



NASSAU COUNTY SCHOOL DISTRICT

STUDENT PROGRESSION PLAN

GRADES 9-12

Dr. Kathy K. Burns, Superintendent

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

Mark Durham

Assistant Superintendent

Misty Mathis

Executive Director of Curriculum, Instruction

Board Approved 9/12/2024

Nassau County School Board Equity and Non-Discrimination Statement

The School Board of Nassau County, Florida, does not discriminate in admission, access, treatment or employment in its programs and educational or extra-curricular school activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to the Boy Scouts of America and other patriotic youth groups. 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:

Equity Contact:

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

Title IX / Bullying and Harassment / Section 504:

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

Americans with Disabilities Act (ADA)

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



Secondary Student Progression Plan

Table of Contents

I. INTRODUCTION

Legal Foundation of the Student Progression Plan	6
Responsibilities for Implementation	7

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

Attendance Zones	8
Admission and Enrollment	8
Homeless Students/Families in Transition (FIT)	9
English Language Learners	10
Students Who Qualify for ESOL	10
English Language Learner (ELL)/Placement of Immigrant Students	10
Data Entered United States School (DEUSS)	10
ELL/LEP Credit	11
ELL/LEP Retention	11
Transfer ELL Students	11
Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction	12
Parent Notification: Students with At-Risk GPA	14
Curriculum for ELLs	14
Course Modifications	14
Student Placement	14
Grade Placement and Promotion within High School	15
Placement for Students with Disabilities	15
Placement in the Nassau County Community School and Adult Program	15
Transfers	15

Transfer Students	15
Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction	16
Military Personnel's Dependent Children Transfer Students	16
Alternative Validation Procedure	17
Promotion of Late-in-the-Year Transfer Students	18
AdvancED/SACS CASI Policy on Grade Placement	18
Transfer Letter Grades	18
Student Re-Enrollment	18

III. CURRICULUM AND INSTRUCTION

Course Placement	19
Student Progression	19
Comprehensive Student Progression Plan	19
Alternatives to Normal Progression	19
Alternative Program Placement	19
Placement of Pregnant, Married or Parenting Students	20
Parent/Guardian Role with Placement Decisions	20
Social Promotion Elimination	20
High School Credit	20
Definition of Credit	20
High School Credit Awarding	21
Credit Acceleration Program (CAP)	21
Course Credit for Courses Taken Prior to Grade 9	21
College Credit by Examination	22
Volunteer and Nonacademic Activity Credit and Paid Work Hours	22
Exclusions from Earning Credit	23
Dropping Annual Courses	23

Student Amnesty (Grades 9-12)	24
Honors and Advanced Courses of Study	24
Requirements for Advanced Placement (AP), Dual Enrollment (DE) and Honors	24
Dual Enrollment: Academic, Career, Early Admission, Early College, Collegiate Career High School	25
Graduation: Diplomas and Certificates, Requirements, Options & Guidelines	34
Diploma Options	34
Florida Seal of Biliteracy	37
ACCEL Standard Diploma Options – 18 Credits	37
Early High School Graduation	38
Career and Technical Education Graduation Pathway Option	39
Certificate of Completion	39
General Education Development (GED) Diploma	39
Military Dependent Transfer Students 1000.36 F.S.	40
Determination Valedictorian and Salutatorian	40
Honor Graduate	41
Graduation Ceremony	41
Florida Bright Futures Scholarship Program	41
Florida Academic Scholarship (FAS)	42
Florida Medallion Scholarship (FAS)	42
Florida Gold Seal Vocational Scholars	42
Service Hours and Paid Work Hours	43

IV. GRADING AND NOTIFICATION PROCEDURES

High School Grading System	43
State End of Course (EOC) Grade Calculation	44
EOC Calculation	44
End of Course Assessment Results Waiver for Students with Disabilities	44
Course Weighting	44
Grade Forgiveness	45
Honor Roll	45
No Academic Exceptions Based on Attendance	45
Review, Modification, and Appeal of Student's Classroom Performance	45

V. PARENT/STUDENT/TEACHER NOTIFICATIONS AND PUBLIC REPORTING

Report Cards/Progress Reports	46
End-of-Year Status Statement	46
Acceleration Mechanism: Parent Notification	46
Parent Notification: Students with At-Risk GPA	46
Graduation Status Report	46

VI. ASSESSMENTS

State Graduation Assessment Requirements	47
State End of Course (EOC) Assessments	48
Assessment Considerations for Dependent Children of Military Personnel	48
PSAT Assessment for all 9 th Grade Students	48
PSAT Assessment for all 10 th Grade Students	48
Assessment of Virtual Students	48
Florida Home Education Program (FHEP)	48
Dual Enrollment/End of Course (DE/EOC) Exams	48
Dual Enrollment/Advanced Placement/State Assessments	48

Scholar Diploma Designation Exemptions	49
Assessment of New/Transfer Students	49
Concordant Scores for FSA or FAST Reading	49
Concordant/ Comparative Scores	51
Concordant and Comparative Score Rule Language	52
Progress Monitoring	54
Academic Support for Students Performing below Grade Level in Reading	54
District Levels of Performance	55
District Diagnostic and Progress Monitoring Assessments	55

VII. EXCEPTIONAL STUDENT EDUCATION (ESE)

Students with Disabilities	55
Exceptional Student Education – SB 1108	55
Diploma Options for Exceptional Students	56
Access to Postsecondary Education and Meaningful Careers for Student with	
Disabilities ENNOBLES Act	58
End of Course Assessment Results Waiver for Students with Disabilities	59

VIII. SPECIAL PROGRAMS

Career Education On-the-Job Training, CTE Internship	59
Credit Recovery	60
Nassau County Community School	60
General Education Development Test (GED)	60
Truancy	61
Reentry Procedures	61
Foreign Exchange Program	61

IX. TERMS AND ABBREVIATIONS

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.

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.
- 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 relateto 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

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

Attendance Zones

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

- Fernandina Beach High (904)261-5713
- Hilliard Middle-Senior High (904)845-2171
- Nassau County Community School (904)548-4475
- West Nassau County High (904)879-3462
- Yulee High School (904)225-8641
- District Office (904)491-9900

Additional information for attendance zones can be found: <http://www.nassau.k12.fl.us>

Admission and Enrollment

Requirements for Information Prior to 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/w2welcome.html>. 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.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html>
Note: Thirty (30) school days will be allowed to present the certification requirements for transfer students and students identified as being homeless according to NCSB Administrative Rule.
- Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. As long as 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.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html>

Note: Parents/Guardians will be allowed up to thirty (30) school days to present certification requirements for all students from Florida or other states. 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.

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.

It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency.

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

A “certified homeless youth” is a minor who is homeless, including an unaccompanied youth, who has been certified as homeless or unaccompanied by:

- A school district homeless liaison,
- The director of an emergency shelter program funded by the US Department of Housing and Urban Development, or
- The director of a runaway or homeless youth basic center or transitional living program
- Funded by the U.S. Department of Health and Human Services. (382.025 F.S.)

A certified homeless youth has additional rights to certified copies of the birth certificate (382.0255 F.S.), and to have the disabilities of non-age removed if the students is 16 years of age or older (743.015 F.S.).

For further NCSD enrollment information, refer to NCSB Administrative Rule 5.13

English Language Learners (ELL)

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:

- Enroll any student and do not ask about their immigration status
- Follow NCSD enrollment guidelines as for any student
- Follow NCSD documentation of residency policy
- 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).

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.

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.

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 ELL 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 (!)(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 to 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.

Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction:

Students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. 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. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under s. 1008.22, F.S.

Students who earn the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22, F.S. or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.
- Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation.

A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. 1003.4282 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.

Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22, F.S. or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment. This subsection shall be implemented to the extent funding is provided in the General Appropriations Act. Florida Statute: 1003.433

Beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation, as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

- (a) Passes the required assessment or alternate assessment after having received English language instruction offered by a public school during the summer following the student's senior year through an instructional model for English Language Learners. This subsection shall be implemented to the extent funding is provided in the General Appropriations Act. Florida Statute: 1003.433 or
- (b) Meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.
- (c) Formative assessments that may be used for this purpose are:
 - 1. Benchmark assessments included as part of an instructional materials adoption;
 - 2. Portfolios of independently produced student work; and
 - 3. Assessments developed or purchased by districts in order to monitor academic progress.
- (d) A portfolio used to meet the requirements of this subsection must meet the following criteria:
 - 1. Be selected by the student's teacher;
 - 2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - 3. Include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met, and such evidence may include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the ELA content standards, or teacher-prepared assessments;
 - 4. Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA; and
 - 5. Be signed by the teacher and the principal as an accurate assessment of the required skills.

- (e) By October 1st of each year, districts must report to the Department of Education the formative assessments they are using for this purpose and the score or metric that is used on the assessment to demonstrate that grade-level expectations have been met.
- (f) This rule shall not preclude native language support from being provided as needed and beneficial to students' access to ELA curriculum and accelerating their English language learning.

Section 1003.433(3), F.S., 1003.4282 or 1008.22, F.S.,

Parent Notification: Students with At-Risk GPA:

Parents of students who have a cumulative GPA of less than 2.0 at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA 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.

Student Placement

The principal is responsible for the initial placement of all students new to the school. Grade placement of 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 enrolled and placement shall be determined upon receipt of substantiating data from the previous accredited school attended. Students may need to participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observation of:

- Academic performance (grades)
- Social/emotional behavior
- Health and physical development
- Previous academic records (transcripts)

If the transfer of a student within the district involves unusual circumstances, the principals of the involved schools shall confer with the parents, Director of Secondary Education, and other involved parties to determine the most appropriate placement for the student.

Work on 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. Nassau County School Board graduation requirements shall not be retroactive for transfer students provided the student has met all requirements of the district or state from which he/she is transferring.

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

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.

Grade Placement and Promotion within High School

Beginning in 2012-2013 and thereafter, students who enter grade 9 for the first time will be promoted to subsequent grades based on their cohort group, until the end of grade 11. In order to be promoted to grade 12, a student must have earned seventeen (17) credits. Three (3) credits must be in English, three (3) credits must be in math and (2) credits must be in science.

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.

Placement for Students with Disabilities

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP).

Placement in the Nassau County Community School and Adult Program

Nassau County Community School and the Adult High School are programs available to students that have been unsuccessful in the traditional school setting or have exited the traditional K-12 program. Students must be at least 16 years of age in order to enter the AGE evening program. Nassau County Community School students pursue a standard credit-based diploma that mirrors the graduation requirements of Florida Standards Assessment (FSA) or Florida Assessment of Student Thinking (FAST) and the Algebra 1 End-Of-Course exam (EOC).

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 District. 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.

Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction

Students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. 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. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under s. 1008.22, F.S.

Students who earn the required 24 credits for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22, F.S. or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.
- Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. 1003.4282 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.

Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22, F.S. or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment. This subsection shall be implemented to the extent funding is provided in the General Appropriations Act. Florida Statute: 1003.433

Military Personnel's Dependent Children Transfer Students

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

Local education agency administrative officials shall waive specific courses required for graduation if

similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required coursework so that graduation may occur on time.

States shall accept exit or end-of-course exams required for graduation from the sending state; national norm-referenced achievement tests; or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C shall apply.

If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII. Florida Statute: 1000.36 Transfer of High School Credits (6A-1.09941)

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools Effective July 1, 2013, the procedures shall be as follows:

- Credits and 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, credits shall be validated through performance during the first grading period as outlined in SBOE Rule 6A-1.09941. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.
- Validation of credits 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 have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in SBOE Rule 6A- 1.09941

Alternative Validation Procedure

If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

- Portfolio evaluation by the superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools;
- Satisfactory performance on nationally-normed standardized subject area assessments;
- Satisfactory performance on a statewide, standardized assessment; 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)(d) and (e) of SBOE Rule 6A-1.09941, if required.

Students transferring credits into the Nassau County School District will be subject to the current course credit weighting approved by the Nassau County School District and in alignment with Florida DOE course code directory. If a letter grade is assigned, that grade is entered in our system, even if the grading scale from

which the student transferred is not equivalent to Nassau County's School District's grading scale. If only a numerical grade is provided and no grading scale is provided, our scale is applied to the student record. 1003.25 F.S., 1003.42 F.S.

Promotion of Late-in-the-Year Transfer Students

The promotion of students transferring into Nassau County during the last grading period shall be determined primarily by the grades and records received from the sending school.

AdvancED/SACS CASI Policy on Grade Placement

An AdvancED school shall accept and classify grade placement from schools that are accredited by a recognized national, regional or state accrediting agency without further validation based on the school's policies and procedures governing such offerings.

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

Student Re-Enrollment

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the Nassau County School District shall physically enroll either in the Nassau County Community School day program or an adult evening program. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Executive Director of Curriculum and Instruction. Students may not be enrolled in a regular high school for more than 10 semesters unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, educational progress to date, and the commitment to education. Semesters begin when the student first enrolls in grade 9 at any public or private school.

Students may not enroll/reenroll in a regular high school if they cannot meet the graduation requirements to graduate by their 20th birthday, unless enrollment is approved by the principal.

A student who has earned a high school or equivalent diploma in their native country may not enroll in a high school.

The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

III. CURRICULUM AND INSTRUCTION

Course Placement

Each high school is required to advise all students of courses through which they can earn college credit, including AP, dual enrollment, courses that lead to industry certification, and the availability of course offerings through virtual instruction. Each high school is also required to advise each student of the early and accelerated graduation options under s. 1003.4281, F.S. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission.

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.

Student Progression

Comprehensive Student Progression Plan

A comprehensive plan for student progression established by the district school board and must provide for evaluating student performance and how well a student masters the performance standards.

Alternatives to Normal Progression

While it is expected that the majority of students can make satisfactory progress in a normal period of time (four years for the grades 9 through 12), some individuals will require additional services to complete their educational requirements. Students can take courses through MDNV or FLVS to earn credits or recover credits failed previously. Summer school courses taken outside of Nassau County with the prior written approval of the principal of the individual school.

Alternative Program Placement

Students may be placed in an alternative program located at their home school or another district approved site. The instructional staff will afford the student every opportunity to graduate with their cohort, and students will take the state assessment on the grade level to which they are assigned. Students may not be placed in a higher grade in the alternative setting but may be promoted to the next grade level at the semester.

Student eligibility for placement in the alternative program is based on one or both of the following criteria: First, students that have a pattern of absenteeism or habitual truancy may also be reassigned to an alternative setting.

Second, students who have a history of disruptive behavior in school or who have committed an offense that warrants out-of-school suspension or expulsion from school may be placed in the alternative program.

The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low GPA, falling behind in credits, or not meeting state or district levels in reading, math, writing or science.

Retention: Alternative Placement for Students Retained Two or More Years:

An alternative placement shall be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student's academic deficiencies and shall include opportunities for the student to be placed in small group instructional settings. The alternative placement shall, under most circumstances, be at the student's home-zoned school but may involve placement at a district-designated site. The alternative placement may not be a placement in a regular program at a higher grade. Florida Statute: 1008.25 (2)(c)

Placement of Pregnant, Married or Parenting Students

Students who are married or pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs. Pregnant or parenting teens may participate in a teenage parent program. Pregnant students may attend alternative education programs or adult education programs, provided that the curriculum allows the student to continue to work toward a high school diploma 1003.21; 1003.54, F.S.

Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy and/or parenting, but shall be required to make up work missed due to absence.

Parent/Guardian Role with Placement Decisions

State law provides the authority for placement of students with the school district. Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. However, the Superintendent has designated the principal has the final authority in placement decisions. 1012.28 (5), F.S.

Social Promotion Elimination

No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Explanatory Note: Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on state assessments and standards. Florida Statute: 1008.25(6)

High School Credit

Definition of Credit

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in district school that has been authorized to implement block scheduling by the district school board. Florida Statute: 1003.436(1)(a)(b)

The hourly requirements for one-half credit are one-half the requirements specified in the above paragraph.

The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271, F.S. that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21), F.S. and that equals one full credit of the equivalent high school course identified pursuant to s. 1007.271(9), F.S.

No schedule changes shall be made that prevent students from complying with statutory requirements for time in class.

High School Credit Awarding

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.

A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. Florida Statute: 1003.436(2)

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History, or Biology if the student passes the statewide, standardized assessment administered under s. 1008.22, F.S. Notwithstanding s. 1003.436.

The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment, as defined in F.S. 1008.22(3)c 5. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment. The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- The request to participate must be received 9 weeks (45 school days) prior to the administration of the EOC.

Effective July 1, 2016, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school district is required to award course credit to the student who is not enrolled or who has not completed the course. Students will be required to supply evidence that they are prepared to sit for the EOC or there is reasonable justification for the request. This evidence includes but is not limited to previous FSA scores and grades in their most recent subject area course taken.

If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated. 1003.4295 F.S.

Course Credit for Courses Taken Prior to Grade 9

The NCSB may adopt courses designated as 9 through 12 in the Florida Course Code Directory and Instructional Personnel Assignments and that are taken below the 9th grade to be used to satisfy high school graduation requirements and Florida Bright Futures Award requirements. 1003.43(1) F.S.

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven and will appear on the student's high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures. (1003.428(4)(d),F.S.)

Students seeking high school credit for courses taken in a private middle school may be granted credit if (1) the private school is listed with the Florida DOE as a private school with a school number and (2) the credit and course grade are reflected on an official transcript from the school. If the high school course has a state EOC assessment, the student must take the EOC to receive credit. Students with disabilities may qualify for a waiver of the EOC requirement.

College Credit by Examination

College credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations (AP, IB, AICE). Minimum scores required for an award of credit in Florida institutions are stated by the Florida State Board of Education in the statewide articulation agreement 1007.27(7) F.S. There is no guarantee that a college will accept credits earned through this program.

Volunteer and Nonacademic Activity Credit and Paid Work Hours

A student may earn a maximum of .5 credit in social studies (2104330) and .5 elective credit for Voluntary School Community Service (0500370). A minimum of 75 hours of nonpaid, voluntary community or school service is required for each .5 credit. Any hours accumulated beyond the minimum course requirement may be used for Bright Futures. Additionally, any hours of Paid Work over that which is used for OJT, may be used for Bright Futures. The school principal (or designee) is responsible for approving specific volunteer activities.

Examples of community service/volunteer activities include:

- service to a governmental agency
- service to a non-profit local, national, or international organization
- service to a school or school organization
- service to a religious organization, or other as approved by the principal (or designee).

All service/volunteer hours or additional paid work hours being used for Bright Futures should be documented on the letterhead of the organization and presented to the appropriate personnel at the school. The principal (or designee) is responsible for approval of submitted community service/volunteer hours.

There are two classes of community service/volunteer activities: community service and service learning. Both qualify for community service/volunteer hours.

Community Service - student community service is defined as community service activities that are non-curriculum based and are recognized by and/or arranged through the school.

The community service:

- generally does not include explicit learning objectives or organized reflection or critical analysis activities,
- may include activities that take place off of school grounds or may happen primarily within the school,
- may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs(i.e., Girls/Boys Clubs, National Honor Society), and may not be earned for service required as part of a court action.

Examples of community service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

Service Learning—Service learning is defined as curriculum-based community service that integrates classroom instruction with community service activities.

The service must:

- Be organized in relation to an academic course or curriculum,
- have clearly stated learning objectives,
- address real community needs in a sustained manner over a period of time, and;
- assist students in drawing lessons from the service through regularly scheduled, organized reflection or critical analysis activities such as discussions, presentations, or directed writing.

Exclusions from Earning Credit

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- more than a total of nine (9) elective credits in remedial programs,
- more than one credit in exploratory career education courses,
- more than 3 credits in practical arts, family and consumer sciences courses, or
- any Level I course, unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the student's IEP or in a student performance plan signed by the principal, guidance counselor, and the parent/legal guardian or the student if the student is 18 years of age or older. 1003.43 (7) (a) (b)(c) (d) F.S.

Dropping Annual Courses

If a student has a “D” or “F” in an annual course at the end of the second nine weeks (semester) on a 7-period day or the end of first nine weeks on a block schedule, he/she may be allowed to drop the course after a consultation with his/her guidance counselor. If the student’s schedule will accommodate a reasonable change into another course, he/she will be allowed to drop the first semester course and enroll in a second semester course. The semester average “F” or “D” of the dropped course will be counted in the student’s grade point average (GPA).

A student who is a candidate for graduation at the end of the current school year and needs a required course for graduation will be allowed to drop an annual course, regardless of his/her grade and take the required course.

Student Amnesty (Grades 9-12)

Any student adversely affected by inaccurate or incomplete information by applicable school board personnel, leading to a deficiency of credits for graduation, is entitled to an interpretation that is most beneficial to the student, provided such interpretation is not in violation of Florida Statutes or State Board Rules.

Honors and Advanced Courses of Study

Articulated Acceleration Mechanisms 1007.27(1) F.S.

The inter-institutional agreement serves to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree and broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. This includes but is not limited to, the following:

- Dual Enrollment (DE) courses,
- Florida Virtual (FLVS), Nassau County Virtual (MDVS) Courses
- Credit by examination in courses that have a state End-of-Course assessment (Algebra 1, Biology, Geometry and U.S. History).

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public-school students if available at their school and the student eligibility requirements are met.

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

Each school district must establish a 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. Florida Statutes: 1008.25, 1008.22, 1002.3105

Requirements for Advanced Placement (AP), Dual Enrollment (DE) and Honors

Advanced Placement (AP) Program:

Administered by the College Board, the AP program is a nationwide program of 30 college-level courses and exams. A variety of these courses are offered at district high schools and through Florida Virtual School. Courses can be taken during high school. Students earning a qualifying grade on an AP exam can earn college credit and/or advanced course placement for efforts. Most post-secondary institutions grant college credit for AP exams with a score of 3 or higher. NCSB students enrolled in an AP course shall take the exam and shall be exempt from exam registration fees (1007.27(6) F.S.

If a student only completes one semester or quarter of an AP course, they will receive weighted credit for that semester/quarter. If a student comes to our district having completed semester 1 or quarter 1 of an AP course and then does not continue that course the second semester or quarter, they would still receive the .5

credit for the course code and the .5 weighting. The transcript should reflect the courses the student actually sat in each semester or quarter; for example, Semester/quarter 1-AP, Semester 2 Honors credit. The two together will satisfy one credit.

Awarding of Advanced Placement Credit

Students who score a minimum of 3 on a 5-point scale may receive college credit. Students who score a 4 or 5 on certain examinations also benefit from first time course equivalency credit. A course equivalency chart may be found at <http://www.floridashines.org>. Honors or Advanced Placement.

The Nassau County School District criteria for honors or advanced placement are any one of the following:

- Math for Mathematics Honors or AP class placement, or Reading for English, Social Studies, Science and Foreign Language Honors or AP class placement
- Grades - A grade of B or better in the previous honors course. Students earning an A in the previous standard course may be recommended for honors or AP course placement.
- FSA or BEST EOC- Level 4 or 5 in appropriate area and not less than a Level 3 in any area on Mathematics
- FSA or BEST EOC for placement in honors or AP mathematics classes or FAST Reading for placement in honors or AP English, social studies and science or foreign language
- Math score for mathematics honors or AP class placement Reading and/or language for English, social studies, science and foreign languages honors or AP class placement

Dual Enrollment: Academic, Career, Early Admission, Early College, Collegiate Career High School

Dual Enrollment: Program Definition

The dual enrollment program is the enrollment of an eligible secondary or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is creditable toward a high school diploma may not be classified as a dual enrollment student. Florida Statute: 1007.271(2)

- Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements in the College of Arts and Sciences at FSCJ toward the Associate in Arts degree.
- Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.
- Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.
- Early College is a NCSB/FSCJ collaborative program utilizing dual enrollment to offer students the opportunity to complete up to 60 hours of college credit during their high school years with the goal of achieving an Associates in Arts degree. This program is housed at specific schools and requires an application process starting in middle school. It has limited capacity.
- Collegiate Career High School is a NCSD/FSCJ collaborative program in which eligible high school students may earn CAPE industry certifications and up to 30 hours or more dual enrollment college credit during their high school years. Collegiate Career High School programs focus on

career pathways and credentials.

Dual Enrollment: Location and Scheduling

With the approval of the College, eligible dual enrollment students may take the courses during regular class periods at NCSD high school sites in fall or spring terms, in approved times in Fall or Spring terms outside of the regular class periods at the NCSD high school sites, or during any scheduled fall or spring term at FSCJ facilities or online.

Preferential location of courses for dual enrollment registration will be:

1st : On the high school campus whenever available.

2nd : At other FSCJ campuses or centers or online when the above option is not available. These FSCJ course registration forms must be completed by the established deadline and approved by the school counselor. Students may not register themselves through the FSCJ portal

Dual Enrollment: Course Equivalency

In general, 3 college credit hours are equivalent to .5 high school credit, with 6 college credit hours equating to 1 full high school credit. There are exceptions, however:

Florida Department of Education's articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at <https://www.fldoe.org/core/fileparse.php/7744/urlt/ACCAgenda-Feb2021-AppA.pdf>

High school credits shall be awarded per the status of the list at the time of student enrollment.

One credit hour college music courses are equivalent to .5 high school credit. College certificate program workforce credit courses are equivalent to a .5 high school career education credit.

Dual Enrollment: Eligibility and Assessment Requirements for Academic Dual Enrollment Programs

Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment and who understand the consequences of establishing a permanent college transcript. Students taking individual Academic Dual Enrollment courses who are not part of an Early College or Collegiate Career High School program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least 4 full high school credits.

GPA Requirements

3.5 unweighted GPA for Early Admission

3.0 unweighted GPA for Traditional Dual Enrollment Program

3.0 unweighted GPA for Early College Program

3.0 unweighted GPA for Collegiate Career High School Program

2.0 unweighted GPA for Non-Credit Certificate Career Programs

Students who enroll in Early Admission, Traditional, and Early College Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s. 1007.27(5) F.S. such as the ACT, SAT, Accuplacer Next Generation or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. Students are required to meet the

established course prerequisite, co-requisite, and academic skill requirements as identified in the course descriptions in the current college catalog prior to registration.

FSCJ will permit potential Dual Enrollment, Early Admission, Early College High School and Collegiate Career High School students to attempt one trial of the full PERT or Accuplacer test at one of the College Assessment Centers at no charge to the student. Should the student fail to post qualifying scores on the first attempt, he or she will be permitted to retest at his or her own expense in accordance with Assessment Center policies. A student can only test PERT or Accuplacer a maximum of five times.

Subject	PERT	ACT	SAT	Accuplacer	Accuplacer (tested prior to 8/1/22)
Reading	106	19	24	256	245
Writing	103	17	25	253	245
Math (College Ready)	114	19	24	261	242
Math (College Algebra)	123	23	28	276	260

For SLS 1103 only, students may qualify with a score that exempts them from remedial level reading only.

ESOL students may qualify with the CPT-L but may only test once per academic year because of the essay component and scoring complexities.

Students enrolling in non-credit career/technical courses must take the Test of Adult Basic Education (TABE) within the first six weeks of the first term of enrollment.

Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least 4 full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of “C” or better. The courses in which these students enroll must consist of only dual enrollment students.

State law requires that dual enrollment students may only enroll in 12-credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. After 12 credit hours, a student must present qualifying test scores in math to enroll in any Dual Enrollment course. This requirement pertains to all established assessment placement instruments: PERT, Accuplacer, ACT, SAT and any subsequent functional equivalents. A special exception to the 12-credit hour rule may be available to students who have met placement requirements in reading and writing and are enrolled in an academic course in mathematics at their high school. Exceptions must be approved by the NCSB and the FSCJ Dual Enrollment Office prior to August 1 for fall semester registration and December 1 for Spring semester registration.

Maximum course enrollments will be as follows:

- General Education Requirement: Students must complete the State-mandated 15 credit hours of “Core”

General Education courses prior to earning 24 total hours of college credit.

College campus locations and college online courses:

- Students enrolled in dual enrollment courses who are not part of an Early Admission, Early College, or Collegiate Career High School program are limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance Learning per 15-week semester, unless special permission is granted by NCSD.

Combination of college, online, and NCSD school site enrollments:

- Fall and Spring terms: Traditional Dual Enrollment students (those who are not participating in an Early College, Early Admission, or Collegiate Career High School program) may enroll in no more than 11 credit hours per 15-week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a NCSD school location.

Summer Term: Dual Enrollment is not offered during the summer term.

Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA.

IMPORTANT NOTE: Students who have dropped below the required 2.0 minimum GPA on the college transcript or have an unweighted high school GPA of less than 3.0 will not be permitted to continue dual enrollment in the subsequent semester. Reinstatement of the dual enrollment program can be achieved through the following mechanism:

After the completion of two consecutive semesters (including fall or spring), a student may again apply to take a dual enrollment course if meeting all other eligibility requirements.

Students must progress successfully to continue participation in any dual enrollment program. Successful progress means that a grade of A, B, or C is earned. Any student who posts a grade of W, D, FN, or F will lose eligibility to continue in any dual enrollment program and the Nassau County School District will not pay for the student to repeat the course if eligibility is reinstated.

Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the NCSD Student Code of Conduct (the "Code"). Students who disrupt the educational process or in other way violate the Expectations for Student Conduct and the NCSD code (including issues of Academic Dishonesty) shall be referred to the appropriate College Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including NCSD and FSCJ personnel.

Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation. Students must meet assessment requirements as described in this section of the SPP.

Schools/students must submit each semester a dual enrollment application and documentation containing:

- Counselor statement verifying status as a college ready secondary student.
- High school transcript verifying a minimum cumulative grade point average for the program of their choice:
- For Academic Dual Enrollment, the student must maintain a minimum unweighted high school

GPA of 3.0 based upon at least 4 full high school credits and must maintain a 3.0 unweighted high school cumulative GPA as well as a minimum 2.0 grade point average on their FSCJ transcript.

- For Early Admission Dual Enrollment, the student must maintain a minimum unweighted high school GPA of 3.5 and the student must maintain a 3.0 unweighted high school cumulative GPA for continuing eligibility as well as a minimum 2.0 grade point average on their FSCJ transcript.
- For Early College Dual Enrollment, the minimum unweighted high school GPA is 3.0 and the student must maintain a 3.0 unweighted high school cumulative GPA as well as a minimum 2.0 grade point average on their FSCJ transcript.
- Collegiate Career High School: the student must demonstrate readiness with a 2.5 unweighted high school grade point average on entry into the program at the freshman level and maintain a minimum 2.0 grade point average on their FSCJ transcript as well as a 3.0 unweighted high school cumulative GPA.

For Non-credit certificate career programs, the minimum unweighted high school GPA is 2.0.

Dual Enrollment: Early Admission

Early admission is a senior year program, allowing full time enrollment in fall and spring terms of a student's senior year. Students who wish to enroll in early admission must demonstrate readiness for college-level work with a 3.5 unweighted high school grade point average at time of initial college enrollment and scores on a common placement test adopted by the State Board of Education under s. 1007.271 such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics.

Student eligibility must be approved by both the high school counselor and college campus dual enrollment coordinator during the spring semester of their junior year for full-time dual enrollment registration during their senior year. Students must be enrolled and maintain continuous enrollment in NCSB by November 1 of the junior year. The deadline to apply for Early Admission status is May 1 of the student's junior year.

Students must enroll in at least 12 credit hours of college credit courses that meet high school graduation requirements per term of the fall and spring terms of senior year. Students must be advised in writing by NCSB that failure in, or withdrawal from dual enrollment courses may jeopardize their high school graduation and their acceptance to a selective admission postsecondary institution.

A student may enroll in no more than 15 semester hours per 15-week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a NCSB site. NOTE: If a science course requires a concurrent one credit hour lab course, resulting in a term maximum of 16 hours, this exception will be permitted.

General Education Requirement: Students must complete the State mandated 15 credit hours of "Core" General Education courses prior to earning 24 total hours of college credit.

Students must progress successfully to continue participation in any dual enrollment program. Successful progress means that a grade of A, B, or C is earned. Any student who posts a grade of W, D, FN, or F will lose eligibility to continue in any dual enrollment program.

Dual enrollment students may not perform any online change of registration status – dropping and adding classes, withdrawal from courses. As stated in the Student/Parent Dual Enrollment Contract, performance of such activities will result in the student not being permitted to take dual enrollment classes in subsequent terms.

Exceptions to eligibility requirements will be considered on a case-by-case basis using a standard waiver

process and will require approval from both NCSD and FSCJ. Exceptions will include both academics and behavioral considerations. All requests for exceptions must be submitted at least 2 weeks prior to the beginning of the term and a determination will be made prior to the first day of class.

Dual Enrollment: Early College

Early College is a program housed at Yulee High School and West Nassau High School in which eligible dual enrollment students will take college credit classes which will fulfill both high school graduation requirements and the requirements for an Associate of Arts degree. Students in this program may take classes on the high school site, online, at the Lewis “Red” Bean Technical Center, or at any of the College’s Campuses or Centers. They may earn up to 60 credit hours toward the Associate of Arts degree while in high school. The degree will be officially conferred once the College receives from NCSD a high school transcript showing graduation.

Students who wish to enroll in Early College dual enrollment courses must demonstrate readiness for college-level work with a 3.0 unweighted high school grade point average. Beginning with the 2024-2025 school year, students must apply during the spring of their 8th grade year. Acceptance is based on the highest rubric scoring. In the event of a tie, the student who submitted his or her application first will receive preference.

Students must successfully complete the SLS 1103 course during their 9th grade spring term of Early College enrollment for continued eligibility in the program. Students who enter Early College in 10th grade must take SLS 1103 as their sole dual enrollment course in the fall semester of grade 10 prior to continuation in the program.

The following exceptions to the requirement to take SLS1103 in the first two semesters of participation in any dual enrollment program will be permitted:

- Students who have posted College ready scores on the SAT, ACT, or PERT in all three areas of reading, writing, and mathematics, have an unweighted high school GPA of 3.0 – 3.29 based upon at least 4 full high school credits, and have successfully completed with a grade of “C” or higher a high school level AVID course.
- Students who have posted College-ready scores on SAT, ACT, or PERT in all three areas reading, writing, and mathematics, and have an unweighted high school GPA of 3.3 or higher based upon at least 4 full high school credits.

Students must achieve college-level placement scores in reading, writing, for continuing eligibility. All required test scores must be achieved by May 1 of grade 10.

Students must achieve college-level placement scores in reading, writing, and mathematics by the time 12 credit hours have been earned for continuing eligibility.

Students must earn at least 12 college credit hours by the end of grade 10 to continue in Early College. Students not meeting the minimum credit hours will be advised of other dual enrollment options. General Education Requirement: Students must complete the State-mandated 15 credit hours of “Core” General Education courses prior to earning 24 total hours of college credit.

Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA.

Students must progress successfully to continue participation in any dual enrollment program. Successful progress means that a grade of A, B or C is earned. Any student who posts a grade of W, D, FN, or F will

lose eligibility to continue taking dual enrollment classes.

IMPORTANT NOTE: Students who have dropped below the required 2.0 minimum GPA on the college transcript or have an unweighted high school GPA of less than 3.0 will not be permitted to continue dual enrollment in the subsequent semester. Reinstatement of the dual enrollment program can be achieved through the following mechanism:

- After completion of two consecutive semesters (including fall or spring), a student may again apply to take a dual enrollment course if meeting all other eligibility requirements.
- Students must progress successfully to continue participation in any dual enrollment program. Successful progress means that a grade of A,B, or C is earned. Any student who posts a grade of W,D,FN, or F will lose eligibility to continue taking dual enrollment classes.

Maximum Course Enrollments: Students enrolled in dual enrollment courses who are not part of an Early College, Early Admission, or Collegiate Career High School program are limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance learning per semester, unless special permission is approved by NCSD.

Fall and Spring terms: Students may enroll in no more than 15 semester hours per 15-week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location. Note: if a science course requires a concurrent one credit hour lab course, resulting in a term maximum of 16 hours, this exception will be permitted.

Summer Term: Dual Enrollment is not offered during the Summer term.

Total college credits earned; to reduce excess credit hours, students may take up to the 60 hours needed to complete an Associate of Arts degree in the Early College program. Advisement will prioritize meeting all areas of General Education in the first 45 hours of the program. The remaining elective hours should be selected toward prerequisite courses for the student's desired transfer major. Once the General Education Requirements and elective credits to make up the 60 hours for the Associate of Arts degree are met, the student will be considered to have completed the Early College program and is no longer eligible for further dual enrollment through FSCJ. This means the student completes A.A. requirements earlier than the originally planned high school graduation date.

Where applicable, the Early College program may vary from the standard course progression in 10th grade of high school, by enrolling students in three year-long dual enrollment courses conducted at the high school.

Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the NCSD Student Code of Conduct (the "Code").

Students who disrupt the educational process or in other way violate the Expectations for Student Conduct and the NCSD code (including issues of Academic Dishonesty) shall be referred to the appropriate College Administrator for discipline in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including NCSD and FSCJ personnel.

Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

Dual Enrollment: Collegiate Career High School

Collegiate High School/Dual Enrollment Option 1007.273(11) F.S.

Collegiate High School is an option for public high school seniors to earn CAPE industry certifications (Section 1008.44) and to successfully complete 30 credit hours through the dual enrollment program. Section 1007.271, Florida Statutes, established that “the Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.”

Collegiate Career High school programs are programs in which eligible high school students may earn CAPE industry certifications and up to 30 hours or more of dual enrollment college credit during their high school years. Collegiate High School programs focus on career pathways and credentials.

Students who wish to enroll in the Collegiate Career High School dual enrollment program must demonstrate readiness with a 2.5 unweighted high school grade point average on entry into the program at the freshman level.

Students must successfully complete the SLS1103 course during their freshman year (as defined by a grade of A, B, or C and achieve a final unweighted high school GPA of 3.0 by the end of the freshman year for continued eligibility in the program.

Students must be assessed with a common placement test adopted by the State Board of Education under S. 1007.271 F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) during their freshman year and achieve college-level placement scores in reading and writing for continuing eligibility. All required test scores must be achieved by May 1 of grade 10 (sophomore year).

Students must achieve college-level placement scores in reading, writing, and mathematics by the time 12 credit hours have been earned for continuing eligibility.

Students must earn at least 9 college credit hours by the end of grade 10 to continue in the Collegiate Career High School program. Students not meeting the minimum credit hours will be advised of other dual enrollment options.

Students must maintain 2.0 grade point average on their FSCJ transcript of college courses as well as a 3.0 unweighted high school cumulative GPA.

IMPORTANT NOTE: Students who have dropped below the required 2.0 minimum GPA on the college transcript or have an unweighted high school GPA of less than 3.0 will not be permitted to continue dual enrollment in the subsequent semester. Reinstatement in the dual enrollment program (but not as a Collegiate Career High School Student) can be achieved through the following mechanism:

After completion of two consecutive semesters (including fall or spring), a student may again apply to take a dual enrollment course if meeting all other eligibility requirements. -

Students must progress successfully to continue participation in any dual enrollment program. Successful progress means that a grade of A, B, or C is earned. Any student who posts a grade of W,D,FN or F will lose eligibility to continue taking dual enrollment classes.

Maximum course enrollments will be as follows:

- College campus locations and college online courses: Students enrolled in dual enrollment courses who are not part of an Early College, Early Admission, or Collegiate Career High School program are

limited to no more than two dual enrollment courses offered on the College campus or through the College's Distance Learning per semester, unless special permission is approved by NCSB.

- Fall and Spring terms: Students may enroll in no more than 15 semester hours per 15-week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a high school location. Note: if a science course requires a concurrent one credit hour lab course, resulting in a term maximum of 16 hours, this exception will be permitted.
- Summer Term: Dual Enrollment is not offered during the summer term.

Total college credits earned: The Collegiate High School program is designed to assist high school students in obtaining industry certifications and career coursework which can lead to credentials which may include the Associate of Science degree. Advisement and course selection will focus on classes leading to these industry certifications and those meeting General Education requirements for the Associate of Science degree.

Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and the NCSD Student Code of Conduct (the "Code"). Students who disrupt the educational process or in other way violate the Expectations for Student Conduct and the NCSD code (including issues of Academic Dishonesty) shall be referred to the appropriate Dean of Student Success in accordance with the Code and the College's policies and procedures. Discipline may include, but is not limited to, ineligibility for further dual enrollment participation as determined by a disciplinary committee including NCSD and FSCJ personnel.

Senior level students may not register under dual enrollment for courses on the College campus that conclude after their high school graduation.

Students must progress successfully to continue participation in any dual enrollment program. Successful progress means that a grade of A, B, or C is earned. Any student who posts a grade of W, D, FN, or F will lose eligibility to continue in any dual enrollment program.

Dual Enrollment: Informing Students of Dual Enrollment

Each district school board shall inform all secondary school students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and or information regarding student education options that discriminate against dual enrollment courses, are prohibited. Florida Statute: 1007.271(8)

Dual Enrollment: Fee Exemption for Dual Enrollment

Students who meet the eligibility requirements of s. 1007.271, F.S. and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees. Florida Statute: 1007.271(2)

Dual Enrollment and the Three Year 18-Credit ACCEL Graduation Program Students

Students enrolled in three-year 18-credit ACCEL graduation program may be eligible for dual enrollment credit. However, all dual enrollment courses must be taken prior to the completion of the 18 required credits.

Graduation: Diplomas and Certificates, Requirements, Options & Guidelines

Graduation Programs for Students in General Education Programs: 1003.4282 F.S.

Beginning in 2011-2012, HB 1255 requires that each school provide students in grades six through twelve and their parents with information concerning the three-year and four-year high school graduation options. The selection of one of the graduation options that follow may be completed by the student and parent/guardian at any time and is exclusively up to the student and parent/guardian.

Students must successfully complete one of the following diploma options:

- 24-credit standard program,
- Scholar Designation
- Industry Scholar Designation
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices. All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale and achieve passing scores (or concordant scores) on the Grade 10 FSA or FAST in reading and the Algebra 1 End-of-Course (EOC) assessment in order to graduate with a standard diploma (1003.43 (5)(a)(d)F.S., 1003.4282F.S.)

Diploma Options

Standard Diploma – 24 Credit Program

This program takes the traditional four years to complete high school.

The general requirements for a standard high school diploma require successful completion of a minimum of 24 academic credits in grades 9 through 12. Foreign language Credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities.

This program is designed for a variety of students with differing academic abilities. The standard diploma prepares and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Students who complete a minimum of 24 credits, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale, and earn a passing score on the statewide assessments required for high school graduation have an option to graduate in fewer than eight semesters (four years) as specified in s.1003.4281 F.S.

A student who completes all of their graduation requirements in less than 8 semesters or the equivalent and does not return as a student the following semester, will have a graduation date of his/her transcript and cumulative record that will reflect the date on which he/she finished all the graduation requirements.

If eligible for a Florida Bright Futures Scholarship Program award under Florida Statutes 1009.53- 1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the

student's graduation.

A standard high school diploma can be awarded to honorably discharged veterans who were inducted into the United States Armed Forces during the Vietnam Era before completing the necessary high school graduation requirements, providing they have met specific criteria. (Corporal Larry E. Smedley, Viet Nam Veterans High School Diploma Act.)

Standard High School Diploma Designations

Students may earn one or more designations on their standard high school diploma: the scholar designation and the industry scholar designation. Students are encouraged, but are not required, to work toward a designation. The requirements for both designations are in addition to the 24-credit program requirements.

24 Credit Standard Diploma

Subject	Credits	
English/Language Arts	4	<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
Mathematics	4	<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which <ul style="list-style-type: none"> ○ must be Geometry. ○ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry). ○ An identified computer science course may substitute for up to one mathematics credit (except for Algebra 1 and Geometry).
Science	3	<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must <ul style="list-style-type: none"> ○ be equally rigorous science courses. • Two of the three required course credits must have a laboratory component. • An Industry Certification that leads to college credit may substitute for up to one science credit (except for Biology 1). • An identified computer science course may <ul style="list-style-type: none"> ○ substitute for up to one science credit (except for Biology 1)
Social Studies	3	1 credit in World History 1 credit in U.S. History 0.5 credit in U.S. Government 0.5 credit in Economics
Fine and Performing Arts, Speech and Debate or Practical Arts	1	Eligible courses are in the Florida Course Code Directory (see Note 1)
Physical Education	1	Must include the integration of health
Electives &	8	

Career Pathways		
Financial Literacy	.5	*Required beginning with 2023-2024 cohort

Scholar Diploma Designation

In addition to meeting the 24-credit standard H.S. diploma requirement, a student must meet all the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course;
- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology 1 EOC1;
- Earn 1 credit in Chemistry or Physics; Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language;
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course

Note 1: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course takes the respective AP, IB, or AICE assessment; and earns the minimum score to earn college credit.

Note 2: Accelerated Chemistry Courses (AP, IB, AICE, and dual enrollment) also satisfy the Chemistry requirement. For a complete listing, view the Subject Area: Chemistry in the Comprehensive Course Table.

2003340	Chemistry 1
2003350	Chemistry 1 Honors
2003372	Pre-AICE Chemistry Physics International General Certificate of Secondary Education (IGCSE) Level
2003800	Florida's Pre-international Baccalaureate Chemistry I
2003830	IB Middle Years Program Chemistry
2003360	Chemistry 2 Honors

Note 3: Accelerated Physics Courses (AP, IB, AICE, and dual enrollment) also satisfy the Physics requirement. For a complete listing, view the Subject Area: Physics in the Comprehensive Course Table.

2003380	Physics 1
2003390	Physics 1 Honors
2003432	Pre-AICE Physics International General Certificate of Secondary Education (IGCSE) Level
2003410	Physics 2 Honors

Note 4: For a course equally rigorous to chemistry or physics, the credit must be attained by successfully completing a science course with an "EQ" (equally rigorous) subject code.

Note 5: Any level 3 or college credit-bearing mathematics course is considered equally rigorous to Statistics for the scholar diploma designation.

Industry Scholar Diploma Designation

In addition to meeting the standard high school diploma requirements:

Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Florida Seal of Biliteracy

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, and writing in one or more foreign languages in addition to English. Beginning with the 2016-2017 school year, the Gold SEAL of Biliteracy or Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard diploma and has met the following requirements:

- Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade GPA on a 4.0 scale
- Has achieved a qualifying score on a foreign language assessment; or
- Has satisfied alternative requirements as determined by the State Board of Education pursuant to subsection(8).

A student may be awarded course credits that are not enrolled in a foreign language course or who did not complete the course but have demonstrated proficiency based on performance on an approved assessment.

A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation. Each district school board shall establish standards for graduation from its schools, and these standards must include the following:

- Earning passing scores on the state defined graduation assessments, 1008.22(3), F.S., or, if legislated, scores on a standardized test that are concordant with passing scores on the state assessments as defined in 1008.22(7)-(8), F.S. (Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant/comparative score, Florida's School Code does not require the student to continue taking the required state assessments for the purpose of high school graduation, however, not achieving at least level 3 on a required state assessment may require additional remedial coursework.
- Completion of all other applicable requirements prescribed by the district school board pursuant to 1003.4282, F.S.
- Achievement of a cumulative, unweighted grade point average of 2.0.

ACCEL Standard Diploma Options – 18 credits

Each high school must provide ACCEL options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students, such as:

- Whole-grade and mid-year promotion
- Enrichment programs
- Subject matter acceleration
- Virtual instruction in higher grade-level subjects
- Credit Acceleration Program (CAP), as specified in s. 1003.4295, F.S.
- Enriched science, technology, engineering and mathematics (STEM) coursework

Students who complete a minimum of 18 credits, achieve a cumulative GPA of a 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school graduation, have an option to earn a standard high school diploma.

ACCEL Procedures/Process:

- Each principal must inform/advise parents and students of the ACCEL options. (Examples: student information system, parent portal, automated phone messages, parent-teacher conferences, student orientation, school/community newspapers, open house, web page, and student handbook)
- Review shall be recommended by a member(s) of the faculty or a parent to the principal
- Appropriate screening and other assessment information will be gathered and considered
- The principal will have full authority after consultation with teacher(s), school counselor, school psychologist, and other appropriate district personnel, to make the final decision on acceleration. A child will

not be accelerated without parental consent.

- This option requires that a student complete the standard course requirements for the 24-credit program without the required physical education course, online course requirement and only three elective courses

Subject	Credits
English/Language	4
Mathematics	4
Science	3
Social Studies	3
Fine and Performing Arts, Speech and	1
Electives	3
Note: This option requires that a student complete the standard course requirements for the 24-credit program based on grade 9 cohort without the required physical education course and only three elective courses.	

Note: A student may use the CAP option towards the 18-Credit ACCEL Diploma Option.

Students selecting the 18-credit program shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. Students enrolled in the 18-credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year.

Schools shall not establish requirements for the 18-credit high school graduation program more than the requirements in statute 1003.4282 F.S. A student choosing the 18-credit graduation program must attend high school as a full-time student for three full school years, which may include virtual school.

Students who choose the 18-credit graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. They can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college. Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18-credit graduation program should contact those institutions as early as possible for specific admissions requirements.

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/guardian. Students who fail to select the 18-credit graduation program shall be considered to have selected the 24-credit graduation program. 1003.429 (2)(4)(9) F.S. Prior to selecting the 18-credit graduation program, designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.

There is no provision for a Certificate of Completion under the 18-credit graduation option.

Note 1: The Florida Course Code Directory can be accessed at <http://www.fldoe.org/articulation/CCD/default.asp>

Early High School Graduation

A student may have the option of early graduation if the student has completed a minimum of 24 credits and meets the graduation requirements in s. 1003.4282, F.S. "Early graduation" means graduation from high school in less than 8 semesters or the equivalent.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

If eligible for a Florida Bright Futures Scholarship Program award under ss. 1009.53-1009.538, F.S., a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation. Florida Statute: 1003.4281.

Career and Technical Education Graduation Pathway Option

Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.

To earn a standard high school diploma through this pathway option, a student must:

- Successfully complete a minimum of 18 credits.
- Have a minimum, cumulative GPA of at least a 2.0 on a 4.0 scale.
- Meet the requirements of
 - 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score)
 - 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score)
 - 3 Science credits
 - 3 Social studies credits
- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.

Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

Certificate of Completion

A student who earns the required 24 credits, or the required 18 credits under s. 1002.3105(5), but fails to

- pass the assessments required under s. 1008.22(3) or
- achieve a 2.0 GPA

shall be awarded a certificate of completion in a form prescribed by the State Board of Education.

However, a student who is otherwise entitled to a certificate of completion may elect to enroll at the Nassau County Community School as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Diploma Date for Completion Students: If a student satisfies the state assessment requirement(s), the diploma date for these students will be the date the state assessment (FSA/FAST/EOC) is satisfied. Florida Statute: 1003.4282(7)(c)

General Educational Development (GED) Diploma

Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida Diploma by passing the Tests of General Educational Development (GED). The GED consists of separate tests in English, social studies, science, literature, and mathematics. Students must also write a 200-word essay.

Any candidate for the General Educational Development (GED) Test shall be at least 18 years of age on the date of the examination, except in extraordinary circumstances, as determined by the superintendent or

designee. Candidates who receive an age waiver, due to extraordinary circumstances, must be at least 16 years of age on the date of the examination. No person under the age of 16 may take the GED examination. When a student enrolled in regular high school successfully passes the GED test, the following rules apply:

- The regular high school program is terminated immediately
- The student is no longer eligible to participate in any high school function or activity reserved for students.

Activities include, but are not limited to, the following:

- graduation exercise,
- prom, and
- athletic events, etc.

Military Dependent Transfer Students 1000.36 F.S.

The Interstate Compact on Educational Opportunity for Military Children specifies what local the education agency (LEA) must do to facilitate the on-time graduation of children of military families in Article VII:

LEA officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.

States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state

If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, the provisions of Article VII Section C apply.

If a military student transfers at the beginning of our during his or her senior year and is not eligible to graduate from the receiving LEA after all the alternatives have been considered, the sending and receiving LEAs must ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements from the sending LEA. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in Sections A and B of Article VII.

Determination Valedictorian and Salutatorian

The NCSB does not recognize a valedictorian or salutatorian from each graduating program. At the time of their graduation, all students are considered in the determination of those honors.

The final grade average in all courses taken for high school graduation and final grades for FLVS and Dual Enrollment courses taken off campus must be applied to a student's academic record prior to ranking for valedictorian and salutatorian.

Senior class rank for valedictorian and salutatorian shall be based on a 5.0 weighted GPA on all courses taken for high school credit. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the last semester of the senior year.

A student who transfers to Nassau County during the last two years prior to graduation is not eligible to be named

sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian using the following criteria:

- If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian.
- If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student.

Students graduating from a three-year 18 Credit Graduation Program are eligible for Valedictorian and Salutatorian status.

A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in the Nassau County School District that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.

A student must complete their last four full semesters in Nassau County consecutively to be eligible to be named sole Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year is eligible for sole Valedictorian/Salutatorian. However, if a student transfers to Nassau County during his/her junior or senior year, he/she falls under the above criteria for Co-Valedictorian or Co-Salutatorian.

In the event of a tie for valedictorian or salutatorian, a numeric GPA consisting of the average of all credits earned will be used to break the tie (i.e. the 92 in English 1, and the 97 in Biology). To compute a numeric GPA, courses will be calculated on a half-credit basis. Coursework that awards credits on a full credit basis such as those that utilize an EOC or DE courses will utilize the whole-credit grade twice as two half credits. (i.e. A student who earns a 93 in ENC 1101 will have two 93s calculated as two half credits into their numeric GPA). Transfer or other grades that appear as letters instead of numerals will be calculated as a corresponding numeral ending in "5" (i.e. an "A" will be calculated as a 95). If the computation of a numeric GPA still produces a tie to the fourth decimal place, co-valedictorians or co-salutatorians will be named.

Honor Graduate

A weighted grade point average of 3.5 is required to be considered an honor graduate. Honor students cannot have an F on a semester or year grade.

Graduation Ceremony

To participate in a school graduation ceremony, a student must have completed the requirements for one of the awards and be in good standing per the Superintendent's Guidelines for Graduation-Administrative Rules 8.02.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within 3 years of graduation from high school. The program offers three types of scholarship

awards: the Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV). For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

The **Florida Bright Futures Program** is funded by the state of Florida and provides scholarships based on high school academic achievement. The program has different award levels, each with its own eligibility criteria and award amounts. Awards are per credit hour.

Florida Academic Scholarship (FAS)

- Complete the 16 college-preparatory courses required for admission to a state university
 - 4 – English (three must include substantial writing)
 - 4 – Mathematics (at or above Algebra I level)
 - 3 – Natural Science (two must have substantial laboratory)
 - 3 – Social Science
 - 2 – World Language (sequential, in same language)
- High School Weighted Bright Futures GPA of 3.5
- ACT Score of 29 or SAT score of 1340
- 100 hours of service hours

Florida Medallion Scholarship (FAS)

- Complete the 16 college-preparatory courses required for admission to a state university
 - 4 – English (three must include substantial writing)
 - 4 – Mathematics (at or above Algebra I level)
 - 3 – Natural Science (two must have substantial laboratory)
 - 3 – Social Science
 - 2 – World Language (sequential, in same language)
- High School Weighted Bright Futures GPA of 3.0
- ACT Score of 25 or SAT score of 1210
- 75 hours of service hours

Florida Gold Seal Vocational Scholars

The Florida Gold Seal Vocational Scholars award is created within the Florida Bright Futures Scholarship Program to recognize and reward academic achievement and career preparation by high school students who wish to continue their education.

The Florida Gold Seal Vocational Scholars (GSV) can only be used to fund a career education or certificate program. Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements:

Graduate from high school with a Standard Diploma (high school graduation requirements):

- Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least 3 full credits in a single Career and Technical Education program;
- Achieve the required minimum 3.5 unweighted GPA in a single career education courses;
- Complete 30 volunteer service hours, 100 paid work hours, or a combination of 100 total hours
- Achieve the required minimum score on the ACT, SAT, or Florida Postsecondary Education Readiness (P.E.R.T.) exams (see table below)

Exam Type	Sub-test	Required Score
P.E.R.T.	Reading	106
	Writing	103
	Math	114
ACT	English	17
	Reading	19
	Math	19
SAT		
	Writing and Language Test	25
	Reading Test	24
	Math Test	24

Florida Gold Seal CAPE Scholars (GSC)

The Florida Gold Seal CAPE Scholars award (GSC) may be funded if enrolled in a career education or certificate program. Upon completion of an associates in science degree program that articulates to a Bachelor of Science degree, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Science degree program. Upon completion of an associate in applied science program, a GSC Scholar may also receive an award for a maximum of 60 credit hours toward a Bachelor of Applied Science degree program.

Florida high school students who wish to qualify for the Florida Gold Seal CAPE Scholars award must meet the following initial eligibility requirements:

- Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications which articulate for college credit; and
- Complete 100 service hours, 100 paid work hours, or a combination of 100 total hours

Service Hours and Paid Work Hours

Students must complete service hours or paid work hours during high school and by high school graduation. Students must complete service hours and/or paid work hours during high school and by high school graduation. For additional information, refer to **Service Hours** under Florida Academic and Florida Medallion Scholarships found on page 24. **Florida Statute 1009.536**

IV. GRADING AND NOTIFICATION PROCEDURES

High 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
90	4	Outstanding
80	3	Above Average
70	2	Average Progress
60	1	Lowest
0	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

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. Final grades and credits will be held until state EOC scores are released from the state (where applicable). The district will average the state EOC score with the grades earned in the course to determine the student's final grade and credit.

7 Period

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

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. Calculation for Transfer Students with .5 Credit in an EOC Course

For students who enter school mid-year with a .5 credit in Algebra 1, Biology, Geometry, U.S. History, Algebra 2 or equivalent courses which have a State EOC Assessment, the student will keep the .5 credit and grade earned as shown on the student’s transcript from their prior school. When the student takes the other .5 credit of the course, the state EOC will be counted as 30% of the second half of the credit only (where applicable). Therefore, the EOC course for the transfer student will show on the student’s transcript as two .5 credits.

End of Course Assessment Results Waiver for Students with Disabilities

See the Exceptional Student Education Guidance Paper

Course Weighting

School districts and community colleges must weight level 3 career education courses that lead to industry certification, college-level dual enrollment courses, honors courses, and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against any of these types of courses are prohibited.

For weighting of courses for all students, numerical grades will be converted to letter grades with the following weights to be used:

Yearly	Semester
A - 5	A -2.5
B - 4	B - 2
C - 3	C - 1.5
D - 2	D - 1
F - 0	F - 0

Weighted grades may be assigned only to core academic courses (Math, Sciences, Social Sciences, English/Language Arts (including foreign languages), Fine Arts identified as Level 3 courses in the Course Code Directory, Curriculum Guide, and listed as AP, Dual Enrollment courses or honors courses; and Career Education courses that are listed as Level 3 courses in the Course Code Directory and lead to an industry certification FloridaStatute:1007.271

Grade Forgiveness

Section 1003.4282(5), F.S., Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course.

The only exception of these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F”. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, earned subsequently in the same or comparable course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

All forgiven courses and grades must be included on a student’s transcript. The board does not have the authority to purge that student’s record to delete the first grade. All forgiveness courses must be included on a student’s transcript as an accurate reflection of the student’s record of achievement Florida Statute: 1003.4282(6)

Honor Roll

Students must have earned no grade less than 90 in any subject to attain “All ‘A’ Honor Roll” status and must have earned no grade less than 80 to attain “Honor Roll” status.

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)

Review, Modification, and Appeal of Student’s Classroom Performance

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

Conference with the child’s parent(s), teacher, and principal (or his designee) shall be held to review the grade(s), using the Teacher’s Grading Standard (6-12), 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, initialed, and dated 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 Director of Secondary Education.

V. PARENT/STUDENT/TEACHER NOTIFICATIONS AND PUBLIC REPORTING

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 policies that affect students' grades in written form to the students they are instructing by the end of the second week of classes.

Student performance, progress reports, and quarterly report cards can be accessed by parents through the FOCUS parent portal. Should a student be passing at that time, and begin to fail later, additional notification 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)

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)

Acceleration Mechanisms: Parental Notification

At the beginning of each school year, notify parents of students in or entering high school of the opportunity and benefits of each acceleration option (e.g., Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, NVS, and FLVS). Florida Statutes: 1003.02(1)(i)

Parent Notification: Students with At-Risk GPA

Parents of students who have a cumulative GPA of less than **2.0** at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

Graduation Status Report

A Graduation Status Report will be sent home to each senior within the first semester. The report contains a listing of all remaining graduation requirements, including all credits and course work to be earned, all state assessment requirements and current GPA. The student's counselor/advisor should review the report with the student and a signed copy will be filed in the student's cumulative folder.

If at the end of the first semester it becomes evident that a senior is in danger of not graduating, a written graduation warning notification will be sent home.

VI. ASSESSMENTS

State Graduation Assessment Requirements

According to section (s.) 1003.4282, Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education (SBE) and defined in Rule 6A-1.09422, Florida Administrative Code (F.A.C.).

On October 18, 2023, the SBE adopted new score scales and passing scores for the statewide, standardized assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.), which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T. end-of-course (EOC) assessments. The FAST assessments and B.E.S.T. EOC assessments were administered for the first time during the 2022–23 school year, and the passing scores adopted by the SBE are effective beginning with the second administration (PM2) of FAST during the 2023–24 school year and the Winter 2023 B.E.S.T. EOC administration. The passing standard for a student is determined based on when they took or will take the required assessment, as outlined in the sections and tables below. Students who took these tests for the first time and passed prior to the rule adoption have met the assessment graduation requirement.

Grade 10 FAST English Language Arts (ELA) Reading Assessment

The ELA assessment students must pass to graduate with a standard high school diploma is determined by the student's year of enrollment in grade 9. The FAST Grade 10 ELA Assessment is the required assessment for graduation purposes for students who entered grade 9 in 2021–22 and after. The FAST assessments, aligned to the B.E.S.T. Standards, were administered for the first time during the 2022–23 school year. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement (see Table 1). In accordance with s. 1008.22, F.S., all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file.

Students who do not pass the FSA or FAST Grade 10 ELA in the spring of their sophomore year may retest their junior and senior years. Florida students do have other options. Students can retake the FAST Grade 10 ELA as many times as the assessment is offered until they achieve a passing score.

B.E.S.T. Algebra 1 EOC Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year and beyond are required to pass the Algebra 1 EOC Assessment. In accordance with s. 1008.22, F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file.

All students entering 9th grade in 2011 and beyond must take and pass the statewide Algebra I End of Course (EOC) exam. High school students must pass the Algebra I EOC in order to receive a regular high school diploma.

Completion of all graduation requirements except passing the Grade 10 ELA FSA or FAST and Algebra 1 EOC assessment (student will receive a Certificate of Completion).

State End of Course (EOC) Assessments

State End of Course (EOC) assessments for a subject shall be administered in addition to the comprehensive assessments required under 1008.22(3)1F.S. The final course grade for all students enrolled in either standard or honors Algebra 1, Geometry, Biology and U.S. History must be calculated using the State EOC assessment as 30% of the final grade.

Beginning with the 2013-2014 9th grade cohort, students who are enrolled in Algebra 1 or an equivalent must earn a passing score on the EOC to qualify for a standard diploma. Florida Statutes: 1003.4282, 1003.4285

Assessment Considerations for Dependent Children of Military Personnel

A dependent child of a member of the United States Armed Forces who enters a district school in grade 12 from out of state or out of country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the grade 10 FSA, shall satisfy the assessment requirement for a standard high school diploma. Florida Statute: 1000.36

PSAT Assessment for all 9th Grade Students

Each high school shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), to all enrolled grade 9 students.

PSAT Assessment for all 10th Grade Students

Each high school shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), to all enrolled grade 10 students.

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 or FAST in reading a minimum of two times per year (State Board Rule 6A-6.054).

Florida Home Education Program (FHEP)

Home education students may take the state assessments during the test administration window and at the students' home zoned school. The student's test scores will be sent to the district's student assessment office. The district's student assessment office will then mail the results to the parents. Students who use this program evaluation method must complete the District Administration of Tests for Annual Evaluation form by the deadline date noted on the form. Career & Technical Education (CTE):

An Industry Credentialed Mastery Exam or District End of Course Exam will be administered online (if possible) or by paper and pencil.

Dual Enrollment/End of Course (DE/ EOC) Exams

A common final exam for all dual enrollment courses taught on high school sites will be administered online or by paper and pencil. Copies of the scored exams will be held on file by the FSCJ dean/program manager.

Dual Enrollment/Advanced Placement/State Assessments

Students enrolled in accelerated courses leading to college credit are not required to participate in the EOC

assessments (AP, IB, AICE, dual enrollment). Other provisions apply in order to qualify for a scholar diploma.

Scholar Diploma Designation Exemptions

A student is exempt from the Biology 1 or US History assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student

Takes the respective AP, IB or AICE assessment, and earns the minimum score to earn college credit. Florida Statute: 1008.30(3) F.S., State BOE Rule 6A-10.0315

Assessment of New/Transfer Students

Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement.

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student's transcript shows credit received in Algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Every Student Succeeds Act. (https://nces.ed.gov/programs/statereform/tab2_3asp.)

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the grade 10 ELA assessment or earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I or U.S. History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. Transfer students must pass Florida's EOC assessments for the scholar designation (see cohort requirements in Appendix) State Rule 6A-1.09941(F.A.C.), 1003.4282 F.S.

If a transfer student who enters a Florida public high school for the very first time in Grade 11 or 12 and provides satisfactory proof of attaining a score on a Florida state approved alternate assessment (currently SAT or ACT) that is concordant/comparative with a passing score on the required state reading assessments shall satisfy the assessment required for a standard high school diploma as provided in s.1003.43(5)(a) and s. 1003.43(3)(a), F.S.

Students seeking a standard high school diploma are not required to make three attempts at passing the FSA Grade 10 ELA prior to using an approved concordant score. Students who enter high school in grades 11 or 12 can automatically apply passing concordant scores to meet the graduation requirement. There is no requirement regarding the number of attempts on FSA or FAST Grade 10 ELA before a concordant score may be applied.

For students who enter school mid-year with a .5 credit in Algebra 1, Biology, Geometry, U.S. history or equivalent courses which have a state EOC assessment:

The parent/student may decide to keep the half credit and grade that is on their records. The state EOC would then be worth 30% of ONLY their second semester. The student would earn two half credits, one they came in with and the other from the second semester using the state EOC grade for 30% of the grade for only the second semester.

Concordant Scores for FSA or FAST Reading

To graduate from high school, students must earn passing scores on FSA or FAST or passing scores on standardized tests that are concordant with passing scores on FSA or FAST, as defined by statute. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school

graduation requirements. For students entering grade 9 in 2010-2011 school year and thereafter, the passing score for all assessments required for high school graduation scholar designation or for the diploma requirement is the minimum scale score in Achievement Level 3. Students entering grade 9 in the 2010-2011 school year and thereafter must pass the FSA Grade 10 ELA in reading for graduation purposes. Students entering grade 9 in 2011-2012 and thereafter must pass the Algebra I EOC assessment to qualify for a standard diploma. This requirement also applies to middle school students seeking high school course credit for Algebra I

Students seeking a standard high school diploma are not required to make three attempts at passing the FFSA prior to using an approved concordant score. Students who enter high school in grades 11 or 12 can automatically apply passing concordant scores to meet the graduation requirement. There is no requirement regarding the number of attempts on FSA before a concordant score may be applied.

Florida Statute: 1003.428(4) (b-c), 1003.429(6)(a), 1003.43(5)(a)

EOC information: Because passing the Algebra I EOC is a graduation requirement, it is important to understand the possible scenarios for an Algebra I student:

Course	EOC:	The EOC is always 30% of the final grade.
Passes	Fails	<ul style="list-style-type: none"> The final course grade is included in the GPA Credit in the course is awarded The student must retake and pass the EOC to fulfil graduation requirements The final course grade is re-averaged once the EOC is passed
Fails	Passes	<ul style="list-style-type: none"> The final course grade is included in the GPA Credit in the course is awarded If the student chooses to participate in grade forgiveness, the EOC grade must be used as 30% of the final grade. Should the student retake the EOC
Fails	Fails	<ul style="list-style-type: none"> The final course grade is included in the GPA The student must retake and pass the EOC to fulfil graduation requirements The final course grade is re-averaged once EOC is passed

Concordant and Comparative Scores by Year Students Entered Grade 9 / Year enrolled in Algebra Course

Year Entered 9th Grade	Assessments that must be passed for the 24 and 18 Credit Diploma	10th Grade ELA	SAT Evidence based Reading & Writing Section	CLT Verbal Reasoning & Grammar Concordant	ACT Concordant (English/ Reading Average)	Algebra I EOC	PERT Alg.*	Geometry Comparative Score	SAT Math Concordant	ACT Math Concordant	PSAT/NMSQT Math
2022-2023		247	480	36	18	400		AL 3	420	16	430
2021-2022		246				398					
2020-2021	Grade 10 ELA Algebra 1 EOC	350	480		18	497		499	420	16	430

2019-2020	Grade 10 ELA Algebra 1 EOC		480		18	497		499	420	16	430
2018-2019	Grade 10 ELA Algebra 1 EOC	350	480		18	497		499	420	16	430
2017-2018	Grade 10 ELA Algebra 1 EOC	350	430	24	19	497	97				

Florida Statute: 1008.22 and SBER 6A-1.094223

Concordant / Comparative Scores

The table below shows the implementation schedule by student cohort graduation date, and the concordant/comparative scores for the alternative assessments for each cohort

Cohort	Scheduled Graduation	Concordant Scores
Those entering grade 9 in 201-22 and beyond	Spring 2025 and beyond	FAST Grade 10 ELA <ul style="list-style-type: none"> • 480 on SAT EBRW or RW (digital) • An average of 18 on ACT English and Reading • 36 Combined Verbal Reasoning & Grammar – CLT Algebra 1 EOC <ul style="list-style-type: none"> • 430 on PSAT/NMSQT • 420 on SAT Math • 16 on ACT Math • Achievement Level 3 (404) Geometry EOC
Those who entered grade 9 in 2018-2019 and beyond	Spring 2022 and beyond	Students can <u>only</u> use newly adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> • 480 on SAT EBRW or • An average of 18 on ACT English and Reading For Algebra 1 EOC: <ul style="list-style-type: none"> • 430 on PSAT/NMSQT* or • 420 on SAT Math** or • 16 on ACT Math • 499 on Geometry EOC

Those who entered grade 9 between 2010-2011 and 2017-2018	Spring 2021 Spring 2020 Spring 2019 Spring 2018	Students can use last-adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> • 430 on SAT EBRW*** or • 24 on SAT Reading subtest or • 19 on ACT Reading For Algebra 1 EOC: <ul style="list-style-type: none"> • 97 on PERT Mathematics Students can also use the newly adopted scores
---	--	--

Concordant and Comparative Score Rule Language

Section (8)(a)1. [ELA]

Beginning with students who entered grade 9 in the 2010-11 school year and ending with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Grade 10 FCAT 2.0 Reading Assessment or the Grade 10 FSA ELA Assessment, as applicable, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the respective section of the SAT or ACT. For eligible students, the concordant passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 200 to 800 scale for the SAT Evidence-Based Reading and Writing (EBRW) section, twenty four (24) on the 10 to 40 scale of the SAT Reading Subtest section, or nineteen (19) on the 1 to 36 scale on the ACT Reading section. Eligible students may also use concordant scores set forth in subsection (8)(a)2. of this rule.

Section (8)(a)1. addresses grade 10 Reading or grade 10 ELA assessment concordant scores for any students who entered grade 9 prior to the 2018-19 school year and whose graduation requirement is the Grade 10 FCAT 2.0 Reading Assessment or the Grade 10 FSA ELA Assessment.

This section specifies that these students may use these concordant scores as well as the new concordant scores listed in section (8)(a)2. Students described in this section who achieve the established concordant scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

Section (8)(a)2. [ELA]

Beginning with students who entered grade 9 in the 2019-20 school year, students and adults who have not yet earned their required passing score on the Grade 10 FSA ELA Assessment, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT or the average of the English and Reading subject test scores for the ACT. For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than four hundred and eighty (480) on the 200 to 800 scale, and the concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale. For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

Section (8)(a)2. specifies the concordant scores available to satisfy the Grade 10 FSA ELA Assessment graduation requirement for students who entered grade 9 in the 2019-20 school year or later. Students described in this section who achieve the established concordant scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

Section (8)(b)1. [Mathematics]

Beginning with students entering grade 9 in the 2011-12 school year and ending with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra

1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Mathematics section of the Postsecondary Education Readiness Test (PERT). For eligible students, the comparative passing scale score for the PERT shall be a score equal to or greater than ninety-seven (97) on the 50 to 150 scale. Eligible students may also use comparative scores set forth in section (8)(b)2. of this rule.

Section (8)(b)1. addresses Algebra 1 assessment comparative scores for any students who entered grade 9 prior to the 2018-19 school year and whose graduation requirement is the NGSSS Algebra 1 EOC Assessment or the FSA Algebra 1 EOC Assessment.

This section specifies that these students may use these comparative scores as well as the new comparative scores listed in section (8)(b)2. Students described in this section who achieve the established comparative scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

Section (8)(b)2. [Mathematics]

Beginning with students who entered grade 9 in the 2019-20 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT or on the Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section, or equal to or greater than 499 on the 425 to 575 scale for the Geometry EOC assessment.

Section (8)(b)2. addresses the comparative scores available to satisfy the FSA Algebra 1 EOC Assessment graduation requirement for students who entered grade 9 in the 2018-19 school year or later. Students described in this section who achieve the established comparative scores may use them to satisfy the graduation requirement regardless of the administration date of the alternative assessment.

This section, as required by law, fully aligns the concordant and comparative scores with FSA achievement level performance standards, which were recommended by Florida educators and stakeholders and adopted by the State Board of Education in 2016. Florida's assessment and accountability efforts, including the setting of the same high expectations for all students, have had a significant positive impact on student achievement over time.

Section (8)(c) [ELA & Mathematics]

When a student or adult earns a passing score on the respective section of the alternative assessment used to meet the graduation requirement(s), it shall be recorded in their cumulative record. Regardless of whether they have already been awarded a certificate of completion, a student or adult who has met all other high school graduation requirements but has taken and failed one or more standardized, statewide assessments associated with a graduation requirement (the grade 10 Reading, the grade 10 ELA, or the Algebra 1 EOC) shall be awarded a standard high school diploma if the student or adult earns or has earned a concordant or comparative score for an alternative assessment, set forth in subsection (8)(a) and (b). A student or adult may retest until they earn a passing score on the respective statewide assessment or a concordant or comparative score on an alternative assessment.

Although passing scores on alternative assessments are valid even if the student has not yet taken the respective statewide assessment, all students who are enrolled in Grade 10 and/or Algebra 1 or an equivalent course are still required, per s. 1008.22, Florida Statutes (F.S.), to participate in the respective statewide assessments.

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 schoolwide 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.

Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.

For grades 3 through 10 English Language Arts and grades 3 through 8 Mathematics, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to state board rule.

The end-of-year administration of the coordinated screening and progress monitoring system must be a comprehensive progress monitoring assessment administered in accordance with the scheduling requirements. Students enrolled in Algebra or Geometry will not participate in the Coordinated Screening and Progress Monitoring (CSPM) in that respective subject. Students will participate in the end of year EOC assessment. Students enrolled in grades 9 and 10, beginning with the 2022-23 school year will participate in the Coordinated Screening and Progress Monitoring (CSPM) in ELA. The Coordinated Screening and Progress Monitoring in ELA will take place three times a year, beginning, middle and the end of the school year; Comprehensive Progress Monitoring Assessment. Florida Statute: 1008.25(4)(b), 1008.25(8)(b)2., 1008.22(7)(c).

Academic Support for Students Performing below Grade Level in Reading

Each student's progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics as outlined in the Florida 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.

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, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, 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 schoolwide 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 3. An individualized progress monitoring plan.

District Levels of Performance

Students in grades 9-12 who demonstrated less than 60 % mastery of the English Language Arts (ELA) Florida Standards 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 23-24 Nassau County School District Reading Plan.

District Diagnostic and Progress Monitoring Assessments

Nassau County High Schools will use a variety of diagnostic tools for all students who performed below grade level on the FSA or FAST and/or earned a D or lower in their ELA class. After the students have been administered the diagnostic assessment, the School Literacy Team will review the student's academic performance from the prior year and make a recommendation for a remediation program.

VII. EXCEPTIONAL STUDENT EDUCATION (ESE)

Students with Disabilities

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)

Students who are diagnosed as needing the specialized instructional services offered by the Exceptional Student Education program will follow the approved procedures as outlined in the Exceptional Student Education Special Programs and Procedures document. The document outlines the referral, evaluation, staffing, and placement policies of the district and has been approved by the Department of Education as the operating manual for the District.

Exceptional Student Education – SB 1108

Policies changed in SB 1108 dramatically alter the relationships between IEP teams and parents of ESE students. Eight significant changes were passed as part of this bill:

Parents have the absolute right to bring any advocate or counselor with them to enumerated ESE related meetings without any discouragement or harassment from the other IEP team members and both the parents and the IEP team members must sign a form confirming that this right was upheld;

- Charter schools are given a process to obtain access to federal funds from virtually every grant awarded to districts including: Title I; IDEA; etc.
- Inclusion becomes the preferred method for delivering ESE services and all districts and schools must complete a best practice in inclusion in education review every three years.
- Parents must be told at any meeting for eligibility determination for ESE services what the five levels of ESE funding are in that district.
- Parents are given the right to have privately hired education professionals to have access to their students on school grounds and during the school day for either monitoring the child or providing services.
- Minor improvements were made to the school grading system as it relates to the ESE special centers where the student scores in centers taking an improvement grade would not transfer to a “home school” if the student was an emergent student and had never attended a school other than a special

- center; and,
- Every educator will need to have at least 1 college credit or its equivalent in serving students with disabilities in order to renew their certificates after July 1, 2014.

Diploma Options for Exceptional Students

In compliance with 1003.4282F.S. (requirements for high school diploma) and SBER 6A-1.09963, (High School Graduation Requirements for Students with Disabilities). Students with disabilities may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282 (1)-(9) or 1002.3105(5), or 1003.4282(10) and 1003.4285 F.S. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with Section 1008.22(3)(c)2., F.S. or 1008.22(9), F.S. Students who entered grade nine before the 2014-2015 school year and whose individual educational plan (IEP), as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma.

Besides the standard high school diploma available to all high school students, which is described in Section 1003.4282F.S., there are two additional diploma options available for students with disabilities who have an Individualized Education Plan (IEP). 6A-1.09963(3)(4)

Standard Diploma via Access Course Standards. This option is available to those students for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), FAC and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses.

Eligible Career & Technical Education (CTE) courses may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1 and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History.

Industry Certifications that lead to college credit may substitute for up to two (2) mathematics credits, with the exception of Access Algebra 1 and Access Geometry.

Participation in the Florida Standards Alternate Assessments in English Language Arts, Mathematics End of Course (EOC) exams, Science EOCs and Social Studies EOCs is required.

A proficient score on the Florida Standards Alternate Assessment must be attained on the 10th grade English Language Arts and Algebra 1 EOC, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S. must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.

For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards.

2. Standard Diploma via Mastery of Academic and Employment Competencies. This option is available to the student for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5) F.S.

Eligible CTE courses may substitute for English IV; one (1) mathematics credit, with the exception of Algebra 1 and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(10)(b)2.d., F.S., for the equivalent of a least one (1) semester. Additional credits in employment-based courses are permitted as electives.

Industry Certifications that lead to college credit may substitute for up to two (2) mathematics credits, with the exception of Access Algebra 1 and Access Geometry.

Documented achievement of all components defined in Section 1003.4282(10)(b)2. b., F.S., on the student's employment transition plan.

The selection of a diploma option must take place at an Individual Education Plan (IEP) conference during the student's eighth grade school year or at the IEP Meeting prior to the student becoming age 14, whichever comes first. Since the selection of a diploma option will have a significant impact upon the exceptional student's high school curriculum, parents must be provided an opportunity to be involved in the decision-making process. Parents must be informed about course/credit requirements and other requirements for each diploma option. The diploma option selected at the IEP conference must be noted on the IEP. At each IEP conference thereafter, the academic performance of the student in relation to the diploma selected shall be addressed and the diploma recommendations reviewed. Copies of the IEP shall be given to the parents.

This diploma option decision is not irrevocable. An IEP review must be scheduled, and parents must be informed of the impact of this decision on courses, credits, the Florida Standards Assessment (FSA), and the time required to complete the requirements and noted on the IEP. Additionally, school personnel may recommend a change in the student's diploma option based on these cases, parents must be informed, via the IEP process, of the reasons for and impact of the proposed changes. Beginning with students entering grade 9 in the 2014-2015 school year, changes in the selected graduation option specified in the student's IEP and any waiver of statewide standardized assessment results made by the IEP team in accordance with the provisions of Section 1008.22(3)(c), F.S. must be approved by the parent or the adult student if rights have transferred in accordance with Rule 6A- 6.03311(8), F.A.C. Such changes are subject to an independent reviewer selected by the parent as provided in Section 1003.572, F.S.(6A-6.03028(3)(k)).

At the end of a student's 12th grade year, parents/guardians and students will be notified of a change in placement due to graduation requirements.

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(9)(c), F.S.

The decision to accept or defer the standard high school diploma must be prior to the beginning of the school year in which the student is expected to meet all requirements for a standard high school diploma.

The IEP team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer.

The IEP team is responsible for including within the IEP a statement documenting the discussion of the process for a student with a disability who meets the requirements for standard high school diploma to defer the receipt of such diploma. The decision to defer receipt of the standard diploma can be changed but must be made no later than **May 15th** of the school year the student is expected to graduate.

If the parent/adult student does not notify the ESE Representative at student's school or the Exceptional Student Education Office in writing by **May 15th** with the desire to defer receipt of the standard diploma, the school district will be released from its obligation to continue to provide a Free and Appropriate Public Education (FAPE).

The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system.

In accordance with Rule 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday.

The district establishes specific courses and programs of study within the minimum credit requirements for high school graduation and shall provide accommodations for basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. The IEP Team shall determine which accommodations will be provided to address the identified needs of the student.

Any or all of the following accommodations to the basic or vocational education courses are authorized as appropriate for exceptional students who are pursuing standard diploma credit (6A-6.0312 SBER):

- a. Variations in instructional methodology and learning environment
- b. Accommodations to test administration procedure in order to accommodate the student's handicaps, as provided in State Board Rule (6A-1.0943)
- c. Use of special communication systems by the teacher or the student
- d. Instructional time may be increased or decreased

Elective credit toward a Standard Diploma via General Course Standards may be earned in any Exceptional Student Education course listed in the current Course Code Directory.

Access to Postsecondary Education and Meaningful Careers for Student with Disabilities ENNOBLES Act

Addresses access to postsecondary education and meaningful careers for students with disabilities. This is known by the popular name the "Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act." For the purposes of this act, the term "student with a disability" means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including but not limited to dyslexia, dyscalculia, or developmental aphasia. [Florida Statute: 1007.02](#)

End of Course Assessment Results Waiver for Students with Disabilities

Section 1008.22(3)(c)1., F.S., requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities. If a student with a disability receives a waiver of state assessment results, the 30% EOC calculation requirement will be waived for the purposes of determining the student's course grade. Specific requirements regarding the waiver process are found in 1008.22(3)(c)2., F.S.

***English Language Learners (ELLs)* Rule 6A-6.09021, F.A.C.**

Beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation, FSA Grade 10 ELA/Algebra as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

- (a) Passes the required assessment or alternate assessment after having received English language instruction offered by a public school during the summer following the student's senior year through an instructional model for English Language Learners. Rule 6A-1.0014 or
 - (b) Meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.
 - (c) Formative assessments that may be used for this purpose are:
 - 1. Benchmark assessments included as part of an instructional materials adoption;
 - 2. Portfolios of independently produced student work; and
 - 3. Assessments developed or purchased by districts in order to monitor academic progress.
 - (d) A portfolio used to meet the requirements of this subsection must meet the following criteria:
 - 1. Be selected by the student's teacher;
 - 2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - 3. Include evidence that the standards assessed by the grade 10 statewide, standardized assessment in ELA have been met, and such evidence may include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the ELA content standards, or teacher-prepared assessments;
 - 4. Be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA; and
 - 5. Be signed by the teacher and the principal as an accurate assessment of the required skills.
 - (e) By October 1st of each year, districts must report to the Department of Education the formative assessments they are using for this purpose and the score or metric that is used on the assessment to demonstrate that grade-level expectations have been met.
 - (f) This rule shall not preclude native language support from being provided as needed and beneficial to students' access to ELA curriculum and accelerating their English language learning.
- Section 1003.433(3), F.S., 1003.4282 or 1008.22, F.S.,

VIII. SPECIAL PROGRAMS

Career Education On-the-Job Training, CTE Internship

11th and 12 grade students may receive high school credit for work-based learning programs through high school cooperative education programs. In order to be eligible for these programs, students provisions outlined in the Nassau County Cooperative Education Manual. Students may only enroll in the number of course sections

equivalent to or less than the number of hours spent each week on the job. More information regarding cooperative education programs can be found in the Nassau County Cooperative Education Manual which is available through the NCSB Career Education

Credit Recovery

For credit recovery purposes, students may earn credits through district approved online programs during the school year and during the summer. Students must have failed the credit requirement previously and must not be enrolled in the same course in the same grading period. Furthermore, students may only enroll for a .5 or 1.0 credit at a time. Students must be registered by their School Counselor. For the summer session, students must register with their School Counselor no later than two weeks after the last day of school.

Should there be any reason a student cannot enroll in a credit recovery course, there are any number of correspondence online courses that students may recover credits. The NCSB does not endorse any particular program but does recognize credits earned from any institution accredited through the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI).

Students currently enrolled in a Nassau County high school may participate in the Credit Recovery Program (CRP) through district approved online programs if the following conditions are met:

- Students must be behind in credits for graduation and/or have a low GPA.
- Students cannot be concurrently enrolled in the same course through the CRP and at their home school.
- The CRP may be used only to enable students to graduate with their cohort group (students with whom they entered ninth grade).
- CRP courses may not be used to accelerate students beyond their cohort group.
- Students must be in compliance with the district grade forgiveness policy as prescribed in the student progression plan.
- Students must have permission from their School Counselor.

Nassau County Community School

The Nassau County Community School is open to any student who is at-risk of not meeting the specified graduation requirements of their current school. The purpose of the school is to provide individuals the opportunity to continue their education and earn a traditional high school program, but the emphasis is placed on the unique needs of the adult/at-risk student.

Principals may recommend placement of at-risk students who are not on track to graduate with his/her cohort class. These students may return/mainstream with their cohort class at the beginning of the grading period when deficiencies are corrected. *Florida Statute: 1009.22(3)(c)*

General Education Development Test (GED)

The GED is a national test that permits a student to receive the equivalency of a high school diploma upon successfully passing an examination. The diploma issued is the State of Florida High School Diploma. The GED is a battery of five tests that cover the areas of writing, social studies, science, reading, and mathematics.

To take the test, a person must be 18 years of age or older and reside in the State of Florida at the time of application and not be enrolled in a regular school program. Persons 16 and 17 years of age who have left the regular school must be enrolled in an intensive education program for 60 days and have good attendance. The student

must demonstrate mastery by scoring a minimum of 2300 on a practice GED test and obtain special permission from the Principal of the Nassau County Adult High School Evening Program.

A person must score a minimum of 410 or more on each of the five tests with an overall score of 2250 or more.

A GED candidate who fails to attain the required minimum scores on the initial testing may retake the tests at the discretion of the local testing agent. After the second testing, a candidate is eligible to retake the tests at any succeeding testing interval if an overall minimum standard score of 2200 has been achieved and the candidate has made a standard score of 450 or more on at least three (3) of the tests. Candidates who fail to achieve a total standard score of 2200 after the 2nd testing will not be eligible to retest until 6 months from the date of the last test. Candidates who fail to achieve a standard score of 450 on three (3) or more of the tests after the second testing shall not be eligible to retake the tests for a period of six (6) months.

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 follows 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.

Foreign Exchange Program

Placement of Foreign Exchange Students: The following guidelines have been established for placement of foreign exchange students:

Only organizations with tax-exempt status as conferred by the IRS pursuant to section 501(c)(3) and organizations that are listed officially with the Council of Standards for International Education Travel (CSIET) may sponsor an international exchange student program in NCSD.

The exchange student shall gain legal entry into the United States with a J-1 Exchange Visa, which includes clearance by Homeland Security or the appropriate Government agency, and shall present documented proof with a birth certificate or passport, showing that he/she will be at least sixteen (15) years of age, but not have attained the age of eighteen and a half (17) prior to attendance at a school in the District.

All foreign exchange students shall be complete a Home Language Survey.

No foreign exchange students shall receive a Nassau County School District high school diploma nor participate in the graduation ceremony.

A foreign exchange student may only register at the appropriate high school that shall be designated as the

school within the regular school attendance zone of the host family's residence.

It is recommended that foreign exchange students take U.S. History and English classes.

Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSA) or a sponsoring organization's rules and regulations.

Foreign exchange students are subject to all school and district rules and regulations per NCSD Student Code of Conduct.

Host parents must accept all responsibilities for foreign exchange students including, but not limited to, conferences with school staff.

High schools may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.

Foreign exchange students should be fluent in English prior to enrollment; therefore, they should not be tested for qualification of ESOL service.

Representatives from foreign exchange programs must request permission for admission by submitting a completed packet to the principal for approval prior to May 1st of the following year.

Foreign students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students.

It is the principal's discretion to accept/deny the application request. Note: NCSD does not issue I-20 Visas.

Students from foreign countries who are not enrolled in a Foreign Exchange Program may not be enrolled in a NCSD school unless legal guardianship from a United States court is granted for a family residing in NCSD.

A foreign student may not be enrolled on a vacation VISA.

School Responsibilities

When approached by Exchange Student organization, check www.csiet.org/ (Council on Standards for International Education Travel's (CSIET) Advisory List of International Education Travel and Exchange Programs) to verify the agency is accredited.

Provide the agency representative a copy of the checklist with a deadline completion date prior to May 1.

Once the packet is returned, ensure all items on the checklist are included in the packet. Principal or designee signs/dates at bottom of checklist as evidence of approval. Notify district office contact of any discipline or other incidents.

The school/District will not be responsible for any fees for activities, events, trips, etc. during the student's enrollment period.

Sponsor Responsibilities

The sponsoring organization shall work with the appropriate governmental agencies to ensure that the

prospective international exchange student has fulfilled all requirements for entry into the United States on a J-1 Visa.

Sponsors of student exchange organizations shall secure, prior to the student's departure from their home country, a host family placement of each student participant.

As required by the U.S. Department of State, a background check must be completed by the sponsoring organization for each member of the host family household, eighteen years of age or older, and for the local organization representative of the organization.

In the event of unforeseen circumstances that necessitate a change of host family placement, the sponsor shall document the reasons necessitating such change and immediately provide this information to the school principal designee.

Provide a written statement from the sponsoring organization or student's home school indicating that the student has not received a high school diploma from his/her country of origin.

Provide a valid transcript from the student's sending school translated in English.

The designated sponsoring organization shall assume responsibility for the student's health, safety, educational, financial and legal obligations.

The sponsor organization shall adhere to all provisions required by federal laws and regulations.

Nassau County Students Leaving the Country for Foreign Exchange:

Rising juniors may participate in a foreign exchange program. Students may not participate in an exchange program in their senior year as it may jeopardize the completion of graduation requirements. There is no credit guarantee for courses taken in a foreign country.

TERMS AND ABBREVIATIONS

ACCEL	Academically Challenging Curriculum to Enhance Learning
ACT	American College Test
AP	Advanced Placement
CAP	Credit Acceleration Program
CCD	Course Code Directory
CIS	Communities in Schools
CTE	Career and Technical Education
DE	Dual Enrollment
EOC	End of Course
ESE	Exceptional Student Education
ELL	English Language Learner
FCAT	Florida Comprehensive Assessment Test
FLDOE	Florida Department of Education
FHEP	Florida Home Education Program
FIT	Families In Transition
FLVS	Florida Virtual School
FS	Florida Statute
FSA	Florida Standards Assessment
FSCJ	Florida State College at Jacksonville
GED	General Education Development Test
GPA	Grade Point Average
HOPE	Health Opportunities through Physical Education
IEP	Individual Education Plan
LEP	Limited English Proficiency
MDVS	My District Virtual School
NCSB	Nassau County School Board
NGSSS	Next Generation Sunshine State Standards
NVS	Nassau Virtual School
PERT	Postsecondary Education Readiness Test
PMP	Progress Monitoring Plan
PSAT	Preliminary Scholastic Aptitude Test
SAC	School Advisory Council
SAT	Scholastic Assessment Test
SBOE	State Board of Education
STEM	Science, Technology, Engineering and Mathematics
SUS	State University System