue in a virtual instruction program during the next school year.

Curriculum

Pursuant to F.S. 1002.45, curriculum and content will be aligned to state standards under F.S. 1003.41. The virtual instruction program will be designed to enable students to gain proficiency in each course.

Courses with State End-of-Course (EOC) Assessments

A virtual course requiring a state end-of-course assessment will follow F.S. 1008.23. The state end-of-course assessment will count as 30% of the student’s grade. The 30% will be calculated into the student’s final course grade and the credit will be awarded pursuant to district policy. A student’s grade displayed on the student’s dashboard in FLVS/MDVS does not include in the 30% for the state end-of-course assessment and therefore may be different than the grade in Focus.

Academic Integrity

Students must maintain academic integrity when working on virtual courses. If a student fails to follow academic integrity, the student may be required to complete quizzes, tests, and exams under proctored supervision. A student may also receive a zero for an assignment or be withdrawn from a course due to academic integrity issues.

Withdrawal From Course

Students that are withdrawn from a course or fail to activate the course will be allowed to enroll in the course one additional time. If a student is withdrawn passing or withdrawn failing from a virtual course, the course and withdrawal code will be recorded on the student’s course history. However, the withdrawal code will not affect a student’s GPA.

Students with an Individual Education Plan (IEP) or Section 504 plan

For students entering a virtual instruction program with an Individual Education Plan (IEP) or Section 504 plan, a team meeting will be scheduled prior to determining if a virtual program option is an appropriate placement. This meeting should include but is not limited to the parent, the student if appropriate, staff from the student’s brick and mortar school, the virtual school registrar, and a representative from the district’s Exceptional Student Education (ESE) department. The team will discuss and determine if a virtual program is the optimal setting for delivering and maintaining ESE services.

NCAA

NCAA division I and II prospective athletes should consult NCAA initial eligibility requirements regarding virtual courses.

Home Education Students

A student registered as a Home Education student in Nassau County may access one or more virtual courses through MDVS on a part-time basis. Home Education students may not exceed six half credit courses per semester. The parent of a Home Education student remains responsible for the maintenance of the Home Education program and portfolio even if the virtual course(s) are taken through MDVS as stated in Florida Statute.

Annual Enrollment from Previous Year

To qualify for enrollment for the following school year, a full-time virtual student must maintain a satisfactory attendance as measured by a consistent course pace (a minimum of 3 lessons per week per course) and comply with any virtual program contracts related to intensive reading and mathematics course(s) for students scoring below a level three on FSA Language Arts or Mathematics Assessment(s).

Written Parent Notification of Virtual Instruction Program

Pursuant to s. 1002.45(1)(b), F.S., Nassau County School District must provide parents with timely written notification of a least one (1) open enrollment period for full-time students that consists of 90 days or more and ends 30 days before the first day of the school year.

The virtual instruction program written notification will be distributed annually during the prior school year to notify parents prior to the open enrollment period for the upcoming school year.

Florida Statutes: 1002.20(6)(a), 1002.321, 1002.37, 1002.45, 1002.455, 1003.21, 1003.41, 1003.498

B. Home Education

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.

Home school students who wish to receive a diploma from a Nassau County high school must be enrolled in their entire senior year at the high school they would normally be assigned. The process for determining credits and grade placement must begin by June 1 prior to the year of enrollment. Credit will be awarded only after the student has completed one semester course. For further information on the transfer of credits refer to section on Transfer Students.

Florida Statute 1002.41 defines home education programs as, "...a sequentially progressive instruction of a student directed by his/her parent or guardian in order to satisfy the requirements for compulsory attendance of s. 1002.41, 1003.01(13), 1003.21(1).

For more information, visit FLDOE Office of School Choice Website at <http://www.floridaschoolchoice.org>

Procedures for Initiation of a Nassau Home Education Program

Parent/guardian who resides within Nassau County shall notify the Superintendent of his or her intent to establish and maintain a home education program. The notice must be in writing, signed by the parent, and

include the full legal names, addresses, and birthdates of all children who shall be enrolled as students in the home education program. The notice of intent must be filed within 30 days of the establishment of the home education program.

Upon receipt of the letter of intent, the Superintendent or designee thereof shall forward to the parent an acknowledgement of intent.

To register for home education, contact (904-277-9029) or visit the Home Education webpage at www.nassau.k12.fl.us/domain/73.

Parent Responsibilities for Home Education Participants

It shall be the responsibility of the parent or guardian to:

- Provide instructional materials appropriate to the program of the student.
- Maintain a portfolio of records and materials.
- The parent shall determine the content of the portfolio, preserve it for 2 years, and make it available for inspection, if requested, by the district school superintendent, or the district school superintendent's agent, upon 15 days' written notice.
 - The portfolio shall consist of the following:
 - A log of educational activities, which is made contemporaneously with instruction, and designates by title any reading materials used.
 - Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.
 - Provide for an annual educational evaluation in which is documented the pupil's demonstration of educational progress at a level commensurate with his/her ability. The parent or guardian shall select the method of evaluation and shall file a copy of the evaluation annually with the superintendent's office. The annual evaluation (s.1002.41 F.S.) shall consist of one of the following:
 - A teacher selected by the parent or guardian shall evaluate the pupil's educational progress upon review of the portfolio and discussion with the pupil. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at either the elementary or secondary level.
 - Any nationally normed student achievement test or state assessment administered by a certified teacher. A score at or above the 30th percentile on a nationally normed student achievement test or a score of proficiency on the state assessment test will be considered acceptable.
 - A state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district. This is available to the parent or guardian at no cost, if scheduled at the home school of the child. score of proficiency on the state assessment test will be considered acceptable.
 - The pupil shall be evaluated with any other valid measurement tool as mutually agreed upon by the Superintendent and the parent or guardian.
 - The student may be evaluated by a psychologist holding a valid, active license pursuant to the provisions of Section 490.003 (7) or (8), F.S.
 - The pupil shall be evaluated with any other valid measurement tool as mutually agreed upon by the Superintendent and the parent or guardian.

If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated. Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period

Failure to provide an annual evaluation of the student places the home education program in non-compliance and permits the superintendent, after notice to the parent, to terminate the program. Non-compliance with this requirement will trigger the district's policy regarding non-compliance with compulsory school attendance.

Truancy

A student who has been found to exhibit a pattern of nonattendance may enroll in a home education program. However, the parent must submit a portfolio, as defined by Section 1002.41, F.S., to be reviewed by a home education review committee every 30 days until the committee determines that the home education program is in compliance with Section 1003.26, F.S. The first portfolio review must occur within the first 30 calendar days of the establishment of the home education program.

- If the parent fails to provide a portfolio for review by the committee, the home education program shall be terminated and the parent will be required to enroll the student in an attendance option provided under Section 1002.41, F.S., within three days. Failure of a parent or guardian to enroll a student in an attendance option after termination of a home education program shall constitute non-compliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under Section 1003.27(2), F.S.

Reentry Procedures

Upon reentry to a District school, a student's grade placement determination shall be made solely based upon the academic evidence presented by the parent and through academic assessment performed at the receiving school. The school principal will make the final decision as to appropriate grade placement.

IX. Terms and Abbreviations

CIS	Communities in Schools
EOC	End-of-Course
ESE	Exceptional Student Education
FLVS	Florida Virtual School
FSA	Florida Standards Assessment
GPA	Grade Point Average
IEP	Individual Education Plan
LEP	Limited English Proficient
MDVS	My District Virtual School
NGSSS	Next Generation Sunshine State Standards
NVS	Nassau Virtual School
PMP	Progress Monitoring Plan
STEM	Science, Technology, Engineering and Mathematics