

STUDENT PROGRESSION PLAN

NASSAU SCHOOL DISTRICT

2018-2019



MIDDLE GRADES 6 – 8

Dr. Kathy K. Burns, Superintendent

School Board of Nassau County

1201 Atlantic Avenue

Fernandina Beach, Florida 32034 904-

491-9887

Mark Durham

Executive Director of Curriculum, Instruction, and School Improvement

Table of Contents

I. INTRODUCTION.....	3
A. <i>Legal Foundation of the Student Progression Plan</i>	3
B. <i>Responsibilities for Implementation</i>	4
II. ADMISSION, STUDENT PLACEMENT, TRANSFER OF HIGH SCHOOL CREDITS.....	5
A. <i>Attendance Zones</i>	5
B. <i>Admissions Enrollment</i>	5
Placement of Homeless Students/Families in Transition (FIT).....	6
Students Who Qualify for ESOL.....	6
C. <i>Transfers</i>	11
Transfer Students	11
Transfer of Students in the Middle Grades 6A-1.09942	11
Transfer Letter Grades	12
Student Placement/Transfer	12
III. CURRICULUM AND INSTRUCTION	13
A. <i>Courses of Study</i>	13
Required Courses	13
Middle School Science Placement Criteria	14
Middle School Mathematics Placement Criteria	15
Middle School Social Studies Course Sequence	16
Middle School Language Arts Course Sequence	17
ACCEL (Academically Challenging Curriculum for Enhanced Learning).....	18
Comprehensive Health and Alcohol/Substance Abuse	19
Civics Education	19
High School Online Course Requirement.....	20
B. <i>Standards</i>	21
Mathematics Florida Standards	21
Language Arts Florida Standards	21
Next Generation Sunshine State Standards	21
C. <i>Statewide Assessment Program</i>	21
Algebra I	21
Civics	22
D. <i>PSAT Assessment for all 8th Grade Students</i>	22
E. <i>Assessment of Virtual Students</i>	22
F. <i>Early Warning System</i>	22
G. <i>Promotion, Acceleration, and Retention</i>	23
Middle Grades Progression	26
H. <i>Retention</i>	26
Retention of Student.....	26
Exemption from Retention	27
I. <i>Alternative Program Placement/Dropout Prevention</i>	27
IV. GRADING PROCEDURES.....	28
A. <i>Middle School Grading System</i>	28
B. <i>Computing of Grades</i>	28
C. <i>State End of Course (EOC) Grade Calculation</i>	29

<i>EOC Calculation</i>	29
<i>D. Requirements for Middle School Student Athletes</i>	29
<i>E. Teachers' Grading Standards</i>	29
<i>F. Honor Roll Criteria</i>	30
<i>G. Appeals Process</i>	30
<i>H. No Academic Exceptions Based on Attendance</i>	30
V. PARENT/STUDENT/TEACHER NOTIFICATIONS AND PUBLIC REPORTING	30
<i>A. Report Cards/Progress Reports</i>	30
<i>B. End-of-Year Status Statement</i>	31
<i>C. Notification of Graduation Options</i>	31
<i>D. Records and Reports</i>	31
<i>E. Possible Retention Notice</i>	31
<i>F. Notification of Right under the Protection of Student Rights Amendment (PPRA)</i>	32
VI. EXCEPTIONAL STUDENT EDUCATION	32
VII. SPECIAL PROGRAMS	33
<i>A. Virtual Education</i>	33
<i>B. Home Education</i>	35
Procedures for Initiation of a Nassau Home Education Program	36
Superintendent Responsibilities for Home Education Program.....	36
Parent Responsibilities for Home Education Participants.....	36
VIII. TERMS AND ABBREVIATIONS	38

I. INTRODUCTION

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

A. Legal Foundation of the Student Progression Plan

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

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

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

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

subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)1, F.S.

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

Florida Statute: 1008.25

B. Responsibilities for Implementation

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

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

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

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

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

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

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

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

A. Attendance Zones

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

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

Additional information for attendance zones can be found:

www.nassau.k12.fl.us

B. Admissions Enrollment

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

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

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

Placement of Homeless Students/Families in Transition (FIT)

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

- Shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- Lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- Is abandoned in hospitals or awaiting foster care placement, or
- Lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

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

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

For enrollment, refer to NCSB Administrative Rule 5.13

Students Who Qualify for ESOL

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

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

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

The following process will be followed:

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

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

Date Entered United States School (DEUSS):

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

- A. DEUSS is self-reported by the parents. Every effort must be made by school personnel in the district to get previous schooling information from a US school.
- B. The DEUSS data element is used specifically for students classified as English Language Learners (ELLs [LY and LP]) and immigrants who entered Florida starting the 2012-2013 school year. It is not necessary to enter a DEUSS for students that entered prior to the 20122013 school year.
- C. The DEUSS will be used to monitor:
 - ELLs to be included in State Accountability System
 - Extension of Services (students who have entered a Florida school in 20122013 or after
 - Promotion/Retention--Good Cause (third grade)
 - Immigrant Information (School personnel in the district will need the DEUSS to determine immigrant student eligibility. The date is necessary to calculate whether a student has attended a US school for 3 full academic years. Note: remember that immigrant students may or may not be classified as ELLs.)

ELL/LEP Credit:

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

ELL/LEP Retention:

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

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

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

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

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

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

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

Transfer Students:

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

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

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

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

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

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

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

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 mustpass 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

Parent Notification: Students with At-Risk :

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

Curriculum for ELLs:

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

Course modifications:

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

Seal of Biliteracy:

The Seal of Biliteracy is an award in recognition of high school graduating students who have attained a high level of competency in listening, speaking, reading, and writing in one or more languages in addition to English. The purpose of the Seal of Biliteracy is to encourage students to study languages, certify attainment of biliteracy skills, provide employers with a method of identifying an individual who has language and biliteracy skills, recognize and promote World Language instruction in public schools, strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community.

To qualify for the Seal of Biliteracy, a student must meet the following requirements:

1. Earn a standard high school diploma
2. Demonstrate proficiency in English by earning a passing score on the statewide, standardized English Language Arts assessment or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessment (e.g. ACT or SAT)
3. Demonstrate proficiency in a world language by earning:
 - a. A score of three (3) or higher on an Advanced Placement (AP) assessment in a world language
 - b. A score of four (4) or higher on an International Baccalaureate (IB) assessment in a world language
 - c. A score of (E) or higher on an Advanced International Certificate of Education (AICE) assessment in a world language
 - d. An average score or higher for college-bound senior in the year the assessment was taken according to the College Board on a SAT II subject area assessment in a world language
 - e. A score demonstrating proficiency on an alternative, district-approved world language assessment

C. Transfers

Transfer Students

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

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

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

Transfer of Students in the Middle Grades 6A-1.09942

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

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

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

Transfer Letter Grades

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

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

Student Placement/Transfer

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

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

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

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

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

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

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

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

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

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

III. CURRICULUM AND INSTRUCTION

A. Courses of Study

Required Courses

Listed below are the required courses for middle school students.

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

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

Middle School Science Placement Criteria

Advanced Course Placement Criteria

- 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.
- Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the determination of which advanced courses will be offered. In content areas and grade levels where advanced classes are offered the criteria for placement will be as follows:
- In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal for review of criteria to ensure proper course placement

Grade the Student is Entering	Student's Prior Year Science Course Grade	FSA/ ELA Achievement Level	Should Be Placed In
6 th Grade	A or B	5,4,3	M/J Science I Advanced
	C or D	3 , 2	M/J Science I
	F	2 , 1	M/J Science I
7 th Grade	A or B	4, 5,3,	M/J Science II Advanced
	C or D	3 , 2	M/J Science II
	F	2 , 1	M/J Science
8 th Grade	A or B	5 , 4	M/J Science III Advanced
	B ,C,D	3 , 2	M/J Science III
	D or F	2 , 1	M/J Science III

Middle School Mathematics Placement Criteria

Advanced Course Placement Criteria

- 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.
- Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the determination of which advanced courses will be offered. In content areas and grade levels where advanced classes are offered the criteria for placement will be as follows:
- In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal for review of criteria to ensure proper course placement.

Grade the Student is Entering	Student's Prior Year Mathematics Course Grade	FSA/ Math Achievement Level	Should Be Placed In
6 th Grade	A or B C or D F	5,4,3 3 , 2 2 , 1	M/J Math 1 Advanced M/J Math 1 M/J Math 1 & M/J Intensive Math
7 th Grade	A or B C or D F	4, 5,3, 3 , 2 2 , 1	M/J Math 2 Advanced M/J Math 2 M/J Math 2 & M/J Intensive Math
8 th Grade	A or B B ,C,D D or F	5 , 4 3 , 2 2 , 1	Algebra 1 Honors M/J Pre- Algebra M/J Pre- Algebra & M/J Intensive Math

Academic Support

- 1008.25 (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.

Middle School Social Studies Course Sequence

Advanced Course Placement Criteria

- 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.
- Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the determination of which advanced courses will be offered. In content areas and grade levels where advanced classes are offered the criteria for placement will be as follows:
- In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal for review of criteria to ensure proper course placement.

Grade the Student is Entering	Student's Prior Year Social Studies Course Grade	FSA/ ELA Achievement Level	Should Be Placed In
6 th Grade	A or B	5,4,3	M/J World Geography Advanced
	C or D	3 , 2	M/J World Geography
	F	2 , 1	M/J World Geography
7 th Grade	A or B	4, 5,3,	M/J Civics Advanced
	C or D	3 , 2	M/J Civics
	F	2 , 1	M/J Civics
8 th Grade	A or B	5 , 4	M/J US History Advanced
	B ,C,D	3 , 2	M/J US History
	D or F	2 , 1	M/J US History

Middle School Language Arts Course Sequence

Advanced Course Placement Criteria

- 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.
- Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the determination of which advanced courses will be offered. In content areas and grade levels where advanced classes are offered the criteria for placement will be as follows:
- In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal for review of criteria to ensure proper course placement.

Grade the Student is	Student's Prior Year Language Arts Course Grade	FSA/ Language Arts Achievement Level	Should Be Placed In
Entering			
6 th Grade	A or B	5,4,3	M/J Language Arts I Advanced
	C or D	3 , 2	M/J Language Arts I
	F	2 , 1	M/J Language Arts I &Intensive Reading
7 th Grade	A or B	4, 5,3,	M/J Language Arts II Advanced
	C or D	3 , 2	M/J Language Arts II
	F	2 , 1	M/J Language Arts II & M/J Intensive Reading
8 th Grade	A or B	5 , 4	M/J Language Arts III Advanced
	B ,C,D	3 , 2	M/J Language Arts III
	D or F	2 , 1	M/J Language Arts III & M/J Intensive Reading

Academic Support

- 1008.25 (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.

Middle School Curriculum Requirements

Grade	Social Studies One Semester	Physical Education One Semester	Language Arts Full Year	Mathematics Full Year	Science Full Year	Electives May be offered as a semester, or full year classes
6 th Grade	M/J World Geography #2103015 (S)	M/J Comprehensive Physical Education – Grade 6/7 #1508600	M/J Language Arts 1 #1001010	M/J Mathematics 1 #1205010 Or M/J Mathematics 1 Advanced #1205020	M/J Comprehensive Science 1 #2002040 Or #2002050 M/J Comprehensive Science 1 Advanced	Subjects determined by the School**
7 th Grade	M/J Civics #2106015 (S)	M/J Comprehensive Physical Education – Grade 6/7 #1508600	M/J Language Arts 2 #1001040	M/J Mathematics 2 #1205040 or Mathematics 2 Advanced # 1205050	M/J Comprehensive Science 2 #2002070 Or #2002080 M/J Comprehensive Science 2 Advanced	Subjects determined by the School**
8 th Grade	M/J US #2100015 (S)	M/J Comprehensive Physical Education – Grade 7/8 #1508700	M/J Language Arts 3 #1001070	M/J PreAlgebra #1205070 Or Algebra 1 #1200310 Or Algebra 1 Honors #1200320	M/J Comprehensive Science 3 #2002100 Or #2002110 M/J Comprehensive Science 3 Advanced	Subjects determined by the School **

ACCEL (Academically Challenging Curriculum for Enhanced Learning)

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

Accelerated Grade Placement/ACCEL options: (Academically Challenging Curriculum to Enhance Learning)

Pursuant to F.S. 1002.3105 options that provide academically challenging

Curriculum or accelerated instruction to eligible public-school students are provided. The assignment of a pupil to a higher grade which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high achievement as indicated by

screening and/or assessment results and their scores on the reading and math mastery tests. Such students should possess social/emotional maturity such that they will benefit more from the instructional program at the advanced grade level. The probability of long-range academic, social and emotional effect should be carefully considered.

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

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

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

Comprehensive Health and Alcohol/Substance Abuse

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

Civics Education

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

Beginning the 2015-2016 school year, a Civics End of Course (EOC) Assessment shall be administered in December (1st term) and May (2nd term) and shall constitute 30 percent of the student's final course grade.

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

Elective and Other Courses

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

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

High School Online Course Requirement

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

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

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

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

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

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

certifications, we recommend visiting the CTE Information Technology website to identify courses and programs categorized as Information Technology. Should a student earn any other industry certification on the CAPE Industry Certification Funding List resulting from enrollment in a CTE Information Technology course, then that eligible industry certification would satisfy the online course graduation requirement

A half-credit online course may meet this requirement if it is within the 24 credits required for graduation.

Credit Recovery online courses be used to meet the online course graduation course as long as the student earns high school credit through an online course.

B. Standards

Mathematics Florida Standards

The Mathematics Florida Standards (MAFS) include the K-8 grade level standards, 9-12 content standards (placed in high school courses as appropriate), and K-12 Standards for Mathematical Practice.

Language Arts Florida Standards

The Language Arts Florida Standards (LAFS) include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school instruction in the following content areas: history/social studies, science, and technical subjects.

Next Generation Sunshine State Standards

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

C. Statewide Assessment Program

Each student must participate in the Statewide Assessment Program.

The Florida Standards Assessment is administered to all 6th, 7th, and 8th graders. This test is administered in April/May.

Algebra I

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

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

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

Civics

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

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

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

D. PSAT Assessment for all 8th Grade Students

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

E. Assessment of Virtual Students

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

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

F. Early Warning System

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

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

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

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

G. Promotion, Acceleration, and Retention

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

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

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

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

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

- Three middle school or higher courses in
 - o English language arts (ELA)
 - o Mathematics
 - o Science
 - o Social studies

One of these courses must be, at a minimum, one-semester civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of the Confederation, the Declaration of Independence and the U.S. Constitution;

Each student's performance on the statewide, standardized assessment in civics education required under s. 1008.22, F.S., constitutes 30 percent of the final course grade; and

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

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

It shall be the responsibility of the individual teacher to be able to present documentation that his/her tests are coded to the Florida State Standards/Next Generation Sunshine State Standards.

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

Promotion with Remediation or Instructional Support

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

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

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

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

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

- The principal in conjunction with the student's teacher and guidance counselor recommend the promotion. The principal shall make the determination as to promotion or retention. The principal shall make the recommendation to the superintendent in writing. The superintendent shall accept or reject the school principal's written recommendation.
- All benchmark deficiencies are remediated.

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

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

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

Academic Support for Students Performing below Grade Level

Each student's progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics as outlined in the Florida State Standards and Next Generation Sunshine State Standards. This plan contains the State Board of Education Rules and administrative procedures required to implement state legislation and the NCSB progression requirements that guide school personnel, inform parents, students and other interested citizens. Furthermore, it contains policies to inform each student and his/her parent of academic progress.

District Levels of Performance

Students in grades 6-8 who demonstrated less than 60 % mastery of the English Language Arts (ELA) 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 6-8 Reading Intervention Guidelines and Procedures Appendix.

Progress Monitoring

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

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

Florida Statute: 1008.25(4)(b)

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

(1) INTENT.— It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that

students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

(4) ASSESSMENT AND SUPPORT.— a) Each student must participate in the statewide, 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 school-wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
2. An individualized progress monitoring plan.

District Diagnostic and Progress Monitoring Assessments

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

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

H. Retention

Retention of Student

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

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

Exemption from Retention

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

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

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

I. Alternative Program Placement/Dropout Prevention

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

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

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

school personnel relating to such placement pursuant to the provisions of chapter 1002.20 of the Florida Statutes.

IV. GRADING PROCEDURES

A. Middle School Grading System

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

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

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

Florida Statute: 1003.437

B. Computing of Grades

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

For Example:

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

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

For Example:

- 1st Quarter Grade – 85, 2nd Quarter Grade – 90 = $175/2 = 87.50 = 88$

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

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

C. State End of Course (EOC) Grade Calculation

EOC Calculation

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

Algebra I EOC

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

Civics EOC

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

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

D. Requirements for Middle School Student Athletes

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

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

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

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

E. Teachers' Grading Standards

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

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

F. Honor Roll Criteria

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

G. Appeals Process

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

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

H. No Academic Exceptions Based on Attendance

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

Florida Statute: 1003.33(2)

V. PARENT/STUDENT/TEACHER NOTIFICATIONS AND PUBLIC REPORTING

A. Report Cards/Progress Reports

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

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

Student performance and progress shall be reported to parents through an on-line parent access (FOCUS), quarterly report cards, and mid-nine weeks progress reports. Should a student be passing

at that time, and begin to fail later, an additional progress report will be sent home as soon as the potential failure becomes apparent. The teacher is responsible for maintaining documentation of parent notification.

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

Florida Statute: 1003.33 (1)

B. End-of-Year Status Statement

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

Florida Statute: 1003.33 (2)

C. Notification of Graduation Options

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

D. Records and Reports

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

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

Quarterly report cards will be sent home at the end of the nine weeks. Mid-quarter progress reports will be sent to the parent/guardian indicating the progress at the mid-point of the reporting period.

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

E. Possible Retention Notice

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

ANNUAL REPORT

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

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

Florida Statutes, 1008.25(8)(b)(1-5)

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

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

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

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

VI. EXCEPTIONAL STUDENT EDUCATION

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

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

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 District 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.

A student who by reason of disability is unable to participate in more vigorous forms of activity in Physical Education classes may be assigned to specially designed physical education activities if called for in the student's Individual Educational Plan (IEP). Students may not be excused from taking a physical education course for religious reasons. If regular physical education attire (shorts) is not acceptable for religious reasons, the student must wear clothing appropriate for physical activity. Such clothing must be approved by the principal/designee. A student may be excused from participating in specific activities (e.g., dancing) for religious reasons. In either case, a letter from the pastor should be submitted to the school defining the attire or activity specifically and a statement provided that the attire or activity is against the tenets of the religious denomination. Section 1003.455 (3), F.S. requires one period per day of physical education for one semester of each year for students enrolled in grades 6-8.

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

A student with a disability, as defined in s. 1007.02(2), F.S. for whom the individual education plan team determines that an EOC (end-of-course) assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the EOC assessment results waived for purposes of determining the student's course grade and completing the requirements for middle grades promotion.

VII. ECIAL PROGRAMS

A. Virtual Education

Overview

As defined in s. 1002.45, F.S. of the Florida K-20 Education Code, a virtual instruction program (VIP) is a "program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time and space, or both."

Pursuant to ss. 1002.20(6)(a) and 1002.45(1)(b), F.S., the district shall provide eligible K-12 students within its boundaries the option of participating in part-time and full-time virtual instruction programs.

The following virtual education options may be available to students:

- My District Virtual School (MDVS) is Nassau County's franchise of FLVS. MDVS provides full-time and part-time virtual education for students in grades 6-12. Instruction is provided by North East Florida Educational Consortium (NEFEC) teachers. Students may enroll in courses available through MDVS with guidance counselor approval and the credit will be awarded for successful completion of such courses. Access shall be available to students during or after the normal school day. MDVS must follow certain FLVS rules and procedures outside the authority of the NCSB and this plan. For scheduling purposes, students who take one or more MDVS courses are enrolled in school 7004, the District Franchise of FLVS.
- K12 Florida, LLC provides full-time and part-time virtual education for students in grades 6-12. Instruction is provided by K12 teachers. Parent(s)/guardian(s) or approved adult(s) of a student taking course(s) are expected to serve as the student's learning coach. For scheduling purposes, students who take one or more K12 courses are enrolled in school 7001.

- Florida Virtual School Virtual Learning Lab (VLL) is for students working on FLVS course(s) taught by FLVS instructor(s) during the school day at a brick-and-mortar school with a facilitator. There are three enrollment periods (Fall, Spring, and Summer). Students are not able to sign up for the VLL online and must register through their guidance counselor.
- Florida Virtual School (FLVS) Flex provides students with access to online courses during and after the normal school day and through summer school enrollment. These courses are taught by FLVS teachers. The district does not provide instructional or technical support for these courses.
The total enrollments between the brick and mortar and the virtual school should equal a full day. Students may not simultaneously be placed in the same course concurrently at a district high school and at MDVS/FLVS/K12.

For students with disabilities, an IEP or 504 meeting will be held to determine whether placement in a MDVS/FLVS/K12 course is appropriate based on their individual needs.

A student's full-time brick-and-mortar school may not deny access to the district's virtual options assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. Parents and students should contact the student's school guidance counselor to determine if placement in a virtual course is academically appropriate, available options, schedules, and location of where the virtual courses will be taken.

Student Enrollment and Eligibility Guidelines

Full-time enrollment in MDVS/K12 for Semester 1 will be open annually for at least 90 days ending 30 days before the first day of the school year as required by s. 1002.45, F.S. and then continuing until at least the first day of student attendance as identified by the district calendar. Full-time enrollment in

MDVS/K12 for Semester 2 will be permitted for good cause (such as medical documentation, family hardship, or transfer from another virtual school).

It is recommended that students have a 2.0 or higher GPA and score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.

Any student entering full-time virtual program with a prior year FSA English Language Arts or FSA/EOC Math score of Level 1 or Level 2, or with no score for the prior year, may be required to sign a contract as a condition of enrollment committing to either remedial support or intensive reading/math course(s). Failure to meet the provisions of the contract will result in return to the zoned school at semester or end of school year as appropriate.

For students entering virtual education with an Individual Education Plan (IEP) or Section 504 plan, a team meeting will be scheduled prior to virtual as appropriate, to include the parent, student as appropriate, staff from the student's zoned school, virtual school, and the ESE department, to determine whether services can be delivered appropriately to the student. For students entering virtual education

In addition to the district's admission requirements, s. 1002.455, F.S. identifies specific eligibility requirements to take virtual education courses in certain grades and programs.

A student who is registered in a Home Education program in Nassau County per s. 1002.41, F.S., may access one or more virtual courses through MDVS on a part-time basis. Home Education students may not exceed six (6) half-credit courses per semester. Even in cases where the entire Home

Education program consists of virtual education, the parent of a Home Education student remains responsible for maintaining a Home Education program and portfolio as required in s. 1002.41, F.S.

Annual Re-Enrollment

To qualify for enrollment for the following school year, a full-time virtual student must maintain satisfactory attendance as measured by course pacing and comply with any student contract(s) related to Level 1 and/or Level 2 scores on FSA English Language Arts and/or FSA Mathematics.

Attendance, Curriculum, Assessments, and Pace

The district will require student compliance with the compulsory attendance requirements of s. 1003.21, F.S. and will verify student attendance as required by s. 1002.45(6)(a), F.S.

Pursuant to s. 1002.45(3), F.S., curriculum and content will be aligned to state standards under s. 1003.41, F.S. The virtual instruction will be “designed to enable students to gain proficiency in each course.” Course credits will be awarded for successful completion of virtual courses.

For courses requiring a statewide, standardized end-of-course (EOC) exams, credit will be awarded pursuant to district policy. As stipulated in s. 1002.45(6)(b), F.S., all full-time public school students receiving virtual instruction must participate in state assessment tests.

Full-time and part-time students in courses requiring statewide end-of-course assessments must take the statewide end-of-course assessment at the student’s zoned school. Failure to participate in state assessments is an indicator of inadequate pace, which may trigger the truancy process and result in loss of re-enrollment for the next school year. Virtual school students are expected to maintain pace, performance requirements, and academic integrity.

NCAA

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

Written Parent Notification of VIP

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

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

Florida Statutes: 1002.20(6)(a), 1002.41, 1002.45, 1002.455, 1003.21, 1003.41

B. Home Education

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

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

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

For more information, visit FLDOE Office of Independent and Parental Choice Website at http://www.floridaschoolchoice.org/information/home_education

Procedures for Initiation of a Nassau Home Education Program

Parent/guardian who resides within Nassau County shall file a letter of intent to establish a home education program. Such letter should be directed to the Superintendent or his designee. The letter of intent should include the child name(s), residence address, and birth date(s) of the child(ren) to be enrolled in the program. Such notice of intent should be filed within 30 days of the establishment of the program. A written notice of termination of the home education program shall be filed in the Superintendent's office within 30 days of said termination.

Upon receipt of the letter of intent, the Superintendent or designee thereof shall forward to the parent an acknowledgement of intent which shall include a copy of applicable statutes, a statement of requirements, and a statement regarding termination or reentry.

To register for home education, contact the office of Student Services of the Nassau School District or visit the Nassau County Home School Website for additional information:
www.nassau.k12.fl.us/Page/741

Superintendent Responsibilities for Home Education Program Participants

The Superintendent or designee shall maintain a roster of such programs including the name and mailing address of each student and other appropriate file materials. The parent shall submit to the Superintendent for review within one year of entry date, or upon the request by the Superintendent, if desired at an interim date, the results of the required education evaluation (s. 1002.41, F.S). The Superintendent shall notify the parent annually that the level of educational progress attained by the child is acceptable or unacceptable. If the child's progress is determined to be inadequate, a one year probationary period is established in which remedial instruction is required. After which, the parent will be notified that the level of achievement is acceptable or that the parent is declared in violation of the compulsory attendance law.

Materials and Records Request

It shall be the responsibility of the parent to provide instructional materials appropriate to the program of the student. Upon request of the parent, the textbook coordinator for the district may provide the parent with a list of the textbooks adopted for use within the district at a fee not to exceed the actual cost of producing the copy. Upon parent request, the school shall provide the parent a copy of the student's educational record at a fee not to exceed the actual cost of producing the copy.

Parent Responsibilities for Home Education Participants

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

- Provide instructional materials appropriate to the program of the student.
- Maintain a portfolio of records and materials. The portfolio shall consist of the following:
 - A log of educational activities, which is made contemporaneously with instruction, and designates by title any reading materials used.

- Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student. This must be preserved by the parent or guardian for two (2) years and is due upon 15 days written notice.
- Provide for an annual educational evaluation in which is documented the pupil's demonstration of educational progress at a level commensurate with his/her ability. The parent or guardian shall select the method of evaluation and shall file a copy of the evaluation annually with the superintendent's office. The annual evaluation (s. 1002.41, F.S.) shall consist of one of the following:
 - Any nationally normed student achievement test or state assessment administered by a certified teacher. The state assessment is available to the parent or guardian at no cost if scheduled at the home school of the child. A score at or above the 30th percentile on a nationally normed student achievement test or a score of proficiency on the state assessment test will be considered acceptable.
 - A teacher selected by the parent or guardian shall evaluate the pupil's educational progress upon review of the portfolio and discussion with the pupil. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at either the elementary or secondary level.
 - The pupil shall be evaluated with any other valid measurement tool as mutually agreed upon by the Superintendent and the parent or guardian.

Reentry Procedures

Upon reentry to the District, 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.

Florida Statute: 1008.25(4)(a)

VIII. Terms and Abbreviations

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