

Nassau County School District Handbook

2017-2018



Dr. Kathy K. Burns, Superintendent

**Mark Durham, Executive Director of Curriculum,
Instruction, and School Improvement**

Kristi L. Simpkins, Director of Elementary Education

Dr. Cynthia Grooms, Director of Secondary Education

Student Progression Plan K-12

Student Code of Conduct K-12

Board Policy K-12

Parent Resource Guide

Bryceville Elementary
Callahan Elementary
Callahan Intermediate
Callahan Middle
Emma Love Hardee Elementary
Fernandina Beach High
Fernandina Beach Middle
Hilliard Elementary
Hilliard Middle Senior High
Southside Elementary
Wildlight Elementary
West Nassau High
Yulee Elementary
Yulee High
Yulee Middle
Yulee Primary School





Nassau County School District Mission Statement

The mission of the Nassau County School District is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

The Nassau County School District does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices.

The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scout of America Equal Access Act.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Equity Contacts
Nassau County School District
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9906
(904) 491-9888
Fax: (904) 277-9044

Our Core Values

We believe that:

- All people have intrinsic worth.
- All people are responsible for their actions.
- Effective relationships are developed and maintained through mutual respect, trust, and communication.
- The higher the expectations, the higher the performance.
- Everyone can learn and that life-long learning is essential for individuals and communities to thrive.
- The role of family is critical in the moral development of an individual.
- Strength of character is essential to making quality life choices.
- The community is strengthened when the potential of each person is developed.

www.nassau.k12.fl.us

EQUITY AND NON-DISCRIMINATION

The Nassau County School Board does not discriminate in admission, access, treatment or employment in its programs and educational or extracurricular school activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to facilities for the Boy Scouts of America and other patriotic youth groups. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the grievance procedure(s):

CONTACTS:

Equity/Non-Discrimination Policies and Procedures

Mark Durham

Executive Director of Curriculum, Instruction and School Improvement or
Joyce Menz

Director of Staff and Program Development
1201 Atlantic Ave., Fernandina Beach, FL 32034
(904) 491-9888

Harassment:

Mark Durham

Executive Director of Curriculum, Instruction and School Improvement
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(904) 491-9905

Americans with Disabilities Act (ADA)

Kevin Burnette

Director of Facilities

86334 Goodbread Rd., Yulee, FL 32097
(904) 225-5343

Section 504:

Misty Mathis

Director, Exceptional Student Education
1201 Atlantic Ave., Fernandina Beach, FL 32034
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Dr. Cynthia Grooms

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2017 2018
Student Progression Plan
Grades K-5

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Elementary Student Progression Plan

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Nassau School District Student Progression Plan

Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- that his or her child has been identified as having a substantial deficiency in reading,
- a description of the current services that are provided to the child,
- a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency, and
- that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

ELEMENTARY SCHOOL STUDENT PROGRESSION

GRADES K-5

I. Admission, Placement, Transfers and Attendance

A. Admission

Admission Requirements

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

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

B. Placement

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

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

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

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

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

- a duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births,
- a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent or guardian,
- an insurance policy on the child's life that has been in force for at least two years,
- a bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent or guardian,

- a passport or certificate of arrival in the United States showing the age of the child,
- a transcript stating date of birth in the child’s school record of at least four years prior to application, or
- an affidavit of age sworn to by the parent or guardian, accompanied by a certificate of age signed by a public health officer or by a licensed practicing physician designated by the district School Board, stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

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

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

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

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

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

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

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

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

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

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

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

In addition, the parent must provide the following:

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

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

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

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

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

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

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

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

Placement of Students Within a School

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

Eligibility for Exceptional Student Education (ESE) Program

All students having difficulty meeting promotional requirements shall be monitored carefully by the intervention team at the individual school. An Exceptional Student Education evaluation may be considered upon completion of appropriate interventions and activities. Those documents must be approved first at the school level, then at the district level. State law requires that students with learning problems in reading and/or math must have been on an intervention plan for a reasonable amount of time as a general education intervention prior to beginning the referral process for Exceptional Student Education. Exceptions do apply in extreme emergency situations. PMP intervention activities are not to be discontinued at the end of a school year. They are reinitiated the following year and continued until an ESE eligibility meeting is held. Such eligibility is determined by the staffing committee in accordance with the current federal and state regulations.

Placement of English Language Learners

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

The ELL Committee, which is composed of the principal or designee, an ESOL language arts teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of

English Language Learners, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learners. A parent or guardian of any student being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include:

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

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

Placement of Dependent Children of Active Duty Military Personnel 100.36 F.S.

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

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

Placement in Nassau Virtual School (NVS) or Florida Virtual School (FLVS) 1001.42 (23) , 1002.20, 1002.45, 1003.498 F.S.

Section 1003.498, F.S. established virtual school as an educational choice. Nassau Virtual School is the provider of first choice for virtual instruction; however for situations in which NVS cannot fulfill the need, students may qualify to access the services of FLVS. NVS/FLVS may be appropriate for

students with medical or behavioral issues that may limit success in the traditional classroom, students whose parent desires single subject participation, or for students needing a more flexible schedule due to other endeavors. Options are available for both full-time and part-time participation. Students who elect a full-time virtual full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend, pursuant to controlled open enrollment. Parents shall confer with the counselor to determine whether the option selected is appropriate for the student based on the student's academic history.

District students must meet at least one of the eligibility requirements designated in section 1002.455, F.S. to take part-time virtual courses. These requirements include:

- The student spent the prior year in a Florida public school and was reported for funding in the October and February full-time equivalent (FEFP) surveys.
- The student is a military dependent who moved to Florida within the last 12 months.
- The student was enrolled in district virtual instruction programs or Florida Virtual School's full-time public school program the previous year.
- The student has a sibling who is currently enrolled in a virtual instruction program and was also enrolled at the end of the previous year.
- The student is eligible to enter kindergarten or first grade
- The student is eligible to enter grades 2 – 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the FLVS.

For complete information on part-time participation for students in grades K-5 seeking to enroll in part-time courses through Nassau Virtual School or Florida Virtual School see "Elementary Part-time Participation" section on page 19.

Principals will determine if placement in a virtual course is appropriate academically for the student based on course prerequisites, the student's academic history, age, and appropriateness of the course for the student's continued matriculation through the successive progression plans. Enrollment in virtual school must be approved by the student's guidance counselor prior to the start of a new semester.

Initial Placement in Elementary School of Home, Charter and Private Education Students

Students seeking initial elementary school placement transferring from a home school, charter school, or private school shall be reviewed by the local school to determine the most appropriate grade placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it related to the State approved curriculum standards, previous records from public and private schools and evidence from the student's portfolio of work and achievement while in home school. Placement is not based solely on the recommendation of the private school, charter school or home educator. 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. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work.

Initial Placement of Homeless Students

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

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

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

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

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

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

C. Transfers

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

D. Attendance, Absences, and Truancy

Students may be counted in attendance only if they are actually present at school or are away from school on a school day and are engaged in an educational activity which constitutes a part of the school-approved instructional program for the student. 1003.23 F.S.

A written explanation is required for EACH absence. The parent is responsible for submitting a written explanation prior to the end of the grading period.

Parent notes for absences up to ten (10) days will be excused for illness. Additional excused absences will require documentation for one of the following:

- Medical reasons verified by a doctor or clinic, or
- Death in the family, or
- Legal reasons verified by a lawyer or a courts, or
- Absence for religious instruction and holidays.

MORE THAN TEN (10) UNEXCUSED ABSENCES IN A SCHOOL YEAR MAY RESULT IN RETENTION SINCE REGULAR ATTENDANCE IS A PROMOTION CRITERION.

Students having more than ten (10) unexcused absences in a school year will have their cases reviewed. After reviewing the evidence required above, and providing parents an opportunity for explanation, a committee will determine whether to grant an exception to the ten (10) day rule.

A student who has had at least five (5) unexcused absences within a calendar month, or ten (10) unexcused absences within a ninety (90) calendar day period will be declared truant. The superintendent may take such steps as necessary to bring criminal prosecution against the parent, guardian, or other person having control of the student.

Students shall be excused from an examination, study, or work assignments for observance of a religious holiday or because the tenets of his/her religion forbid secular activity at such time. The school principal shall implement this provision on an individual basis pursuant to 1003.26 Florida Statutes, and State Board of Education Rule 6A-1.09514. No adverse or prejudicial effects shall result to any student who avails himself/herself to the provisions of this rule.

In most cases, make up work for elementary students is incorporated in classroom teaching upon the student's return to school for both excused and unexcused absences. Outside assignments are to be at the discretion of the teacher.

II. Special Programs

A. Home Education

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 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 are as follows:

- 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 Elementary Education of the Nassau School District or visit the Elementary Education Office website at www.nassau.k12.fl.us

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 (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 (1002.41 F.S.) shall consist of one of the following:
 - A teacher selected by the parent or guardian shall evaluate the pupil's educational progress upon review of the portfolio and discussion with the pupil. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at either the elementary or secondary level.
 - Any nationally normed student achievement test administered by a certified teacher.
 - A state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district. This is available to the parent or guardian at no cost, if scheduled at the home school of the child. A score at or above the 30% percentile in total reading and total math on the SAT 10 and the minimum acceptable level on the FSA will be considered acceptable.
 - The pupil shall be evaluated with any other valid measurement tool as mutually agreed upon by the Superintendent and the parent or guardian.

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.

B. Hospital/Homebound

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

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

C. Educational Choice

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

III. Curriculum and Instruction

A. General Program Requirements

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

B. Reading Instruction

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

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

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

- a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency, and
- that if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

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

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

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

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

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

Alternate Assessment-Guidelines for Administration

The standardized assessments that may be used are:

- SAT 10 Reading Comprehension Subtest - For promotion students must score at or above the 45th percentile.
- i-Ready - For promotion students must score at or above the 50th percentile. Schools must use table 6 from the 2015 Norms to determine the student’s percentile.
- STAR Enterprise - For promotion students must score at or above the 50th percentile.

The earliest the alternate assessment may be administered is following the receipt of the grade 3 reading FSA scores or during the last two weeks of school, whichever occurs first. This test administration must adhere to the same levels of test security and test administration as the state assessment.

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

Portfolio Documentation – Guidelines for Use

To be accepted for meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must meet the following requirements:

- be selected by the student’s teacher,
- be an accurate picture of the student’s ability and only include student work that has been *independently* produced in the classroom
- include evidence that the benchmarks assessed by the grade 3 reading FSA have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text, and that are between 100-700 words with an average of 500 words, and
- be an organized collection of evidence of the student’s mastery of the Florida Standards Benchmarks for Language Arts that are assessed by the grade 3 reading FSA
- for each of the 14 benchmarks, there must be at least *three* demonstrations of mastery at 70% or above.

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

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

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

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

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

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

Assessment of Grade 3 Students Enrolling after FSA

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

- SAT 10 Reading Comprehension Subtest - For promotion students must score at or above the 45th percentile.
- i-Ready - For promotion students must score at or above the 50th percentile. Schools must use table 6 from the 2015 Norms to determine the student's percentile.
- STAR Enterprise - For promotion students must score at or above the 50th percentile.

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

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

In every case when a mid-year promotion of a retained grade 3 student to grade 4 is considered, the parent or guardian must be included in the conversation leading to the decision. The school and parent or guardian should consider the student's demonstrated readiness for performing the work of the next grade in all core subjects before proceeding with a mid-year promotion.

C. Physical Education Requirements

"Physical Education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

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

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

IV. Promotion, Acceleration, and Retention

A. Promotion

Student Progression from One Grade to Another

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

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

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

Promotion Requirements

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

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

A strong correlation exists between early reading and math proficiency and continued success in overall student performance in all subject area disciplines. There is much emphasis upon student accountability beginning in grade 3. Academic success in grades K, 1 and 2 is critical to a student's ability to meet the increased rigor of grades 3-5. Therefore, the Stanford 10 Normed Reference Test National Percentile Rank in total Reading and total Math are two of the required promotion criteria for grades K, 1 and 2 (greater than or equal to 30th percentile).

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

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

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

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

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

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

Alternatives to Normal Progression

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

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

Pursuant to F.S. 1002.3105 options that provide academically challenging curriculum or accelerated instruction to eligible public school students are provided. The assignment of a pupil to a higher grade

which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high achievement as indicated by screening and/or assessment results and their scores on basal reading and math mastery tests and nationally normed tests. Such students should possess physical and social/emotional maturity such that they will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social and emotional effect of the decision should be carefully considered.

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

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

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

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

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

(2) Section 1002.37, F.S. authorizes Florida Virtual School (FLVS) to offer part-time instruction for public school students in grades K-5. The purpose of the program is to allow high-achieving students to challenge themselves with on-line coursework participation. The FLVS course is part of the student's regular school day. The combined total of funding of all full-time equivalents (FTE) reported by the district and FLVS cannot exceed 1.0 FTE for both the district and FLVS combined.

When a student participates in part-time virtual instruction, the student is still responsible for mastering all standards in the current grade level courses and will be required to take all current grade level FSA assessments. In addition, the State Standards are designed such that math and science topics are presented only once rather than being repeated year after year. Therefore, the parent should consider carefully the full academic and social ramifications of part-time participation and confer with the school counselor to determine if single course participation is appropriate for the student based on the student's academic history, teacher recommendation, ability to work independently and the long range academic, social and emotional effect of additional coursework. *The Part-time Virtual Participation Request Form* should be completed by the parent and counselor before the end of the first two weeks of school for first semester consideration and before December 15 for second semester consideration.

Public school students receiving part-time instruction through virtual courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments. The Digital Learning Act, 1002.321 F.S. specifies that Part-Time virtual instruction for students enrolled in kindergarten through grade 12 must consist of the courses that are measured pursuant to F.S. 1008.22 subparagraph (8) (a) 2. Students can only be enrolled in one core course at a time.

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

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

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

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

D. Retention

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

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

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

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

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

V. Grading and Reporting Procedures

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

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

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

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

The following grade and subjects will receive letter grades:

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

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

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

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

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

VI. Appeal Process

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

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

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

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

APPENDIX A

K-5 PROMOTION CRITERIA

Promotion Criteria	K	1	2	3	4	5
1. Attendance: Meets attendance policy	x	x	x	x	x	x
2. English Language Arts Proficiency						
▪ Mastery of the curriculum based on Florida Standards in Reading		x	x	x	x	x
▪ Mastery of the curriculum based on Florida Standards in Language Arts	x	x	x	x	x	x
▪ Demonstrate proficiency of FSA/Stanford 10	x	x	x	x	x	x
4. Math Proficiency						
▪ Mastery of the curriculum based on Florida Standards in Math	x	x	x	x	x	x
▪ Demonstrate proficiency of FSA/Stanford 10	x	x	x	x	x	x
5. Science Proficiency						
▪ Mastery of the curriculum based on Florida Standards in Science	x	x	x	x	x	x
6. Social Studies Proficiency						
▪ Mastery of the curriculum based on Florida Standards in Social Studies		x	x	x	x	x
TOTAL	6	8	8	8	8	8

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

* Levels of Proficiency: Grades K, 1 and 2

> or = 30% in total reading
on standardized test

> or = 30% in total math
on standardized test

In the event FSA/Stanford 10 results test data are not available in a timely manner to use in progression decisions, the classroom teacher will substitute mastery of the curriculum based on Florida State Standards in reading, writing, math, or science, as appropriate, in lieu of test scores.

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

APPENDIX B
REQUIRED INSTRUCTION

Introduction

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

Based on State Standards

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

Equity in Classroom Instruction and Extra-Curricular Activities

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

Federally Required Instruction

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

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

State Required Instruction K-12 1003.42

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

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

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

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

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

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

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

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

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

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

i. The elementary principles of agriculture

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

k. Kindness to animals.

l. The history of the state.

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

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

o. The study of Hispanic contributions to the United States

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

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

r. A character-development program in the elementary schools, similar to Character First or Character counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

s. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

3. Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course

descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

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

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

APPENDIX C

Part-Time Virtual Participation Checklist

Student's Name: _____

Current School: _____ Date Submitted: _____

Requested Course: _____

Considerations Reviewed with Parent Date of Conference: _____

- Accelerated coursework becomes a part of your student's permanent record.
- Your student will still be responsible for mastering all standards in their current grade level courses and also will be required to take their current grade level state assessment. Integrated curriculum standards (such as literacy and social studies) may be missed through acceleration, yet covered on future assessments required for middle school promotion.
- Parental involvement in the entire process of accelerated coursework is necessary for student success.
- Your student should have excellent study skills, be self-motivated, and be able to work independently.
- Your student may be taking the virtual course at school working independently, with no direct assistance from an on-site instructor.

District Eligibility Requirements:

- Review of academic history
- Parent/Teacher/Counselor/Principal Recommendations
- 80% Score on prior grade basal end of year exam
- Classroom performance indicative of skills considered prerequisite for independent study
- State/District Assessment Data

Recommendation:

Parent _____ Agrees Disagrees Date _____

Teacher _____ Agrees Disagrees Date _____

Counselor _____ Agrees Disagrees Date _____

Attach to Part-Time Virtual Participation Request

APPENDIX D

PART-TIME COURSE REQUEST

Student Name:	Teacher Name:
School:	Grade Level:
Date of Request:	School Year:

Data In Support of Part-Time Course Participation

Immediate prior year State Assessment In Reading ach level or Math ach level

Description of any other screening or formative assessments utilized:

Name of Assessment:	Date Administered _____
Results of Assessment:	
Guidance Counselors Communication with Parent	Date of Communication _____
Part-Time Part. Checklist Attached <input type="checkbox"/> Parent In Agreement <input type="checkbox"/> Parent Not In Agreement <input type="checkbox"/>	
Results of EOC and/or basal Assessment: ___ grade subject area _____	
Results of EOC and/or basal Assessment: ___ grade subject area _____	

RECOMMENDATION OF PRINCIPAL :

Remain in current placement

Virtual Part-Time instruction approved for courses: Provider _____

_____ Language Arts grade level _____ Science grade level _____

Course # _____ Course # _____

_____ Math grade level _____ Social Studies grade level _____

Course # _____ Course # _____

Principal Signature: _____

Send Completed Form to the Director of Elementary Education

Signature of Director: _____ Date _____

ADEO Operator provided course approval information on _____ (date)

Copy to be filed in student cumulative record

2017 2018
Student Progression Plan
Grades 6-8

Dr. Kathy Burns, Superintendent
School Board of Nassau County
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Mark Durham,
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I. INTRODUCTION

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

A. Legal Foundation of the Student Progression Plan

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

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

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

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- Appropriate alternative placement for a student who has been retained 2 or more years.
- List the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b), F.S.
- Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s.1002.3105(4)(b)2, F.S.
- Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to s. 1002.3105, F.S.
- Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(2)(a), F.S.
- Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)1, F.S.

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

Florida Statute: 1008.25

B. Responsibilities for Implementation

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

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

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

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

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

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

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

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

A. Attendance Zones

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

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

Additional information for attendance zones can be found:

http://www.edline.net/pages/Nassau_County_School_District/Department/Administrative_Services/Attendance_Zones

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. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at http://www.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 2012-2013 school year.
- C. The DEUSS will be used to monitor:
- ELLs to be included in State Accountability System
 - Extension of Services (students who have entered a Florida school in 2012-2013 or after)
 - Promotion/Retention--Good Cause (third grade)
 - Immigrant Information (School personnel in the district will need the DEUSS to determine immigrant student eligibility. The date is necessary to calculate whether a student has attended a US school for 3 full academic years. Note: remember that immigrant students may or may not be classified as ELLs.)

ELL/LEP Credit:

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

ELL/LEP Retention:

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

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

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

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

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

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

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

Transfer Students:

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

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

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

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

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

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

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

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

Students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition from an ESOL endorsed/certified teacher to help with English strategies and accommodations. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under s. 1008.22, F.S.

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

- Participation in an accelerated high school equivalency diploma preparation program during the summer.

- Upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.
- Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. 1003.4282 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.
- Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22, F.S. or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment. This subsection shall be implemented to the extent funding is provided in the General Appropriations Act.

Florida Statute: 1003.433

Parent Notification: Students with At-Risk GPA:

Parents of students who have a cumulative GPA of less than 2.5 at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement in a language understandable to the parents unless clearly not feasible.

Curriculum for ELLs:

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

Course modifications:

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

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, Director of Secondary Education 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 year-long courses in social studies that include coverage of civics education.

Middle School Science 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.
- 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.

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

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
7 th Grade	F	2 , 1	M/J Science I
	A or B	4, 5,3,	M/J Science II Advanced
	C or D	3 , 2	M/J Science II
8 th Grade	F	2 , 1	M/J Science
	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

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 Mathematics Placement Criteria

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

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

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

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.
- 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.

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 Language Arts Course Sequence

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

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.
- 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.

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
6th 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**
7th 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**
8th Grade	M/J US #2100015 (S)	M/J Comprehensive Physical Education – Grade 7/8 #1508700	M/J Language Arts 3 #1001070	M/J Pre-Algebra #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 **

** One course in career and education planning to be completed in 6th, 7th, or 8th grade. The course may be taught by any member of the instructional staff. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. 1003.4285; high school assessment and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses and courses that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.

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.

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.

Career and Education Planning

One course in career and education planning to be completed in 6th, 7th, or 8th grade. The course may be taught by any member of the instructional staff; must result in a completed personalized academic and career plan for the student; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07, F.S.

The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, and courses that lead to national industry certification.

Each student shall complete a personal education plan that must be signed by the student and the student's parent.

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.

Physical education may be waived for students for the following criteria:

- The student is enrolled or required to enroll in a remedial course;
- The parent requests in writing that the student enroll in another elective course offered by the school if available at that grade level; or
- The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

High School Online Course Requirement

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. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school. Florida Statute: 1003.4282 Under s. 1002.321(3), F.S.

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.

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 Requirements

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

The student must have a final passing grade (D or better) in a course or combination of wheel courses in order to be given credit for promotion purposes.

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 (reading, 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 3. 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 who performed below grade level on the FSA and or earned a D or lower in their Language Arts class. 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 5 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, 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.

The information listed below shall be published in the local newspaper prior to September 1, of each school year:

- The policies/procedures on student progression and retention/promotion.
- The number and percentage of all students retained in grades 3 through 10.
- The total number of students promoted for good cause, by each category of good cause.
- The revisions to the district school board’s policy 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

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.

Students with disabilities who read below grade level, based on standardized tests, will be offered remedial reading classes and the placement in such classes shall be determined by the Individual Educational Plan (IEP).

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. SPECIAL PROGRAMS

A. Virtual Education

B. 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 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.

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. For additional information, visit the home school website at http://www.edline.net/pages/Nassau_County_School_District/Department/Secondary_Education/Home_School. 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 Mat

6-8 Reading Intervention Guidelines

Students meeting two of the requirements for remediation listed in boxes 1-3 will receive the recommended reading intervention listed in box 4	2016 FSA Achievement Level	Level 1 for 2 or more consecutive years	Level 1 dropped from a Level 2	Level 2 for 2 or more consecutive years	Level 2 from a Level 3, 4, or 5
	Diagnostic Assessment Scores	6 th : 735L and below 7 th : 792L and below 8 th : 830L and below	6 th : 735L and below 7 th : 792L and below 8 th : 830L and below	6 th : 735L and below 7 th : 792L and below 8 th : 830L and below	6 th : 735L and below 7 th : 792L and below 8 th : 830L and below
	2015-2016 Language Arts Grade	F	F	D	D
	Recommended Reading Intervention for 2016-2017	Extended Remedial Instruction	Extended Remedial Instruction	Additional Remedial Instruction	Integrated Remedial Instruction
The Instructional Format, Course Code Numbers, and Instructional Materials Listed Under Each Intervention should be Used.	Recommended Instructional Format/Time	Two periods blocked together	Two periods blocked together	One period in addition to the required Language Arts class	Integrated into the regular Language Arts Curriculum.
	Course Title(s) & Numbers	6 th grade 1001010 M/J Lang Arts 1 7 th grade 1001040 M/J Lang Arts 2 8 th grade 1001070 M/J Lang Arts 3 Blocked with 1000010 M/J Intensive Reading	6 th grade 1001010 M/J Lang Arts 1 7 th grade 1001040 M/J Lang Arts 2 8 th grade 1001070 M/J Lang Arts 3 Blocked with 1000010 M/J Intensive Reading	6 th grade 1001010 M/J Lang Arts 1 7 th grade 1001040 M/J Lang Arts 2 8 th grade 1001070 M/J Lang Arts 3 And 1000010 M/J Intensive Reading	6 th grade 1001010 M/J Lang Arts 1 7 th grade 1001040 M/J Lang Arts 2 8 th grade 1001070 M/J Lang Arts 3

2017 2018
Student Progression Plan
Grades 9-12

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I. INTRODUCTION

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

Legal Foundation of the Student Progression Plan

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

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

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

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

Responsibilities for Implementation

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

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

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

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

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

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

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

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

Attendance Zones

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

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

High Schools: Fernandina Beach High 261-5713, Hilliard Middle-Senior High 845-2171, West Nassau County High 879-3462, Yulee High 225-8641

District Office: 491-9900

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

Admissions

Enrollment

Requirements for Information Prior to Enrollment

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

Proof of age. A certified birth certificate for US citizens may be requested online at:

<http://www.cdc.gov/nchs/howto/w2w/w2welcome.html>. If a birth certificate is not available refer to [1003.21, FS](#), for other acceptable documentation.

A Florida Certificate of Immunization, Form 680 (blue card), completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available at <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html> Note: Thirty (30) school days will be allowed to present the certification requirements for transfer students and students identified as being homeless according to NCSB Administrative Rule.

Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html>

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

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

A final order of expulsion shall be recorded in the records of the receiving school.

The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.

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

Homeless Students/Families in Transition (FIT)

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

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

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

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

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

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

- A school district homeless liaison,
- The director of an emergency shelter program funded by the US Department of Housing and Urban Development, or

- The director of a runaway or homeless youth basic center or transitional living program
- Funded by the U.S. Department of Health and Human Services. (382.025 F.S.)

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

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

English Language Learners (ELL)

Students Who Qualify for ESOL

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

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

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

The following process will be followed:

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

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

Date Entered United States School (DEUSS):

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

DEUSS is self-reported by the parents. Every effort must be made by school personnel in the district to get previous schooling information from a US school.

The DEUSS data element is used specifically for students classified as English Language Learners (ELLs [LY and LP]) and immigrants who entered Florida starting the 2012-2013 school year. It is not necessary to enter a DEUSS for students that entered prior to the 2012-2013 school year.

The DEUSS will be used to monitor:

- ELLs to be included in State Accountability System
- Extension of Services (students who have entered a Florida school in 2012-2013 or after Promotion/Retention--Good Cause (third grade)

Immigrant Information (School personnel in the district will need the DEUSS to determine immigrant student eligibility. The date is necessary to calculate whether a student has attended a US school for 3 full academic years. Note: remember that immigrant students may or may not be classified as ELLs.)

ELL/LEP Credit:

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

ELL/LEP Retention:

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

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

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

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

Transfer 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 ELL Students:

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

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

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

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

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

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

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

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

Students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition from an ESOL endorsed/certified teacher to help

with English strategies and accommodations. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under s. 1008.22, F.S.

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

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

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

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

Parent Notification: Students with At-Risk GPA:

Parents of students who have a cumulative GPA of less than 2.5 at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement in a language understandable to the parents unless clearly not feasible.

Curriculum for ELLs:

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

Course modifications:

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

Student Placement

The principal is responsible for the initial placement of all students new to the school. Grade placement of students coming from other schools shall be made on the basis of Report Cards and/or transfer data or transcripts subject to validation/interpretation if deemed necessary. If none of the above data are available, the student shall be enrolled and placement shall be determined upon receipt of substantiating data from the previous accredited school attended.

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

Work on academic credit for all students transferring into the Nassau County School District will be accepted if the credit is earned in another public school or accredited private school and is authenticated by an official transcript which includes attendance, academic information, and grade placement. Nassau County School Board graduation requirements shall not be retroactive for transfer students provided the student has met all requirements of the district or state from which he/she is transferring.

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

A school may accept and classify transfer credits earned through alternative delivery systems that are accredited by a recognized regional agency. Alternative delivery systems include public and non-public special purpose schools, distance learning and supplementary education programs.

Grade Placement and Promotion within High School

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

Consistent with school board rules and in accordance with state statute (1012.28(5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Placement for Students with Disabilities

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

Placement in the Nassau County Adult High School

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

Transfers

Transfer Students

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

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

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

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

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

Students who enter a Florida public school at the 11th or 12th grade from out of state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition from an ESOL endorsed/certified teacher to help with English strategies and accommodations. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under s. 1008.22, F.S.

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

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

Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment under s. 1003.4282 or s. 1008.22, F.S. or alternate assessment may receive immersion English language instruction

during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment. This subsection shall be implemented to the extent funding is provided in the General Appropriations Act. Florida Statute: 1003.433

Military Personnel's Dependent Children Transfer Students

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

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

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

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

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

- Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in SBOE Rule 6A-1.09941. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.
- Validation of credits shall be based on performance in classes at the receiving school.
- A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in SBOE Rule 6A- 1.09941

Alternative Validation Procedure

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

- Portfolio evaluation by the superintendent or designee;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools;

- Satisfactory performance on nationally-normed standardized subject area assessments;
- Satisfactory performance on a statewide, standardized assessment; or
- Written review of the criteria utilized for a given subject provided by the former school.
- Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (e) of SBOE Rule 6A-1.09941, if required.

Students transferring credits into the Nassau County School District will be subject to the current course credit weighting approved by the Nassau County School District and in alignment with Florida DOE course code directory. If a letter grade is assigned, that grade is entered in our system, even if the grading scale from which the student transferred is not equivalent to Nassau County’s School District’s grading scale. If only a numerical grade is provided and no grading scale is provided, our scale is applied to the student record. 1003.25 F.S., 1003.42 F.S.

Promotion of Late-in-the-Year Transfer Students

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

AdvancED/SACS CASI Policy on Grade Placement

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

Transfer Letter Grades

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

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

Special Programs

Foreign Exchange Program

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

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

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

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

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

A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.

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

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

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

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

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

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

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

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

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

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

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

School Responsibilities

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

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

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

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

Sponsor Responsibilities

The sponsoring organization shall work with the appropriate governmental agencies to ensure that the prospective international exchange student has fulfilled all requirements for entry into the United States on a J-1 Visa.

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

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

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

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

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

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

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

Nassau County Students Leaving the Country for Foreign Exchange:

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

Home Education

Florida Statute 1002.41 defines home education programs.

To register for home education, contact the Office of Assessment and Accountability in the Nassau County School District, or visit the Nassau County School District website for additional [information: www.nassau.k12.fl.us](http://www.nassau.k12.fl.us)

Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. For more information, please see the section on Exceptional Student Education in this document.

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 fulltime 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.
- APEX provides grade forgiveness and credit recovery options for students. Plato APEX courses are taught by NEFEC teachers.
- 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 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.

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, 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 at 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

III. CURRICULUM AND INSTRUCTION

Course Placement

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

Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Student Progression

Comprehensive Student Progression Plan

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

Alternatives to Normal Progression

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

Alternative Program Placement

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

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

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

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

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

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

Placement of Pregnant, Married or Parenting Students

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

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

Parent/Guardian Role with Placement Decisions

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

Social Promotion Elimination

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

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

High School Credit

Definition of Credit

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a

district school that has been authorized to implement block scheduling by the district school board. Florida Statute: 1003.436(1)(a)(b)

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

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

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

High School Credit Awarding

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

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

Credit Acceleration Program (CAP)

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

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

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.

Only credit (no grade) will be earned by meeting the passing score on the EOC.

The request to participate must be received 9 weeks (45 school days) prior to the administration of the EOC.

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

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

Course Credit for Courses Taken Prior to Grade 9

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

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

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

College Credit by Examination

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

Volunteer and Nonacademic Activity Credit

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

Examples of community service/volunteer activities include:

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

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

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

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

The community service:

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

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

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

The service must:

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

Exclusions from Earning Credit

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

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

Dropping Annual Courses

If a student has a “D” or “F” in an annual course at the end of the second nine weeks (semester) on a 6 period day or the end of first nine weeks on a block schedule, he/she may be allowed to drop the course after a consultation with his/her guidance counselor. If the student’s schedule will accommodate a reasonable change into another course, he/she will be allowed to drop the first semester course and enroll in a second semester course. The semester average “F” or “D” of the dropped course will be counted in the student’s grade point average (GPA).

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

Student Amnesty (Grades 9-12)

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

Honors and Advanced Courses of Study

Articulated Acceleration Mechanisms 1007.27(1) F.S.

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

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

Academically Challenging Curriculum to Enhance Learning (ACCEL)

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

ACCEL Options:

- Whole-grade and midyear promotion
- Subject-matter acceleration
- Virtual instruction in high grade level subjects
- Credit Acceleration Program under s. 1003.4295, F.S.
- Enriched science, technology, engineering, and mathematics (STEM) coursework

ACCEL Procedures/Process:

Each principal must inform/advise parents and students of the ACCEL options. (Examples: student information system, parent portal, automated phone messages, parent-teacher conferences, student orientation, school/community newspapers, open house, web page, and student handbook)

- Review shall be recommended by a member(s) of the faculty or a parent to the principal
- Appropriate screening and other assessment information will be gathered and considered
- The principal will have the full authority after consultation with teacher(s), guidance counselor, school psychologist, and other appropriate district personnel, to make the final decision on acceleration. A child will not be accelerated without parental consent.

ACCEL Eligibility and Procedural Requirements:

- The student's performance on locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22, F.S.
- The student's grade point average (3.75 core Level 3 or higher GPA)
- FCAT Level 4 or 5 State End of Course

- The student’s attendance (95%) and conduct record (no referrals or discipline issues)
- Recommendations from one or more of the student’s teachers in core—curricula courses as outlined in s. 1003.01(14)(a)-(e), F.S.
- A recommendation from a guidance counselor if one is assigned to the school in which the student is enrolled.
- Each principal must establish eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school.

Student Eligibility Considerations:

- The student’s performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22.
- The student’s grade point average.
- The student’s attendance and conduct record.
- Recommendations from one or more of the student’s teachers in core-curricula courses as defined in s.1003.01 (14) (a)-(e).
- Conduct – No referrals or discipline issues
- Grade – Maintain “A”
- Reevaluate each semester

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

Each school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Florida Statutes: 1008.25, 1008.22, 1002.3105

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

Advanced Placement (AP) Program:

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

If a student only completes one semester or quarter of an AP course, they will receive weighted credit for that semester/quarter. If a student comes to our district having completed semester 1 or quarter 1 of an AP course and then does not continue that course the second semester or quarter, they would still receive the .5 credit for the course code and the .5 weighting. The transcript should reflect the courses the student actually sat in each semester or quarter; for example Semester/quarter 1-AP, Semester 2 Honors credit. The two together will satisfy one credit.

Awarding of Advanced Placement Credit

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

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

- Math for Mathematics Honors or AP class placement, or Reading for English, Social Studies, Science and Foreign Language Honors or AP class placement
- Grades - A grade of B or better in the previous honors course. Students earning an A in the previous standard course may be recommended for honors or AP course placement.
- FSA - Level 4 or 5 in appropriate area and not less than a Level 3 in any area on Mathematics
- FSA for placement in honors or AP mathematics classes or Reading FSA for placement in honors or AP English, social studies and science or foreign language
- PSAT – A score of 48 or higher on the appropriate assessment
- Math score for mathematics honors or AP class placement Reading and/or language for English, social studies, science and foreign languages honors or AP class placement

In the case of special circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement. Dual Enrollment – Performance at this level is evidenced by:

- 3.0 unweighted GPA for Academic Dual Enrollment Program
- 2.0 unweighted GPA for Non-Credit Certificate Career Programs
- 3.5 unweighted GPA for Early Admission
- 3.0 unweighted GPA for Collegiate Career High School Program
- 3.0 unweighted GPA for Early College Program and

CPT – Reading 83, Writing 83 Math 72,(Elementary Algebra) or Math 85 (College Algebra –MAC 1105)
PERT – Reading 106, Writing 103, Mathematics 114 (Intermediate Algebra –MAT 1033) or,
Math 123 (College Algebra- MAC 1105)

Beginning March 1, 2016 and forward Dual Enrollment Placement Criteria:

SAT English Placement: Verbal 24+ (ENC1101), SAT Reading Placement: Verbal 24+ (Exempt), SAT Mathematics Placement: 24-27.5 (MAT1033, MGF1106, MGF1107), Mathematics: 29 (MAC1105). ACT – English: 17+ (ENC1101), Reading: 19+ (Exempt), Mathematics: 19-22 (MAT1033, MGF1106, MGF1107, STA2023), Mathematics 23+ (MAC1105)

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

Dual Enrollment: Program Definition

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

Academic dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements in the College of Arts and Sciences at FSCJ toward the Associate in Arts degree.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

Early College is a NCSB/FSCJ collaborative program utilizing dual enrollment to offer students the opportunity to complete up to 60 hours of college credit during their high school years with the goal of achieving an Associates in Arts degree.

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

Dual Enrollment: Location and Scheduling

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

Preferential location of courses for dual enrollment registration will be:

1st: On the high school campus whenever available.

2nd: At the FSCJ/NCSB joint-use Lewis “Red” Bean Technical Center if State General Education courses are available and are not offered on a high school campus.

3rd: At other FSCJ campuses or centers or online when the above two options are not available.

These courses must be course appropriate and approved by the guidance counselor.

Dual Enrollment: Course Selection

Dual Enrollment students may only enroll in those courses approved by NCSB and FSCJ. College course selected for this program shall meet and satisfy the requirements of 1007.271.F.S. for awarding both high school credit and college credit. NCSB shall advise interested students and their parents or guardians of the application of the college credits earned to the credit required for a high school diploma, and to the ramifications and responsibilities of initiating a permanent college transcript.

Courses offered under the dual enrollment designation will be selected from the FSCJ arts and sciences curricula and selected career courses leading to certifications, licensures, or technical certificates. Whenever possible, dual enrollment students shall be provided an opportunity to enroll in 12 or 16 week courses, rather than 8 week classes. Within the general education requirement area, emphasis will be placed on college credit courses in communication, humanities, mathematics, natural science, and social science.

Students entering dual enrollment in the 2015-2016 academic year and thereafter as well as continuing dual enrollment students who have not completed the required 36 hours of General Education for the Associate of Arts degree prior to the beginning of the 2015-2016 academic year must complete the State-mandated 15 credit hours of “Core” General Education courses prior to earning 24 total hours of college credit.

For secondary students entering 9th grade in 2013-2014 and thereafter, the high school graduation requirement for Economics will be met by taking both ECO 2013 and the one credit ECO 1931-Financial Literacy, within the same academic year.

To promote student success in dual enrollment courses, beginning in the Fall semester of 2016, new dual enrollment students must take SLS1103 in the first two semesters of participation in any dual enrollment program, with preference of taking the course in the first semester of participation. The course may be taken at the public school site or on the college campus in a face to face or hybrid modality only.

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

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

Students who have posted College-ready scores on SAT, ACT, or PERT in all three areas reading, writing, and mathematics, and have an unweighted high school GPA of 3.3 or higher based upon at least 4 full high school credits.

Newly entered dual enrollment students, as well as continuing dual enrollment students who have not completed the 36 hours of General Education, must complete the State-mandated 15 credit hours of “Core” General Education courses prior to earning 24 total hours of college credit.

Associate in Arts Degree -- General Education Requirements	
Communications: Students must complete 9 credit hours in Communications. Student must complete 3 credit hours from category A, 3 credit hours from category B, and 3 credit hours from Category C.	
Category A: State Core Communications Course Hours	
ENC 1101 English Composition I	3
ENC 1101C English Composition I Enhanced	4
NOTE: ENC 1101C fulfills the General Education Category A Communications requirement. In addition, this course includes one credit hour of supplemental lab instruction that will count toward the twenty-four hours of Associate in Arts electives.	
Category B:	
ENC1102 Writing About Texts	3
Category C:	
SPC 2017 Introduction to Speech Communications	3
SPC 2065 Speech Communication for Business & the Professions	3
SPC 2608 Fundamentals of Public Speaking	3
Humanities: Students must complete 6 credit hours in Humanities. Students must complete 3 credit hours from category A, and 3 credit hours from category A or B. Required: Students must take one (1) HUM-prefix course.	
Category A: State Core Humanities Courses	
*ARH 2000 Art in the Humanities	3
*PHI 2010 Philosophy in the Humanities	3
*MUL 2010 Music in the Humanities	3
*LIT 2000 Literature in the Humanities	3
*HUM 2020 Topics in the Humanities	3
*THE 2000 Theater in the Humanities	
Category B:	
HUM 2210 Humanities: Prehistory through Medieval	3
HUM 2230 Humanities: 15th to 20th Century	3
HUM 2250 Humanities: 20th & 21st Century Cultural Perspectives	3
HUM 2410 Humanities of Asia	3
HUM 2450 Humanities in the Americas	3
DAN 2100 Dance in the Humanities	3
AML 2010 American Literature: Colonial Times to 1900	3
AML 2020 American Literature: 1900 to the Present	3
ARH 2050 Art History from Prehistory to 15th Century	3
ARH 2051 Art History from the 15th to 21st Century	3
ENG 2100 Film Studies	3
ENG 2012 English Literature to 1750	3
ENL 2022 English Literature Since 1750	3
LIT 2100 Great Ideas in World Literature	3
PHI 2603 Applied Ethics	3
PHI 2600 Moral and Political Philosophy	3
REL 2000 Religious Studies	3
REL 2300 World Religions	3
NOTE: HUM 2472 will be removed from the Gen Ed to elective status.	
<i>Table continues on next page.</i>	

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Mathematics: Students must complete 6 credit hours in Mathematics. At least 3 credit hours must come from the State Core (denoted with *).

NOTE: Any student who successfully completes a Mathematics course for which one of the general education course core options in mathematics (marked with an *) is an immediate prerequisite, shall be considered to have completed the Mathematics core.

Hours

*MAC 1105 College Algebra	3
MAC 1114 College Trigonometry	3
MAC 1140 Pre-calculus Algebra	4
MAC 1147 Pre-calculus Algebra & Trigonometry	5
MAC 2233 Calculus for Business & Social Sciences	3
*MAC 2311 Calculus with Analytic Geometry I	4
MAC 2312 Calculus with Analytic Geometry II	4
MAC 2313 Calculus with Analytic Geometry III	4
MAP 2302 Differential Equations	3
*MGF 1106 Topics in College Mathematics	3
*MGF 1107 Explorations in Mathematics	3
*STA 2023 Elementary Statistics	3

Natural Sciences: Students must complete 6-8 credit hours in Natural Sciences from one of the following options. At least one course must come from the State Core (denoted with *).

NOTE: Any student who successfully completes a Natural Sciences course for which one of the general education core course options in Natural Sciences (marked with an *) is an immediate prerequisite shall be considered to have completed the Natural Sciences core.

Option A: Choose one 3 or 4 credit course from the Biological Sciences and one 3 or 4 credit course from the Physical Sciences, and complete at least one credit of laboratory in either Biological or Physical Science. The laboratory credit can be either part of a 3 or 4 credit course designated with a "C," or a stand-alone, one-credit course designated with an "L" following the course number. At least one course must come from the State Core (denoted with *).

Biological Sciences:

BOT 1010C Botany	4
*BSC 1005 Life in its Biological Environment	3
BSC 1005L Biology Laboratory 1	1
*BSC 2010C Principles of Biology I	4
BSC 2011C Principles of Biology II	4
BSC 2020C Human Biology	4
BSC 2050 Biology of Environmental Systems	3
*BSC 2085C Human Anatomy & Physiology I	4
BSC 2086C Human Anatomy & Physiology II	4
ISC 1075 Principles of Science & investigation (May fulfill requirement for Biological Sciences or Physical Sciences but not both.)	3
MCB 2010C Microbiology	4
OCB 2000C Fundamentals of Marine Biology	4
ZOO 1010C General Zoology	4

Physical Sciences:

*AST 1002 Introduction to Astronomy	3
AST 1002L Astronomy Laboratory	1
*CHM 1020 Chemistry for Liberal Arts	3
CHM 1025C Introduction to General Chemistry	4
CHM 1032C Principles of General Chemistry	4
*CHM 2045C General Chemistry and Quantitative Analysis I	4
CHM 2046C General Chemistry and Quantitative Analysis II	4
*ESC 1000 Earth and Space Science	3
ESC 1000L Earth and Space Science Laboratory	1
*EVR 1001 Introduction to Environmental Science	3
GLY 1010C Physical Geology & Laboratory	4

Dual enrollment courses offered at the high school site may not be combined with any non-college credit high school course.

Dual Enrollment: Course Equivalency

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

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

High school credits shall be awarded per the status of the list at the time of student enrollment. One credit hour college music courses are equivalent to .5 high school credit. College certificate program workforce credit courses are equivalent to a .5 high school career education credit.

The guide for courses to be offered through the Dual Enrollment program is the Dual Enrollment Course-High School Subject Area Equivalency List approved by the State Articulation Coordinating Committee which can be found on the State Articulation website at <https://www.fldoe.org/articulation/pdf/DEList.pdf>.

Dual Enrollment Assessment Requirements: Students are required to meet the established course prerequisite, co-requisite, and academic skill requirements as identified in the course descriptions in the current college catalog.

Students must establish that their academic skills are at the requisite level for the type of college coursework in which they desire to enroll. Students enrolling in college credit courses must take the Postsecondary Education Readiness Test (PERT), the ACT examination or the SAT examination. Students must have scores in all 3 testing areas of Reading, Writing and Mathematics.

Students must earn a score that places them in college credit classes. Students enrolling in mathematics courses must earn a score that places them into college level mathematics (MAT 1033 Intermediate

Algebra or higher). MAT 1033 is the highest level course into which a student may place with FCAT scores. Students who wish to take MAC 1105, College Algebra or other equivalent or high level math courses must submit qualifying PERT, ACT, or SAT scores or request to take the Advanced Mathematics test at one of the College's Assessment and Certification Centers.

Dual Enrollment: Placement Criteria

Dual Enrollment – Performance at this level is evidenced by:

- 3.0 unweighted GPA for Academic Dual Enrollment Program
- 2.0 unweighted GPA for Non-Credit Certificate Career Programs
- 3.50 unweighted GPA for Early Admission
- 3.0 unweighted GPA for Collegiate Career High School Program
- 3.0 unweighted GPA for Early College Program and

CPT – Reading 83, Writing 83 Math 72,(Elementary Algebra) or Math 85 (College Algebra –MAC 1105)

PERT – Reading 106, Writing 103, Mathematics 114 (Intermediate Algebra –MAT 1033) or, Math 123 (College Algebra- MAC 1105)

Beginning March 1, 2016 and forward Dual Enrollment Placement Criteria:

SAT English Placement: Verbal 24+ (ENC1101), SAT Reading Placement: Verbal 24+ (Exempt), SAT Mathematics Placement: 24-27.5 (MAT1033, MGF1106, MGF1107), Mathematics: 29 (MAC1105). ACT – English: 17+ (ENC1101), Reading: 19+ (Exempt), Mathematics: 19-22 (MAT1033, MGF1106, MGF1107, STA2023), Mathematics 23+ (MAC1105)

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

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

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

State law requires that dual enrollment students only enroll in 12 credit hours before earning assessment scores which place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are concurrently enrolled in an academic course in mathematics on the high school campus.

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

Dual Enrollment: Eligibility Requirements for Academic Dual Enrollment Programs

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

Students who enroll in Academic Dual Enrollment courses must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s. 1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Students who wish to take mathematics courses at a level higher than MAC1105 (College Algebra) may attempt the Advanced Mathematics test at one of the College's Assessment and Certification Centers. Qualifying PERT test scores in the areas of Writing and Math must be dated within 2 calendar years prior to the first day of the dual enrollment class.

Exception: Placement for SLS 1103 only may be achieved through one of the following:

2.5 cumulative unweighted GPA calculated based upon at least 4 full high school credits if they have placed into college level reading on any of the established college placement tests. If the PERT reading test is used for this purpose, students do not also need to post PERT writing or math scores.

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

- Students who have posted College ready scores on the SAT, ACT, or PERT in all three areas of reading, writing, and mathematics, have an unweighted high school GPA of 3.0 – 3.29 based upon at least 4 full high school credits, and have successfully completed with a grade of “C” or higher a high school level AVID course.
- Students who have posted College-ready scores on SAT, ACT, or PERT in all three areas reading, writing, and mathematics, and have an unweighted high school GPA of 3.3 or higher based upon at least 4 full high school credits.
- Students who have no posted college-ready reading scores may qualify with a 3.0 unweighted cumulative high school GPA calculated based upon at least 4 full high school credits.

Students must meet all prerequisite requirements for any Academic Dual Enrollment courses prior to registration.

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

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

Maximum course enrollments will be as follows:

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

College campus locations and college online courses:

Students enrolled in dual enrollment courses who are not part of an Early Admission, Early College, or Collegiate Career High School program are limited to no more than two dual enrollment courses offered on the College campus or through the College’s Distance Learning per 16 week semester, unless special permission is granted by NCSD.

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

- Fall and Spring terms: Traditional Dual Enrollment students (those who are not participating in an Early College, Early Admission, or Collegiate Career High School program) may enroll in no more than 11 credit hours per 16 week semester. This maximum includes all courses taken as dual enrollment, including the college site, online, or at a NCSD school location.
- Summer Term: Dual Enrollment is not offered during the Summer term.

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

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

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

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

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

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

Students must meet assessment requirements as described in this section of the SPP.

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

- Counselor statement verifying status as a college ready secondary student.
- High school transcript verifying a minimum cumulative grade point average for the program of their choice:
- For Academic Dual Enrollment, the student must maintain a minimum unweighted high school GPA of 3.0 based upon at least 4 full high school credits and must maintain a 3.0 unweighted high school cumulative GPA as well as a minimum 2.0 grade point average on their FSCJ transcript.
- For Early Admission Dual Enrollment, the student must maintain a minimum unweighted high school GPA of 3.5 and the student must maintain a 3.0 unweighted high school cumulative GPA for continuing eligibility as well as a minimum 2.0 grade point average on their FSCJ transcript.
- For Early College Dual Enrollment, the minimum unweighted high school GPA is 3.0 and the student must maintain a 3.0 unweighted high school cumulative GPA as well as a minimum 2.0 grade point average on their FSCJ transcript.
- Collegiate Career High School: the student must demonstrate readiness with a 2.5 unweighted high school grade point average on entry into the program at the freshman level and maintain a minimum 2.0 grade point average on their FSCJ transcript as well as a 3.0 unweighted high school cumulative GPA.

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

Dual Enrollment: Early Admission

Early admission is a senior year program, allowing full time enrollment in fall and spring terms of a student’s senior year. Students who wish to enroll in early admission must demonstrate readiness for college-level work with a 3.5 unweighted high school grade point average at time of initial college enrollment and scores on a common placement test adopted by the State Board of Education under s. 1007.271 such as the ACT,

SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading, writing, and mathematics.

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

Students who have an unweighted high school grade point average that falls below the required 3.5 between application and start of Early Admission in the fall semester of 2017 will not be permitted to participate in the program.

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

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

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

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

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

Exceptions to eligibility requirements will be considered on a case by case basis using a standard waiver process and will require approval from both NCSD and FSCJ. Exceptions will include both academics and behavioral considerations. All requests for exceptions must be submitted at least 2 weeks prior to the beginning of the term and a determination will be made prior to the first day of class.

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

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

Dual Enrollment: Early College

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

Students who wish to enroll in Early College dual enrollment courses must demonstrate readiness for college-level work with a 3.0 unweighted high school grade point average.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dual Enrollment: Collegiate Career High School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Maximum course enrollments will be as follows:

College campus locations and college online courses: Students enrolled in dual enrollment courses who are not part of an Early College, Early Admission, or Collegiate Career High School program are limited to no more than two dual enrollment courses offered on the College campus or through the College’s Distance Learning per semester, unless special permission is approved by NCSB.

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

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

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

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

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

Dual Enrollment: Informing Students of Dual Enrollment

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

Dual Enrollment: Fee Exemption for Dual Enrollment

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

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

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

Graduation: Diplomas and Certificates, Requirements, Options & Guidelines

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

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

parent/guardian at any time and is exclusively up to the student and parent/guardian.

Students may choose from of two State options to earn a diploma:

- a four-year 24-credit standard program,
- Scholar Designation
- Merit Designation
- a three-year 18-credit ACCEL program (Academically Challenging Curriculum to Enhance Learning).

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

Diploma Options

Standard Diploma

24-credit program:

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

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

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

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

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

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

Two additional diploma designations are available: Scholar and Merit (Each standard high school diploma shall include, as applicable):

- a Merit designation reflecting one or more industry certifications from the approved list by Workforce Florida, Inc. 1003.492 F.S.
- a Scholar designation – for 9th grade cohorts 2011-2012, 2012-2013, and 2013-2014 –in addition to meeting the 24-credit standard high school diploma requirements, a student must:
 - earn 1 credit in Algebra II

- earn 1 credit in Statistics or an equally rigorous math course
 - pass the Biology EOC
 - earn 1 credit in Chemistry or Physics
 - earn 1 credit in a course equally rigorous to Chemistry or Physics
 - pass the U.S. History EOC
 - earn 2 credits in the same language, and
 - earn at least 1 credit in an AP or dual enrollment course.
- a Scholar designation – for 9th grade cohorts 2014-2015 and forward – in addition to meeting the 24- credit standard high school diploma requirements, a student must:
 - earn 1 credit in Algebra II
 - pass the Geometry EOC
 - earn 1 credit in Statistics or an equally rigorous math course
 - pass the Biology EOC
 - earn 1 credit in Chemistry or Physics
 - earn 1 credit in a course equally rigorous to Chemistry or Physics
 - pass the U.S. History EOC
 - earn 2 credits in the same world language, and earn at least 1 credit in an AP or dual enrollment course.

For the Scholar Designation, a student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP Biology I or U.S. History course if the student (1) takes the respective AP assessment and (2) earns the minimum score to earn college credit.

Florida Seal of Biliteracy

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

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

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

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

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

18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) Program 1003.4282

F.S., 1002.3105 F.S.

The requirement of this program are identical to the 24-credit standard diploma program option except:

- 1 credit in PE is not required
- 3 electives are required instead of 8
- Online course is not required
- 18 total credits (students may earn additional credits)

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met.

Additional 18-credit ACCEL Graduation Program Guidelines

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

Schools shall not establish requirements for the 18-credit high school graduation program in excess of the requirements in statute 1003.4282 F.S.

A student choosing the 18-credit graduation program must attend high school as a full-time student for three full school years, which may include virtual school.

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

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

There is no provision for a Certificate of Completion under the 18-credit graduation option. A student may use the CAP option towards the 18-credit ACCEL option.

24-Credit Standard Diploma Option

Students Entering Grade 9 in the 2011-2012 and 2012-2013 School Year

Subject	Credits	
English/Language Arts	4	ELA 1, 2, 3, 4
Mathematics	4	Must include Algebra 1 and Geometry 1
Science	3	Must include Biology 1 and two of which must have a lab ²
Social Studies	3	World History, U.S. History, U.S. Government, Economics
Fine and Performing Arts, Speech and Debate or Practical Arts	1	Eligible courses are in the Florida Course Code Directory ³
Physical Education	1	Must include the integration of health
Electives	8	
Online Course	1	Must be completed via online learning
Note1: Industry certifications that lead to college credit may substitute up to two mathematics credits, except for Algebra 1 and Geometry		
Note2: (1) Industry certification may substitute for up to one science credit, except for Biology 1. (2) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).		
Note3: The Florida Course Code Directory can be accessed at http://www.fldoe.org/articulation/CCD/default.asp		

Students Entering Grade 9 in the 2013-2014 School Year and Forward

Subject	Credits	
English/Language Arts	4	ELA 1, 2, 3, 4
Mathematics	4	Must include Algebra 1 and Geometry 1
Science	3	Must include Biology 1 and two of which must have a lab and be equally rigorous science courses ²
Social Studies	3	World History, U.S. History, U.S. Government, Economics with Financial Literacy
Fine and Performing Arts, Speech and Debate or Practical Arts	1	Eligible courses are in the Florida Course Code Directory ³
Physical Education	1	Must include the integration of health
Electives	8	
Online Course	1	Must be completed via online learning
Note1: Industry certification may substitute up to two mathematics credits, except for Algebra 1 and Geometry		
Note2: (1) Industry certification may substitute for up to one science credit, except for Biology 1. (2) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).		
Note3: The Florida Course Code Directory can be accessed at http://www.fldoe.org/articulation/CCD/default.asp		

18-Credit ACCEL Diploma Option

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

A student enrolled in high school prior to 2013-2014 who opted for one of the former 18-credit accelerated high school graduation options can continue earning credits as part of the program. Upon completion of the former option, the student can graduate with a standard diploma.

Subject	Credits
English/Language	4
Mathematics	4
Science	3
Social Studies	3
Fine and Performing Arts, Speech and	1
Electives	3
Note: This option requires that a student complete the standard course requirements for the 24-credit program based on grade 9 cohort without the required physical education course and only three elective courses. The online course is not required.	

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

Early High School Graduation

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

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

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

Certificate of Completion

A student who earns the required 24 credits, or the required 18 credits under s. 1002.3105(5), but fails to pass the assessments required under s. 1008.22(3) or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

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

Graduation Options for Exceptional Education Students

See the Exceptional Student Education section of the SPP

Graduation Options for Adult High School and General Education Development Test (GED)

Adult Student High School Diploma 1003.4286 F.S.

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

General Educational Development (GED) Diploma

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

Any candidate for the General Educational Development (GED) Test shall be at least 18 years of age on the date of the examination, except in extraordinary circumstances, as determined by the superintendent or designee. Candidates who receive an age waiver, due to extraordinary circumstances, must be at least 16 years of age on the date of the examination. No person under the age of 16 may take the GED examination. When a student enrolled in regular high school successfully passes the GED test, the following rules apply:

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

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

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

Additional High School Completion Information

Military Dependent Transfer Students 1000.36 F.S.

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

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

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

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

Standard High School Diploma Designations

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

Scholar Diploma Designation**In addition to meeting the district's standard high school diploma requirements:**

2011-12, 2012-13, 2013-14 Ninth Grade Cohorts	2014-15 Ninth Grade Cohort and Thereafter
Earn 1 credit in Algebra 2; Earn 1 credit in Statistics or an equally rigorous mathematics course ⁵ ; Pass the Biology 1 EOC ¹ ; Earn 1 credit in Chemistry or Physics ^{2,3} ; Earn 1 credit in a course equally rigorous to Chemistry or Physics ⁴ ; Pass the U.S. History EOC ¹ ; Earn 2 credits in the same World Language; and Earn at least 1 credit in AP, IB, AICE or a dual enrollment course	Earn 1 credit in Algebra 2; Pass the Algebra 2 EOC; (not applicable beginning 7/1/2017) Pass the Geometry EOC; Earn 1 credit in Statistics or an equally rigorous mathematics course ⁵ ; Pass the Biology 1 EOC ¹ ; Earn 1 credit in Chemistry or Physics ^{2,3} ; Earn 1 credit in a course equally rigorous to Chemistry or Physics ⁴ ; Pass the U.S. History EOC ¹ ; Earn 2 credits in the same World Language; and Earn at least 1 credit in AP, IB, AICE or a dual enrollment course
Note1: A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student takes the respective AP or AICE assessment; and earns the minimum score to earn college credit.	
Note2: Accelerated Chemistry Courses (AP, IB, AICE, and dual enrollment) also satisfy the Chemistry requirement. For a complete listing, view the Subject Area: Chemistry in the Comprehensive Course Table.	
2003340	Chemistry 1
2003350	Chemistry 1 Honors
2003372	Pre-AICE Chemistry Physics International General Certificate of Secondary Education (IGCSE) Level
2003800	Florida's Pre-international Baccalaureate Chemistry I
2003830	IB Middle Years Program Chemistry
2003360	Chemistry 2 Honors
Note3: Accelerated Physics Courses (AP, IB, AICE, and dual enrollment) also satisfy the Physics requirement. For a complete listing, view the Subject Area: Physics in the Comprehensive Course Table.	
2003380	Physics 1
2003390	Physics 1 Honors
2003432	Pre-AICE Physics International General Certificate of Secondary Education (IGCSE) Level
2003410	Physics 2 Honors
Note4: For a course equally rigorous to chemistry or physics, the credit must be attained by successfully completing a science course with an "EQ" (equally rigorous) subject code.	
Note5: Any level 3 or college credit-bearing mathematics course is considered equally rigorous to Statistics for the scholar diploma designation.	
Merit Diploma Designation	
In addition to meeting the district's standard high school diploma requirements:	
Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)	

Determination Valedictorian and Salutatorian

The determination of a valedictorian and salutatorian must be made based upon the criteria listed in the Student Progression Plan of the year of entry into the 9th grade.

For Students Entering 9th Grade in the 2011-2012, 2012-2013, 2013-2014 School Years

For students entering 9th grade in the 2011-2012, 2012-2013, 2013-2014 school years, the Valedictorian and Salutatorian will be determined based on the following criteria.

Students desiring to be valedictorian or salutatorian must take the most rigorous curriculum offered, and all courses taken should be used in calculating the GPA. Required curriculum consists of the highest level courses offered in each of the subject areas listed:

Course	6	4 X	3-
English	4	5	4
Mathemati	4	5	3
Science	4	5	3
Social	4	5	3
Foreign	2	2	2
Electives	6	10	3
	24	32	18

The students who complete the required curriculum with the highest and second highest cumulative weighted GPA will be valedictorian and salutatorian respectively. A cumulative numeric GPA will be used to break a tie. For the purpose of determining valedictorian or salutatorian, all courses taken should be used in calculating GPA.

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

For Students Entering 9th Grade in the 2014-2015, 2015-2016, 2016-2017 & 2017-2018 School Years:

For students entering 9th grade in the 2014-2015, 2015-2016, 2016-2017 & 2017-2018 school years, the Valedictorian and Salutatorian will be determined based on the following criteria.

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

Beginning with students entering 9th grade in the 2014-2015, 2015-2016, 2016-2017 & 2017-2018 school years, the final grade average in all courses taken for high school graduation and final grades for FLVS and Dual Enrollment courses taken off campus must be applied to a student's academic record prior to ranking for valedictorian and salutatorian.

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

A student who transfers to Nassau County during the last two years prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:

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

If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student.

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

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

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

Honor Graduate

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

Graduation Ceremony

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

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within 3 years of graduation from high school. The program offers three types of scholarship awards: the Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV). For more information, go to <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

Florida high school students who wish to qualify for the Florida Academic Scholars (FSA) award or the Florida Medallion Scholars (FMS) award must meet the following eligibility requirements:

Graduate high school from a Florida public high school with a Florida Standard Diploma, graduate from a registered Florida Department of Education private high school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (OOS);

- Complete the required high school coursework;
- Achieve the required minimum high school grade point average (GPA);
- Achieve the required minimum score on either the ACT or SAT college entrance exam;
- Complete the required number of service hours.

Florida Academic Scholars Award and Florida Medallion Scholars Award

	High School Weighted GPA	College Entrance	Service Hours
FAS	3.50	29/1290	100 hours
FMS	3.00	26/1170	75 hours
Note: FAS and FMS required coursework aligns with SUS admission requirements found in regulation 6.002.			

Florida Statute: 1009.53

Florida Gold Seal Vocational Scholars

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

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

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

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

Exam Type	Sub-test	Required Score
P.E.R.T	Reading	106
	Writing	103
	Math	114

Exam Type	Sub-test	Required Score
ACT	English	17
	Reading	19
	Math	19
SAT (prior to March 1, 2016)	Critical Reading	440
	Math	440
SAT (March 1, 2016 and thereafter)	Reading Test	24
	Writing and Language Test	25
	Math Test	24

Florida Statute: 1009.536

Students must complete service hours during high school and by high school graduation.

Gold Seal CAPE Scholars (GSC)

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

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

- Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications which articulate for college credit; and
- Complete 30 service hours

Home Education (HE) Students

All home-educated students must be registered with the district where they live for grades 11 and 12. In addition, students must meet the general requirements for the Florida Bright Futures Scholarship Program. If the student was not registered as home-educated with the district for grades 11 and 12, but has the required transcripts and test scores, he/she may be able to apply as a Florida GED Diploma recipient.

Florida Financial Aid Application (FFAA)

Students must APPLY for the scholarship by submitting the Florida Financial Aid Application (FFAA) beginning December 1 of their senior year and by no later than August 31 after high school graduation. If a student does not apply for the scholarship by deadline, a student cannot receive the Scholarship. All eligibility requirements must be met by high school graduation, but scores of ACT, SAT, P.E.R.T. tests taken through June 30 are accepted for evaluation purposes.

After submitting the FFAA, the student is responsible for tracking the application and award status online and keeping the Office of Student Financial Assistance (OSFA) informed of any demographic or changes.

The Bright Futures Scholarship will renew automatically each year (up to the scholarship limit) if the student maintains the required GPA and earns the required credit hours.

Mid-Year Graduates: A mid-year graduate is a student who graduates between September 1 and January 31 of an academic year. The student must submit the Florida Financial Aid Application (FFAA) by August 31 PRIOR TO the intended graduation date. There are NO EXCEPTIONS to this application deadline. The student must meet the scholarship requirements in effect for the academic year in which he/she graduates. Service hours completed by high school graduation and test scores for test dates through January 31 will be considered in a mid-year graduate's Final Evaluation. A student's Final transcript evaluation MUST include a graduation date.

If determined eligible as a mid-year graduate, a student may receive funding for the spring term if enrolled.

If a student does not graduate mid-year as planned and wishes to apply as an end-of-year graduate, the student must submit a **new** FFA after the new application opens on October 1.

Public Postsecondary Information

State University System of Florida (SUS)

The State University System (SUS) of Florida is comprised of twelve universities, some with branch campuses and centers in different areas of the state. All twelve public universities offer baccalaureate and graduate degrees. The Southern Association of Colleges and Schools (SACS) accredits each institution. For a complete listing of state universities, please visit <http://www.flbog.edu/aboutsus/universities/>.

The SUS includes the University of Florida, Florida State University, Florida Agricultural & Mechanical University, University of South Florida, Florida Atlantic University, University of West Florida, University of Central Florida, Florida International University, University of North Florida, Florida Gulf Coast University, New College of Florida and Florida Polytechnic University.

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

High school graduation with a standard diploma

- Minimum HS GPA 2.5
- 4 English
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives <http://www.flbog.edu/forstudents/planning>
- Admission test scores
- 16 credits of college preparatory academic courses

Test Minimums:

Spring 2017 and Later

- SAT - Critical Reading or concorded score from rSAT Evidence-Based Reading & Writing score = 460 or
- ACT Reading =19
- ACT-Mathematics = 19 or
- SAT – Mathematics = 460

Talented Twenty: Within space and fiscal limitations, admission to a university in the SUS shall be granted to an FTIC applicant who is a graduate of a public Florida high school, who has completed the (18) required high school units as listed in the SUS regulation, who ranks in the top 20% of his/her high school graduating class, and who has submitted SAT Reasoning Test or redesigned SAT scores from the College Board or ACT Plus Writing scores from ACT, Inc., prior to enrollment. A Talented Twenty student is not guaranteed admission to the university of first choice and should work closely with a high school counselor to identify options. The SUS will use class rank as determined by the Florida Department of Education. Students admitted Spring 2017 or later may submit a redesigned SAT or ACT without an essay.

The Florida College System

Florida's 28 public colleges are open-access institutions. They offer high school general equivalency diploma (GED) preparation, adult basic education, as well as certificate, associate and bachelor degree programs. Certificate and degree programs offered at Florida College System institutions range from auto mechanics to nursing to the Associates in Arts (AA degree, which guarantees transfer to Florida's public colleges and universities. In addition to two-year degrees, many colleges now offer baccalaureate degrees in areas that meet local workforce needs such as nursing, teaching, management and technology.

Students who plan to pursue an associate or baccalaureate degree will need to earn a standard high school diploma, GED or CPT-Eligible Certificate of Completion. For a listing of Florida College System Institutions, please visit <http://www.fl DOE.org/schools/higher-ed/fl-college-system/colleges>.

General Admission

Admission to an associate degree program requires a standard high school diploma, GED, certificate of completion that specifically stipulates eligibility for the Common Placement Test or previously demonstrated competency in college-credit postsecondary coursework. Home-schooled students should submit an affidavit signed by the student's parent or legal guardian attesting that the student has completed a home education program. Section 1007.263, F.S., relates to admission at a Florida College System Institution.

Career and Technical Centers

Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. <http://www.fl DOE.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf>

Postsecondary Financial Aid

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. <http://www.floridastudentfinancialaid.org/>

Course Requirements, Substitutions, and Exemptions

Online Course Requirement

All students must complete at least one course within the 24 credits required through one of the following types of online learning:

- an online course taken during grades 9 through 12
- an online course offered by the Florida Virtual School
- an online course offered by the high school, or
- an online dual enrollment course

This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school. Florida Statute: 1003.4282

Foreign Language and other Academic Courses

Pursuant to s. 1003.4285, F.S., a student selecting one of the Standard high school diploma designations must complete two credits in the same second language, unless he or she is a native speaker of a language other than English or can otherwise demonstrate proficiency.

If a student meets either of these criteria, then he or she may substitute two academic credits for the two required credits in the same second language. The transcripts of students who demonstrate proficiency in a language other than English should indicate course number 0791920, which represents the waiver of the foreign language credit requirement through demonstration of proficiency. Districts may document proficiency through a variety of methods, including:

- Teacher-developed assessment administered to students who have completed two credits (two years) Exit tests or assessments used in International Baccalaureate, Advanced Placement, or Advanced International Certificate of Education programs.
- Language placement tests used by the modern languages department at the local community college or state university.
- Use of a commercially developed language proficiency test, such as the College Level Examination program (CLEP), in languages other than English, the Oral Proficiency Interview designed by the American Council on Education, or the SAT II (formerly Achievement Test) designed by the College Board.

Pursuant to 1007.2615, F.S., students may elect to take two consecutive courses in American Sign Language (ASL I and II) to meet the foreign language requirements of one of the scholars designations and for admission to Florida's state universities.

Fine or Performing Arts, Speech and Debate, or Practical Arts

The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Some Practical Arts courses may be used to meet the Arts High School Graduation Requirement. The current list is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/0079840-pacourses1213.pdf>

Florida Statute: 1003.4282(3)(e)

Science and JROTC (Air Force)

Upon completion of the JROTC Aerospace Science program, including Aerospace Science I, II, and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.

Physical Education High School Waiver Options

District Choosing Health Opportunities through Physical Education (HOPE)

Two seasons of an interscholastic sport at the junior varsity or varsity waives the full one-credit physical education requirement.

Two years in an JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one-credit physical education requirement AND the full one-credit performing arts requirement (#1500480).

Course Code #	Description of Waiver	Option Applied to:
1500410	INTERSCH SSN 1 – COM (Completion of interscholastic sport season 1)	Personal Fitness/Physical Education Activity Elective AND HOPE
1500420	INTERSCH SSN 2 – COM (completion of interscholastic sport season 2)	Personal Fitness/Physical Education Activity Elective AND HOPE
1500450	JROTC PE YR 1 WAIVER (JROTC Physical education waiver: completion year 1)	Personal Fitness/Physical Education Activity Elective AND HOPE (Students under personal fitness option must still take Personal Fitness class).
1500460	JROTC PE YR 2 WAIVER (JROTC Physical Education waiver: completion year 2)	Personal Fitness/Physical Education Elective AND HOPE (Students under personal fitness options must still take Personal Fitness class).

Career and Technical Education Course Substitutions

Students that have earned Articulated/Gold Standard CAPE industry certifications may substitute up to two credits in each of the non-elective subject areas of mathematics and science. The career program that is substituted for a non-elective academic course shall be funded at the level appropriate for the career education program. Career education course substitutions will not count toward state university system admission requirements. Specific information on career course substitutions can be found in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/1415.asp>.

Industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission and will not qualify as math or science for Bright Futures FAS or Medallion programs. Students may include information about any industry certification in their application; however, it will not be counted as one of the 18 credits for admission purposes.

Section 1011.62, F.S.

IV. GRADING AND NOTIFICATION PROCEDURES

High School Grading System

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

Percentage	GPA Value	Definition
9	4	Outstanding
8	3	Above Average
7	2	Average Progress
6	1	Lowest Acceptable
0	0	Failure

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

State End of Course (EOC) Grade Calculation

EOC Calculation

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

6 Period Day

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

4x4 Block Semester 1

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

4x4 Block Semester 2

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

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

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

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

End of Course Assessment Results Waiver for Students with Disabilities

See the Exceptional Student Education section of the SPP

Course Weighting

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

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

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

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

Grade Forgiveness

Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course. The only exception of these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F" or the equivalent of a grade of "C," "D," or "F." In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or

higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

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

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

Florida Statute: 1003.4282(6)

Honor Roll

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

No Academic Exceptions Based on Attendance

Schools cannot exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. Florida Statute: 1003.33(2)

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

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

Conference with the child’s parent(s), teacher, and principal (or his designee) shall be held to review the grade(s), using the Teacher’s Grading Standard (6-12), the teacher’s grade book, and other supporting documentation;

After review, if no error is found, the grade remains as assigned, or if an error is found, the grade will be changed, initialed, and dated by the teacher. A documentation form signed by the parent, teacher, and principal (or designee) will be placed in the student’s folder, or In the event that the decision of the above named group is not satisfactory, the parent may appeal the decision to the Director of Secondary Education.

V. PARENT/STUDENT/TEACHER NOTIFICATIONS AND PUBLIC REPORTING

Report Cards/Progress Reports

Teachers are required to submit their grading standards, rules and/or regulations for establishing a student's grade in their classes to the principal prior to the first day of classes. No grade will be assigned without a plan having been approved by the principal. A teacher shall adhere to his/her grading standards when assigning grades to students. Teachers are required to provide grading standards, make-up procedures, classroom standards, and other policies that affect students' grades in written form to the students they are instructing by the end of the second week of classes.

Student performance and progress shall be reported to parents through an on-line parent access, 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)

End-of-Year Status Statement

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

Florida Statute: 1003.33(2)

Acceleration Mechanisms: Parental Notification

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

Florida Statutes: 1003.02(1)(i)

Parent Notification: Students with At-Risk GPA

Parents of students who have a cumulative GPA of less than 2.5 at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

Graduation Status Report

A Graduation Status Report will be sent home to each senior by the end of the fourth (4th) week of school. The report contains a listing of all remaining graduation requirements, including all credits and course work to be earned, all state assessment requirements and current GPA. The student's counselor/advisor should review the report with the student and a signed copy will be filed in the student's cumulative folder.

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

VI. ASSESSMENTS

Florida's Statewide Assessment Program

In the 2014-2015 school year, the statewide assessment programs began transitioning to assessing student achievement of the Next Generation Sunshine State Standards through the implementation of the Florida Standards Assessment (FSA) and Florida End-of-Course (EOC) Assessments.

The FSA in English language Arts (ELA) and Mathematics was implemented in spring of 2015. This test replaced the FCAT 2.0 in the 2014-15 school year. This new method of assessment will allow teachers to emphasize critical thinking, which will provide our students with even greater opportunities to be college or career ready.

State Graduation Assessment Requirements

Students who do not pass the FSA-ELA in the spring of their sophomore year may retest in the fall and spring of their junior and senior years. Florida students do have other options. Students can retake the FSA-ELA as many times as they want, until they pass it. Students have up to five opportunities to pass the FSA-ELA prior to graduation, and can enroll for a "free" 13th year of public education should they need additional instruction to successfully pass the FSA-ELA. A senior can graduate by receiving a score comparable to the FSA-ELA passing score on the ACT or SAT.

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

State End of Course (EOC) Assessments

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

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

Florida Statutes: 1003.4282, 1003.4285

Assessment Considerations for Dependent Children of Military Personnel

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

PSAT Assessment for all 9th Grade Students

Each high school shall provide for the administration of the Pre-SAT to all 9th grade students.

PSAT Assessment for all 10th Grade Students

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

Assessment of Virtual Students

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

Students enrolled in a FLVS course or Nassau Virtual School (NVS) courses which requires a state end-of-course assessment (EOC) are required to take the EOC at their home zoned school.

Virtual schools must progress monitor language arts students scoring at Level 1 or Level 2 on the FSA in reading a minimum of two times per year (State Board Rule 6A-6.054).

Florida Home Education Program (FHEP)

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

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

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

A common final exam for all dual enrollment courses taught on high school sites will be administered online or by a paper and pencil.

Copies of the scored exams will be held on file by the FSCJ dean/program manager.

Dual Enrollment/Advanced Placement/State Assessments

Students enrolled in accelerated courses leading to college credit are not required to participate in the EOC assessments (AP, IB, AICE, dual enrollment). Other provisions apply in order to qualify for a scholar diploma.

Scholar Diploma Designation Exemptions

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

Takes the respective AP, IB or AICE assessment, and Earns the minimum score to earn college credit.

Florida Statute: 1008.30 (3) F.S., State BOE Rule 6A-10.0315

Assessment of New/Transfer Students

State Rule 6A-1.09941 (F.A.C.) Revision, HB 7031-2014 Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student's transcript shows credit received in algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act.

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

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

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

If a transfer student's transcript shows a final course grade and course credit in algebra I, geometry, algebra II, biology I or U.S. history, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. Transfer students must pass Florida's EOC assessments for the scholar designation (see cohort requirements in Appendix)

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

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

Concordant Scores for FSA

To graduate from high school, students must earn passing scores on FSA or passing scores on standardized tests that are concordant with passing scores on FSA, as defined by statute. Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements. For students entering grade 9 in 2010-2011 school year and thereafter, the passing score for all assessments required for high school graduation scholar designation or for the diploma requirement is the minimum scale score in Achievement Level 3. Students entering grade 9 in the 2010-2011 school year and thereafter must pass the Grade 10 FCAT/FSA in reading for graduation purposes. Students entering grade 9 in 2011-2012 and thereafter must pass the Algebra I EOC assessment to qualify for a standard diploma. This requirement also applies to middle school students seeking high school course credit for Algebra I

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

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

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

Course	EOC:	The EOC is always 30% of the final grade.
Passes	Fails	<ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • The student must retake and pass the EOC to fulfil graduation requirements • Student is eligible to attend the Summer Algebra Program • The final course grade is re-averaged once the EOC is passed
Fails	Passes	<ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • If the student chooses to participate in grade forgiveness, the EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final
Fails	Fails	<ul style="list-style-type: none"> • The final course grade is included in the GPA • The student must retake and pass the EOC to fulfil graduation requirements • Student is eligible to attend the Summer Algebra Program • The final course grade is re-averaged once EOC is passed

Concordant and Comparative Scores by Year Students Entered Grade 9

Year Entered 9th Grade	Assessments that must be passed for the 24 and 18 Credit Diploma	State Graduation Reading Assessments						State Graduation Math Assessments				
		FCAT 2.0 Reading	FCAT Reading	10th Grade ELA	SAT Evidence based Reading and Writing Section	SAT Concordant	ACT Concordant	Algebra I EOC	PERT Comparative for Algebra I EOC***	FCAT Math	SAT Math Concordant	ACT Math Concordant
2017-18	Grade 10 ELA Algebra 1 EOC			350	430	24	19	497	97 Valid until October 1, 2017			
2016-17	Grade 10 ELA Algebra 1 EOC			350	430	24	19	497	97			
2015-16	Grade 10 ELA Algebra I EOC			350		24	19	497	97			
2014-15	Grade 10 ELA Algebra I EOC			350		430	19	489	97			
2013-14	Grade 10 FCAT 2.0 Reading Algebra I EOC			349		430	19	399	97			
2011-12 2012-13	Grade 10 FCAT 2.0 Reading Algebra I EOC	245				430	19	399	97			
2010-11	Grade 10 FCAT 2.0 Reading	245				430	19					
2009-10	Grade 10 FCAT 2.0 Reading Grade 10 FCAT 2.0 Math	241* 300* *	300			420	18			300	340	15
2007-08 2008-09	Grade 10 FCAT/ FCAT 2.0 Reading Grade 10 FCAT Math	241* 300* *	300			420	18			300	370	15
2006-07 to 2003-04	Grade 10 FCAT/ FCAT 2.0 Reading Grade 10 FCAT Math	241* 300* *	300			410	15			300	340	15

* 241 if taken after January 2012
 ** 300 if taken before January 2012
 *** A student MUST have taken Algebra 1 EOC before a PERT Comparative Score may be used to satisfy the graduation requirement.

State Graduation Assessment Requirements for the class of 2003 and those from previous years who had an HSCT requirement.

	Assessments that must be passed for Diploma	FCAT 2.0 Reading	FCAT Reading	HSC T Reading	SAT Reading Concordant	ACT Reading Concordant	FCAT Math	HSC T Math	SAT Math Concordant	ACT Math Concordant
Graduating Class of 2003	Grade 10 FCAT Reading Grade 10 FCAT Math	236	287		410	15	295		340	15
HSC T Requirement	HSC T Reading HSC T Math	229* 268**		700			278	700		
* 229 if taken after January 2012 ** 268 if taken before January 2012										

Florida Statute: 1008.22 and SBER 6A-1.094223

Diagnostic Assessments

Percentage of Course Standards Mastered	0-29%	30-49%	50-60%
Lexile Level	9th grade 908L and below 10th grade 950L and below	9th grade 909L - 1155L 10th grade 1042L - 1285L	1156 and Above 1286 and Above
Recommended Reading Intervention	Extended Remedial Instruction	Additional Remedial Instruction	Integrated Remedial Instruction
Course Title(s) & Numbers	English 1 1001310 English 2 1001340 English 3 1001370 English 4 1001400 English 4 1001405 FL College Prep and 1000400 Intensive Language Arts/ 1000410 Intensive Reading	English 1 1001310 English 2 1001340 English 3 1001370 English 4 1001400 English 4 1001405 FL College Prep with 1000400 Intensive Language Arts/ Intensive Reading 1000410	English 1 1001310 English 2 1001340 English 3 1001370 English 4 1001400 1001405 FL College Prep English 4
Recommended Instructional Materials	Achieve 3000 Houghton Mifflin Harcourt Collections Khan Academy SAT Prep	Achieve 3000 Houghton Mifflin Harcourt: Collections Khan Academy SAT Prep	Houghton Mifflin Harcourt Collections Khan Academy SAT Prep
	Two periods blocked together The following practices must be included on a daily basis: 1. Whole group explicit instruction 2. Small group differentiated instruction; 3. Independent reading practices, utilizing classroom library materials, monitored by the teacher;	The following practices must be included on a daily basis: 1. Whole group explicit instruction 2. Small group differentiated instruction; 3. Independent reading practices, utilizing classroom library materials, monitored by the teacher;	Integrated into the regular Language Arts Curriculum. The following practices must be included on a daily basis: 1. Whole group explicit instruction; 2. Small group differentiated instruction; 3. Independent reading practice, utilizing classroom library materials, monitored by the teacher; 4. Integration of Florida State Standards and the NGSS benchmarks specific to the subject area (biology, world history, etc.); 5. A focus on informational text at a ratio matching the new Florida English Language Arts assessment ; and 6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

Progress Monitoring

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

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

Florida Statute: 1008.25(4)(b)

Academic Support for Students Performing below Grade Level in Reading

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

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

(1) INTENT.— It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105. (4) ASSESSMENT AND SUPPORT. a) Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans: 1. A federally required student plan such as an individual education plan; 2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or 3. An individualized progress monitoring plan.

District Levels of Performance

Students in grades 9-12 who demonstrated less than 60 % mastery of the English Language Arts (ELA) Florida Standards will be administered a diagnostic reading assessment in order to determine the nature of their reading deficiency. All Nassau county students found to have a substantial reading deficiency will receive instructional support as prescribed in the 9-12 Reading Intervention Guidelines and Procedures Appendix.

District Diagnostic and Progress Monitoring Assessments

Nassau County High Schools will use either the Achieve 3000- Level Set to determine the Lexile levels of all students who performed below grade level on the FSA and or earned a D or lower in their Language Arts class. After the students have been administered the diagnostic assessment, the School Literacy Team will review the student's academic performance from the prior year and make a recommendation for a remediation program.

VII. EXCEPTIONAL STUDENTS EDUCATION (ESE)

Students with Disabilities

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

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

Students who are diagnosed as needing the specialized instructional services offered by the Exceptional Student Education program will follow the approved procedures as outlined in the Exceptional Student Education 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.

Exceptional Student Education – SB 1108

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

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

- Charter schools are given a process to obtain access to federal funds from virtually every grant awarded to districts including: Title I; IDEA; etc.;
- Inclusion becomes the preferred method for delivering ESE services and all districts and schools must complete a best practice in inclusion in education review every three years;
- Parents must be told at any meeting for eligibility determination for ESE services what the five levels of ESE funding are in that district;
- Parents are given the right to have privately hired education professionals to have access to their students on school grounds and during the school day for either monitoring the child or providing services;
- Minor improvements were made to the school grading system as it relates to the ESE special centers where the student scores in centers taking an improvement grade would not transfer to a “home school” if the student was an emergent student and had never attended a school other than a special center; and,
- Every educator will need to have at least 1 college credit or its equivalent in serving students with disabilities in order to renew their certificates after July 1, 2014.

Diploma Options for Exceptional Students

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

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

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

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

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

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

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

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

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

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

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

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

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

A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at Section 1003.4282(10)(c),F.S. 6A-1.09963(6) F.A.C.

The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with Rule 6A-603311(8), F.A.C. must sign a separate document stating the decision.

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

School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a free appropriate public education (FAPE). This communication must state that the deadline for acceptance of deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

The school district must ensure that the names of students deferring their diploma be submitted to appropriate district staff for entry in the district's management information system. Improper coding in the district database will not constitute failure to defer.

In accordance with Rule 6A-6.03028(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22).

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

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

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

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

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

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

End of Course Assessment Results Waiver for Students with Disabilities

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

VIII. SPECIAL PROGRAMS

Career Education On-the-job Training, Guided Workplace Learning

11th and 12 grade students may receive high school credit for work-based learning programs through high school cooperative education programs. In order to be eligible for these programs, students must first earn a CAPE Industry Certification or receive an OJT waiver based on provisions outlined in the Nassau County Cooperative Education Manual. Students may only enroll in the number of course sections equivalent to or less than the number of hours spent each week on the job. More information regarding cooperative education programs can be found in the Nassau County Cooperative Education Manual which is available through the NCSB Career Education office.

Credit Recovery

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

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

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

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

Nassau County Adult High School

The Nassau County Adult High School is open to any person 16 years of age or older who is at-risk of not meeting the specified graduation requirements of their current school. The purpose of the Adult High School is to provide individuals the opportunity to continue their education and earn a traditional high school program, but the emphasis is placed on the unique needs of the adult/at-risk student.

Principals may recommend placement of at-risk students who are not on track to graduate with his/her cohort class. These students may return/mainstream with their cohort class at the beginning of the grading period when deficiencies are corrected.

There is a \$30 per term tuition and fees for the Adult High School

Florida Statute: 1009.22(3)(c)

General Education Development Test (GED)

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

To take the test, a person must be 18 years of age or older and reside in the State of Florida at the time of application and not be enrolled in a regular school program. Persons 16 and 17 years of age who have left the regular school must be enrolled in an intensive education program for 60 days and have good attendance. The student must demonstrate mastery by scoring a minimum of 2300 on a practice GED test and obtain special permission from the Director of Career and Adult Education.

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

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

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: <http://www.nassau.k12.fl.us>

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. This is available to the parent or guardian at no cost, if scheduled at the home school of the child. For additional information, visit the home school website at: <http://www.nassau.k12.fl.us>. 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)

IX. TERMS AND ABBREVIATIONS

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

2017 2018
Code of Student Conduct
For Elementary Students

Dr. Kathy Burns, Superintendent
School Board of Nassau County
1201 Atlantic Avenue
Fernandina Beach, Florida 32034
(904) 491 9900

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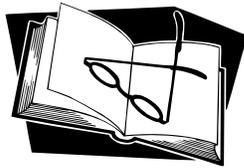
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FOR STUDENTS TO READ

A school is a place where students are expected to learn. The school must be a safe place. **Everyone** must work together to make sure students can learn.

This Code of Student Conduct will explain

- what is expected of students, parents, and the school staff.
- what the rules mean.
- what will happen if rules are broken.



ROLES OF THE PARENTS, STUDENTS AND SCHOOL STAFF

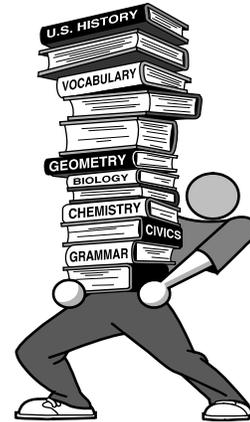
Parents or guardians are expected to

- get students to school on time everyday.
- work with school staff.
- make sure students have the things they need for class.
- keep students healthy, clean and dressed according to the rules.
- tell school staff about special needs and ask for help when needed.
- treat school staff with respect and courtesy.
- talk with and help students with school work and grades.
- give the school current home, work and emergency phone numbers.
- send a note to school when your child has been absent.
- follow rules about sending medicine with students.
- dress appropriately on school grounds and at school functions.



Students are expected to

- be at school on time everyday.
- bring all the things needed for class.
- respect the rights of others.
- treat students and parents fairly, with respect and courtesy.
- talk kindly to and about others.
- act in a safe way.
- be neat and clean.
- do their own work.
- follow the rules.



School Staff is expected to

- come to school everyday on time.
- have the right materials to teach.
- respect the rights of others.
- talk kindly to and about others.
- use good judgment.
- be clean and neat.
- follow the rules.
- work with others for improvement.
- help students when needed.
- listen to students' ideas.
- help students learn.
- keep school clean and safe.
- treat students fairly.
- help students work with everyone.
- keep parents informed.
- ask others to work with the school.



STUDENT'S RIGHTS AND RESPONSIBILITIES

The school will have fair, equitable rules and a good learning environment. It is the students' job to follow the rules and learn.

ATTENDANCE

The school will

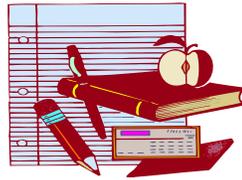
- tell students the rules about coming to school.
- call students' families when they are out of school too much.

- ask a school resource officer or home family liaison to talk with students' families when needed.

Students will

- come to school everyday unless they are sick and notify the school when they are out of school or tardy.
- report to class on time each morning.

THE MORE DAYS YOU ARE IN SCHOOL, THE MORE YOU WILL LEARN



HELP WITH PROBLEMS

The school will

- let students and families know about the help they can get when they have problems.
- give students help when they need it.
- give all students the chance to learn.
- have good teachers.
- teach basic skills to help students.

Students will

- ask for help when needed.
- work with people who are trying to help.
- ask school staff for help with their work.
- work with teachers to give all students a chance to learn.
- do their best to learn.

FREE SPEECH

The school will

- let students talk or write about their ideas unless those ideas break the rules.

- let students meet with others unless the reason for the meeting breaks the rules.

Students will

- respect the rights of others.
- not have anything that has bad pictures or words at school.
- not use bad talk, bad words, or bad gestures.

PRIVACY

The school will

- respect the things you bring to school unless you bring something that is against the rules.

Students will

- not bring things to school which are against the rules.
- respect the things that belong to others.

GRADES

The school will

- let students and families know when and what work will be graded.
- let students and families know how well the students are doing.
- let students and families know when students might fail.

Students will

- learn how grades are given.
- do their best to make good grades.

GENERAL CODE OF APPEARANCE

The school will

- expect students to wear proper clothes and use good grooming.
- decide what is proper clothing for students to wear.

The student will

- wear proper clothes and use good grooming.
- not distract others by his/her clothing or grooming.

The following rules will help you make safe and healthy choices:

- shoes must have closed heels, backs, or straps, and no cleats or wheels.
- tops must have backs, cover the stomach and not have thin straps.

- see-through clothes are not allowed.
- tank tops may not be full cut.
- clothes should not be too tight or too short.
- clothes with improper language or pictures will not be allowed.
- hats, caps or other items, such as curlers or sunglasses, will not be worn at school unless a doctor or principal gives you permission.
- pants or shorts must be worn at the waist. If belts/suspenders are used, they must be fastened.
- jewelry or other items that may cause injury will not be allowed.

If a staff member finds any clothes or jewelry to be distracting, unsafe or not healthy for the student they may

- send the student to the office and/or;
- call the parent to bring other clothes
- refer to administrative rule 5.85

BEHAVIORAL

There are four classes of rules that protect all students at school. These rules tell students what they should do and what may happen if students break the rules.

The school staff will work to help students behave. They will listen to students and may talk to others before deciding if a rule has been broken.

NOTICE: A student who mistreats others because they are different, may receive more serious consequences.

CLASS I RULES

1.01 Excessive distraction

A student must not bother other students.

1.02 Illegal organization

A student must not belong to a secret club.

1.03 Gambling

A student must not play games at school to win money or things.

1.04 Tardiness

A student must be on time for school and class.

1.05 Profane and obscene language

A student must not use bad language or make bad signs. A student must not use a computer to look at or show anyone else bad pictures or writing.

1.06 Nonconformity to general code of appearance

A student must wear proper clothing. A student must not wear clothing in a manner that shows underwear or body parts.

1.07 Inappropriate public display of affection

A student must not show inappropriate affection to other children at school.

1.08 Unauthorized absence from class or school

A student must be at school and in class each day unless he/she is sick or has permission.

1.09 Unauthorized personal items

A student must not bring toys, games, radios or other items without prior permission.

If a student breaks a Class I Rule, the following things may happen

The first time,

- the student will have to talk to school staff about the problem,
- school staff may call parents or guardian or send a written notice about the problem and/or
- school staff may ask parents or guardian to come to the school to talk about the problem.

After the first time,

- school staff will call parents or guardian or send a written notice about the problem,
- school staff may ask parents or guardian to come to school to talk about the problem,
- school staff may set up a contract with the student about the problem,
- the student may have to stay after school,
- the student may have in-school suspension or time out and/or,
- school staff may refer the student to someone outside the school to talk about the problem,
- school staff may refer the student to the IEP or 504 team.

CLASS II RULES

PARENTS: See Definitions for Formal Disciplinary Actions

2.01 Defiance of School Board employee's or agent's authority

A student must do what he/she is told by those in authority.

- 2.02 Possession and/or use of tobacco products, matches or lighters**
A student must not bring tobacco, cigarettes, matches or lighters to school.
- 2.03 Battery upon students**
A student must not push or hit another student on purpose.
- 2.04 Simple assault on School Board employee or agent**
A student must not say or do anything to school staff to make them think they will be hurt.
- 2.05 Fighting**
A student must not fight.
- 2.06 Vandalism**
A student must not tear up or break anything that does not belong to him/her including hardware or software.
- 2.07 Stealing – larceny**
A student must not take someone else’s things.
- 2.08 Possession of stolen property**
A student must not bring anything to school when he/she knows it has been stolen.
- 2.09 Threats of extortion**
A student must not threaten someone to get that person to do something.
- 2.10 Trespassing**
A student must never be on school property without permission.
- 2.11 Possession of fireworks or firecrackers**
A student must not bring fireworks/firecrackers to school.
- 2.12 Possession of a knife or similar instrument**
A student must not bring a knife or something similar to school.

- 2.13 Threats, bullying, harassment, intimidation, or offensive touching of another student**
A student must not say or do something over and over again that hurts others or makes them afraid.
- 2.14 Sexual harassment**
See “Parent Section”
- 2.15 Lewd/indecent behavior**
A student must not draw, write or have materials that are bad.
- 2.16 Directing obscene or profane language to a School Board employee**
A student must use only good language when talking to school staff or others.
- 2.17 Leaving school grounds without permission**
A student must stay on school grounds or leave only if permission is given by the staff.
- 2.18 Disrespect to a School Board employee or agent**
A student must be courteous to school staff or agent.
- 2.19 False information**
Student must always tell the truth.
- 2.20 Possession of firearm facsimiles**
A student must not bring anything to school that looks like a gun. Pretending you have a firearm or weapon while playing is not grounds for disciplinary action.
- 2.21 Unauthorized use of an electronic device**
A student may not use pagers, beepers and cellular phones during school hours and/or on school sponsored transportation.
- 2.22 Refusal to attend or participate in other previously assigned discipline**
A student must always attend or participate in assigned discipline.
- 2.23 Repeated violations of bus rule(s)**

2.24 Multiple Class II offenses

A student must not get into trouble over and over.

If a student breaks a Class II Rule, the following things may happen:

The first time,

- school staff may call parents or guardian or send a written notice about the problem,
- school staff may ask parents or guardian to come to school to talk about the problem,
- the student may not be allowed to come to school for 1-3 days,
- the student may have to stay after school,
- the student may be paddled, and/or
- see other options listed in “Parent Section”.

After the first time,

- the student may have to stay after school,
- the student may have to work before or after school,
- the student may not be allowed to come to school for 1-5 days,
- school staff may refer the student to talk to someone outside the school about the problem, and/or
- the student may be paddled,
- school staff may refer the student to the IEP or 504 team.

NOTICE: STUDENTS WHO BREAK THE LAW WILL ALSO BE REPORTED TO THE POLICE.

CLASS III RULES

These rules are very important. A student will be in **serious** trouble if he/she breaks one of these rules.

3.01 Simple battery upon School Board employees or agent

A student must not touch in a harmful way, hit or hurt school staff or agent on purpose.

3.02 Robbery/Extortion

A student must not get someone to do something or steal anything from someone by hurting them or scaring them.

3.03 Stealing

A student must not steal something that belongs to someone else. (This rule is for items worth \$200 or more. For stolen items worth less than \$200, see rule 2.07).

3.04 Burglary of school property

A student must not break into or stay in a school when the school is closed.

3.05 Criminal mischief/vandalism

A student must not tear up or damage something that belongs to someone else. (This rule is for items worth \$200 or more. If the items damaged are worth less than \$200, see rule 2.06). A student must not change or damage the computer network.

3.06 Weapons

A student must not use a knife, bat, rock, chain or anything else to scare or hurt someone.

3.07 Possession of prohibited object

A student must not bring a dangerous thing to school which might hurt someone, like a switchblade, BB gun, tear gas gun or bullets.

3.08 Battery upon students resulting in bodily harm

A student must not hurt another student on purpose.

3.09 Inciting or participating in major student disorder

A student must not start or be a part of a major disturbance.

3.10 Unjustified activation of a fire alarm system

A student must not pull the fire alarm unless there is a fire.

3.11 Sexual Acts

Refer to “Parent Section”

3.12 Threat to Kill

A student may not say or do anything to anyone to make them think they will be killed.

3.13 Repeated bullying, harassment, and intimidation

A student must not say or do something over and over again that hurts others or makes them feel afraid.

If a student breaks a Class III Rule the following things may happen:

- the principal will meet with the student's parent or guardian to talk about the problem,
- the student may have to leave his/her school and/or
- the student may not be allowed to come to school for up to 10 days,
- school staff may refer the student to the IEP or 504 team.

CLASS IV RULES – ZERO TOLERANCE

Students who break a Class IV rule will receive the **most severe** punishment and will also be reported to the police.

4.00 Alcohol

A student must not drink or bring alcohol to school to drink, give, trade or sell to someone else.

4.01 Drugs

A student must not bring drugs to school to use, give, trade or sell to someone else.

4.02 Arson

A student must not burn any part of the school or anything in it.

4.03 Aggravated battery upon a School Board employee or agent

A student must not seriously hurt school staff on purpose.

4.04 Armed Robbery

A student must not steal anything from someone by hurting or scaring them with a gun or other weapon.

4.05 Use of prohibited objects

A student must not scare someone else by using a dangerous object.

4.06 Bomb threat

A student must not say there is a bomb at school unless he/she knows there really is a bomb at school.

4.07 Sexual battery

Refer to parent section.

4.08 Aggravated battery

A student must not severely hurt someone else on purpose.

4.09 Other

Any other offense which is reasonably likely to cause great bodily harm or to seriously disrupt the educational process.

4.10 Kidnapping/abduction

Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.

4.11 Homicide/murder/manslaughter

The killing of one human being by another.

4.12 Victimization of student

Based upon judicial directive.

4.13 Explosives*

Student must not make, have or cause something to explode at school.

4.14 Possession of firearm*

A student must not bring, have, sell or shoot a gun at school.

4.15 Use of a deadly weapon*

A student must not scare someone else by using a deadly weapon.

4.16 Repeated acts of bullying, harassment and intimidations

A student must not continue to say or do something that hurts others or makes them feel afraid.

If a student breaks a Class IV Rule,

- the police will be called,
- the school staff will require parents or guardians to come to the school to talk about the problem,
- the principal will suspend the student for up to 10 days, and
- the principal may recommend placement in a program at another school or expulsion.

*The Gun-Free Schools Act requires any student who brings a firearm, weapon or explosive device (as defined in Section 921 of Title 18 of the U.S. Code) to school, any school function or on any school-sponsored transportation be automatically recommended for expulsion for not less than one calendar year and be referred to the criminal justice or juvenile justice system. The Superintendent may consider the one-year expulsion on a case-by-case basis and request the School Board to modify the requirement if in the best interest of the student and school system.

SCHOOL BUS CODE

Anytime a student breaks a Class I, II, III or IV rule when on the bus, he/she will be punished according to the Student Code of Conduct.

STUDENT'S RESPONSIBILITY**Students must**

- get on the bus and be seated right away
- face forward
- talk quietly
- make no loud noises.

Students must not

- damage any part of the bus or make damage done by someone else worse.

BUS SAFETY RULES FOR STUDENTS

1. Arrive at bus stop before the scheduled arrival of the bus.
2. Obey all directions given by driver.
3. Occupy the seat assigned by the driver and refrain at all times from moving around while the bus is in motion. In cases where standing is necessary, the student shall stand in the area designated by the driver.
4. Observe classroom conduct at all times (except for ordinary conversation).
5. Observe proper rules of conduct while waiting for the bus. Students should stay off the road and private property other than that on which the stop is established.
6. Wait until the bus has come to a complete stop before attempting to get on or off the bus.
7. Enter or leave the bus only at the front door after the bus has come to a complete stop, except in cases of emergency or on instruction from the bus driver.
8. If necessary, cross the highway in the proper manner, at least ten (10) feet in front of the bus so that the driver can observe all students.
9. Keep all parts of the body inside the bus windows at all times.
10. Refrain from throwing objects inside or outside the bus at any time.
11. Refrain from the use of profane or objectionable language. There shall be no pushing, fighting, or any other type of misconduct at any time.
12. Avoid damaging or defacing the bus or bus equipment. The student shall be responsible for the cost of any such damage.
13. Refrain from displaying any sharp instrument or from bringing any type of weapon on the school bus.
14. No flowers, nor glass containers, can be on the bus including science specimens of dead or live animals.
15. Bring no band instruments which may interfere with the seating and safety of others.
16. No pupil will be permitted to leave the bus other than his/her assigned stop, except on written authorization from the school principal or principal's designee.
17. No talking on school bus at railroad crossings.
18. Refrain from eating, or drinking on the bus!

Vandalism/Criminal Mischief (Rule 2.06 or 3.05) to a school bus will not be tolerated.

Parents will be responsible for damage to a school bus. (F.S. 741.24)

DISCIPLINARY ACTIONS

5.31 BUS RULES

Students residing two (2) miles or more from school are entitled to transportation to and from school by school buses. Physically handicapped students and students in grades Pre K-6 who are subjected to hazardous walking conditions as provided in 1006.23, F.S. are entitled to free transportation regardless of distance. It is the responsibility of students to abide by rules for riding the bus to assure the safety of all students. Failure to abide by these rules will result in the student's being reported by the driver to the principal. The principal has the authority to suspend and/or recommend expulsion of the student from bus riding privileges in accordance with section 1006.10(2), F.S. The following guidelines shall be used by principals for recommending school bus expulsions:

- I.** Severe violations that would adversely affect the health, safety and security of students and/or School Board personnel, such as, but not limited to: use or possession of weapons, controlled substances or alcohol; physical attacks; or, any act that would severely jeopardize personal health, safety or security.

- II. For Elementary School Students:**

- III.**
 - A.** After three referrals the principal may recommend parent/driver/principal/transportation conference.
 - B.** After six referrals the principal may impose a ten (10) school day suspension from the bus and recommend expulsion for the remainder of the school year.

PARENT SECTION

NASSAU COUNTY SCHOOL BOARD

CODE OF STUDENT CONDUCT

FOR PARENTS TO READ

Jurisdiction of the School Board

Nassau County public school students are subject to the rules and regulations of the School Board of Nassau County: during the school day and regular school sponsored school activities; while being transported on school buses, or otherwise at the public's expense to and from school or other educational activities; at times and places including, but not necessarily limited to, school

sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students.

All school regulations and prohibitions pertain to automobiles driven or parked on school property. In addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety and welfare of the school.

Student Records

Philosophical Basis:

Student records contain information needed for making appropriate educational decisions for the student. Student records are to be treated confidentially and should contain information that is relevant, accurate, and appropriate.

Rights of Students, Parents, and Guardians

- to inspect, review, and challenge the information contained in records directly relating to the student.
- to be protected by legal provision which prohibit the release of personally identifiable information to other than legally authorized persons without the consent of the parent, guardian, or eligible student. (Eligible students are those 18 years of age or over and/or those attending a post-secondary institution).

Responsibilities of Students, Parents, and Guardians

- to inform the school of any information that may be useful in making appropriate educational decisions.
- to authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student. (Release of records of students 17 years of age or younger who attend an elementary or secondary school requires the signature of the parent or guardian).

Formal Disciplinary Action and Procedure

Definitions Relating to Formal Disciplinary Actions

The following are examples of formal disciplinary actions which may or may not be used in each school. Students and parents who desire to have further information about the disciplinary actions used in a specific school should contact officials at the school.

Administrative Hearing

Hearing conducted by the superintendent or his designee for a Class IV offense.

After School Detention

Assignment to a designated area on campus at the end of the regular school day for a specified period of time.

Behavioral Contracts

A contract entered into between a teacher or administrator, a student and his/her parent(s) or guardian, in which all parties agree to certain actions in an attempt to modify a student's behavior. The contract shall also contain certain consequences for breaking the contract.

Cafeteria Suspension

Denial of privilege of eating meals in the cafeteria with other students for specified period of time and assignment to another area in the school for meals.

Class Suspension

Denial of the privilege of attending an individual class for a specified period of time and assignment to another area in the school for the time that class meets.

Corporal Punishment

Moderate use of physical contact (swats administered with a paddle) by a principal or designee as may be necessary to maintain discipline or to enforce school rules. A parent/ guardian may make a written request that a student be exempted from corporal punishment and that an alternative punishment be used.

Disciplinary Work Assignments

Supervised activities related to the upkeep and maintenance of school facilities.

Expulsion

Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

In School Suspension Program

Assignment to a designated area within the school when a student is removed from the regular school program for a specified period of time pursuant to F.S. 1003.53.

Saturday Detention

Assignment to a session at the school on Saturday for work assignments, academic work or guidance.

Work Detail

Work assignments (non-academic)

School Bus Suspension

Denial of the privilege of riding a school bus, based on misconduct occurring while the student is being transported at public expense.

Suspension

Removal of students from their regular school program for a period not to exceed ten (10) school days. Pursuant to F.S. 1006.09 no student who is required by law to attend school shall be suspended for unexcused absence or truancy. Therefore, suspension is not an appropriate disciplinary action for Code violation 1.08 as it relates to students who fall within the mandatory state attendance requirements.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

As of the 2004/05 school year, the Nassau County School Board now requires that for any student to participate in a survey, written parental consent is required. Surveys associated with fifth grade Puberty classes are given. Exact dates will be given 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:

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

DISCIPLINE FOR EXCEPTIONAL EDUCATION STUDENTS

The Nassau County School Board is committed to providing all students with disabilities a free, appropriate public education. This in no way lessens the School Board's intention to maintain a safe, orderly learning environment for the entire school population. Formal disciplinary actions described in the Nassau County Code of Student Conduct may be used with students with disabilities. Students with disabilities may be suspended to ensure the overall safety, welfare, and/or order of the school environment.

Suspension after 10 consecutive or 10 cumulative school days that represents a pattern, constitutes a change in placement. The following procedure must be followed:

1. The school will convene an Individual Education Plan (IEP) team meeting to develop an assessment plan to conduct a functional behavior assessment (FBA) and develop a behavior intervention plan (BIP). The IEP team must obtain parental consent for the FBA if it is more than just a review of existing data.
2. When a BIP is in place, the IEP team shall meet to review the plan and its implementation and modify the plan and the implementation as necessary to address the behavior.

NOTE: Discipline actions after 10 consecutive or 10 cumulative days of suspension requires the IEP team and other qualified personnel to conduct a manifestation disability review. This review (manifestation of disability) may be conducted at the same time as the IEP meeting listed in the procedure above. If the behavior is determined to be a manifestation of disability, the IEP team needs to modify the BIP to prevent the likelihood of a future occurrence of the behavior. If the behavior is not a manifestation of disability, the IEP team decides the proper placement and educational services needed to provide an environment where the student will benefit from educational services.

PROCEDURES FOR ADMINISTRATION OF FORMAL DISCIPLINARY ACTION

When formal disciplinary action is required, the principal or designee will make every reasonable effort to contact the parent(s) or guardian immediately. If telephone contact cannot be made, written notice will be sent home with the student or placed in the U.S. mail.

It is the responsibility of the student to notify his/her parent(s) or guardian of all written communications from the school. Failure to do so may result in further disciplinary action.

When disciplinary action reaches the level of corporal punishment or denial of educational participation, the following procedural steps shall be adhered to for the protection of the rights of students.

Corporal Punishment

Students shall be given notice of the charges against them and shall have an opportunity to present their explanation of the situation before any action is taken.

Such punishment shall be administered under conditions not calculated to hold them up to ridicule or shame and shall be administered by the Principal or designee in the presence of another adult who is informed beforehand, in the presence of the student, the reason for the punishment.

Following the use of corporal punishment the student's parent(s) or guardian shall be notified. The school will provide the student's parent(s) or guardian with a written explanation of the reason for the punishment and the name of the adult witness. A parent or guardian may make a written request that a student be exempted from corporal punishment and that an alternative punishment be used.

Corporal punishment shall never be administered to a child known to be under medical treatment for an emotional disability or to a child suffering from a physical condition which would cause his life to be endangered by the use of such punishment, or to a child protected under 65C-13.029, Florida Administrative Code ("Substitute Care of Children").

Suspension

Students shall be given notice of the charges against them and shall have an opportunity to present their explanation of the situation before any action is taken.

When a suspension is necessary, the principal or designee will make every reasonable effort to contact the parent(s) or guardian immediately. Written notice shall be sent to parent(s) or guardian regarding the reason disciplinary action was taken. Generally, a notice and conference should precede the student's suspension from school. However, if the immediate suspension of the student is justified because the student's presence endangers others or school property or would seriously disrupt the orderly academic process, the necessary notice will follow as soon thereafter as practical.

Parent(s) or guardian may request a conference with the principal or designee regarding the suspension if one is desired.

Procedures for Appealing a Principal's Decision

Parent(s) or guardian wishing to appeal a principal's decision regarding disciplinary action for an offense in Class II, III or IV would appeal through the Superintendent. This is not a formal appeal involving a hearing, but is a review of the documentation.

PROCEDURES FOR DISCIPLINARY HEARING

CLASS IV OFFENSES

Disciplinary Hearing

The principal is initially responsible for determining that an offense has been committed. Investigating such incidents, the student will be given in writing the pending charges and an opportunity to admit or refute those charges. It should be noted that any statement the student makes may be used, with other documentation, to prove whether the student is guilty of the offense(s) charged.

Documentation of Offense

The principal's conclusion should be based on the documentation of the facts pertaining to the incident. Said documentation shall include all information available, including, but not limited to, the following categories:

1. specific definition of the offense(s) committed and supporting facts
2. full names of all persons involved in the incident: witness(es), suspect(s), victim(s)
3. signed and dated statement(s) of the persons involved in the incident, witnessed by the principal or his/her designee and one other adult
4. list of special program(s), if any, in which student is enrolled or being considered for enrollment
5. past disciplinary record(s) of student involved
6. academic records

Extenuating Circumstances

The principal will review the above documentation with the parent(s) or guardian. If, at the disciplinary conference the principal concludes that extenuating circumstances exist, and that

decision is approved by the Superintendent or his/her designee, the student is eligible for admission back to school following the determination of appropriate disciplinary action to be taken.

The principal may, at his/her discretion, recommend other alternative schools for programs provided by the school district. Should the parent(s) or guardian be offered this opportunity and decline it, the principal shall recommend expulsion and send immediately all documentation of the incident to the Superintendent.

The Superintendent or his designee shall review the facts pertaining to the offense and shall request a conference with the parent(s) or guardian and the suspended student within the suspension period imposed. The purposes of the conference are

1. to review the facts pertaining to the offense with parent(s), student and appropriate school personnel to determine if the facts support the charge.
2. to explain the expulsion process and alternatives to expulsion, if any. Such alternatives may include:
 - a) placement in special programs designed by the school district. Date of entry into the program will be determined at the hearing.
 - b) Voluntary withdrawal of the student from the Nassau County Public School System. The student must be withdrawn for the remainder of the school year, plus one additional year.

The above mentioned hearings will be conducted pursuant to F.S. 1001.42(9-20)(22) and 1001.51(11)(24). The conduct of the hearings will be consistent with F.S. 120.57(2).

Offenses 2.14, 3.11 and 4.07: Offenses 2.14, 3.11 and 4.07 deal with sexual acts, and discussion about these may or may not be appropriate for elementary students. The offenses are as follows:

2.14 Sexual Harassment: Isolated cases of unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written, or physical contact of a sexual nature when such conduct which has the purpose or effect of creating an intimidating, hostile or offensive educational environment. It includes, but is not limited to, verbal harassment or abuse based upon gender, pressure for sexual activity, remarks to a person with sexual implications, unwelcome or offensive touching, or suggesting or demanding sexual involvement accompanied by implied or explicit threats.

NOTE: Violation of the School Board's sexual harassment policy is grounds for in-school suspension, out-of-school suspension, expulsion or imposition of other disciplinary action by the school, and may also result in criminal penalties being imposed.

3.11 Sexual Acts: Acts of sexual nature including, but not limited to, indecent exposure, repeated sexual harassment, consensual sexual acts and sexual acts committed without force or threat of force.

4.07 Sexual Battery/Rape: Any sexual act directed against another person with force, violence, and/or against the other person's will, including, but not limited to, sexual battery, attempted rape or rape.

District procedures for Exceptional Education students (other than gifted) shall be followed while disciplining students for inappropriate behavior.

Felony Committed on Property Other Than School Property

Following appropriate due process procedures, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or off the school property, may receive alternative educational services. Such assignment may be made upon the determination that the student is eligible according to federal or state program criteria, and

1. the nature of the offense is such that the student poses a threat to the safety of other students or personnel at school;
2. the student's safety is at-risk by remaining in school with other students or,
3. an alternative educational placement will better meet the educational, emotional, and social needs of the student.

The Nassau County School Board adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity unity for all as required by:

Title IX of No Child Left Behind of 2001

Age Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

Florida Educational Equity Act – Part 1, Section 1000.05, F.S., prohibits discrimination on the basis of race, sex, national origin, marital status, or handicap against students or employees.

Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the handicapped.

Americans with Disabilities Act of 1990 (ADA) – prohibits discrimination against the individuals with disabilities in employment, public service, public accommodations, and telecommunications.

Student with Reported Attendance Issues – Upon referral by the school to the Attendance Office, all excuses presented by parents or guardians will remain in abeyance for truancy records for the school year. (Once the student is referred to the Attendance Office, the unexcused absences that initiated the referral are not to be changed to excused absences in the student data base.)

Nassau County School Board
Equity and Non-Discrimination Statement and Contacts

The Nassau County School Board does not discriminate in admission, access, treatment or employment in its programs and educational or extra-curricular school activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to facilities for the Boy Scouts of America and other patriotic youth groups. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the grievance procedure(s):

Equity/Non-Discrimination Contact:

Joyce Menz
Director of Professional Development
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9888

Harassment:

Mark Durham
Executive Director of Curriculum, Instruction, and School Improvement
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9905

Americans with Disabilities Act (ADA)

Kevin Burnette
Director of Facilities
86334 Goodbread Rd.
Yulee, FL 32097
(904) 225-5343

Section 504:

Misty Mathis
Director, Exceptional Student Education
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9881

Title IX:

Dr. Cynthia Grooms
Director, Secondary Education
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9918

THE SCHOOL BOARD OF NASSAU COUNTY

Dr. Kathy K. Burns

Superintendent

Board Members

Donna Martin, Chairman

District 1

Gail Cook, Vice-Chairman

District 2

Jamie Deonas

District 3

Dr. Kimberly Fahlgren

District 4

Jonathan Petree

District 5

Leonard Hackett, Attorney

2017 2018
Code of Student Conduct
Secondary Grades 6-12

Dr. Kathy Burns, Superintendent
School Board of Nassau County
1201 Atlantic Avenue
Fernandina Beach, Florida 32034
(904) 491 9900

Mark Durham,
Executive Director of Curriculum,
Instruction and School Improvement

Dr. Cynthia Grooms,
Directory of Secondary Education



2017-2018

Code of Student Conduct

SECONDARY GRADES 6-12

**Dr. Kathy Burns, Superintendent
School Board of Nassau County
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(904) 491-9900**

**Mark Durham
Executive Director of Curriculum and Instruction**

**Dr. Cynthia K. Grooms
Director of Secondary Education**

NASSAU COUNTY SCHOOL DISTRICT

MISSION STATEMENT

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Our Core Values

We believe that:

- all people have intrinsic worth.
- all people are responsible for their actions.
- effective relationships are developed and maintained through mutual respect, trust, and communication.
- the higher the expectations, the higher the performance.
- everyone can learn and that life-long learning is essential for individuals and communities to thrive.
- the role of family is critical in the moral development of an individual.
- strength of character is essential to making quality life choices.
- the community is strengthened when the potential of each person is developed.

<http://www.nassau.k12.fl.us>

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Special Note: Any conflict or inconsistency between this document and Nassau County District School Board Administrative Rules, the School Board Rules will supersede this policy. Administrative Board Rules may be found on the Nassau County Web Site.

NASSAU COUNTY CODE OF STUDENT CONDUCT SECONDARY SCHOOLS

INTRODUCTION

Philosophical Basis

Instruction should occur in an environment that is conducive to learning. Effective instruction requires good order and discipline which may be described as the absence of distractions, frictions, and disturbances which interfere with the effective functioning of the student, class, and school. It is also the presence of a friendly, yet businesslike atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

As students progress in our public schools, it is reasonable to assume that an increase in age and maturity will result in the students assuming greater responsibility for their actions. It is recognized that differences in age and maturity require different types of disciplinary action; however, the procedures identified shall apply to all students in grades 6-12.

To assist parents, administrators, and faculty in maintaining such an environment, the Code of Student Conduct will:

- Describe roles of the home, student, and school
- Describe student rights and responsibilities
- Identify informal and formal disciplinary actions
- Standardize disciplinary actions
- Identify classifications of violations and describe procedures for disciplinary action
- Be discussed at the beginning of every school year in student classes, School Advisory Councils and Parent & Teacher Organizations in language understandable to those in attendance
- Be distributed to teachers, school personnel, students and parents/guardians at the beginning of each school year

Roles of the Home, Student and School

In order for effective instruction to occur, there must be a cooperative relationship between student, parent, and educator. This relationship may be described as follows:

PARENTS OR GUARDIANS WHO:

- assume major responsibility for their child's behavior
- maintain regular communication with the school and encourage their child to maintain acceptable behavior in their home, community, and school
- ensure that their child is in daily attendance and promptly report and explain an absence to the school
- provide their child with the resources needed to complete class work
- assist their child in being well-groomed, neat and clean
- bring to the attention of the school authorities any problem or condition which affects their child or other children of the school community
- discuss report cards and work assignments with their child
- maintain up-to-date home, work, emergency telephone numbers, and addresses at the school, including doctor and/or hospital preference

STUDENTS WHO:

- attend all classes daily and are on time

- are prepared to come to class with appropriate working materials
- are responsible for their own work and behavior
- are responsible for delivery of written communications to their parent/guardian
- are respectful to all individuals and property
- refrain from profane or inflammatory statements
- are well-groomed, neat, and clean
- abide by the rules and regulations set forth by the school and individual classroom teachers, while conducting themselves in a safe and responsible manner

SCHOOLS THAT:

- encourage the use of good guidance procedures
- maintain an atmosphere conducive to good behavior
- exhibit an attitude of respect for students
- plan a flexible, challenging curriculum to meet the needs of all students
- promote effective training or discipline based upon fair and impartial treatment of all students
- develop a good working relationship among staff, students, and appropriate community agencies
- encourage the school staff, parents, and students to use the service of community agencies
- encourage parents/guardians to keep in regular communication with the school and participate in its affairs
- seek to involve students, parents/guardians, in the development of policy

Jurisdiction of the School Board

The Code is in force during regular school hours, as well as such times and places, including, but not necessarily limited to, school-sponsored events, field trips, athletic functions, and other activities where all Nassau County school administrators have jurisdiction over students. All school regulations pertain to automobiles driven or parked on school property. With respect to student conduct while being transported on school buses, it should be understood that students are subject to denial of the privilege of riding a school bus for violation of appropriate standards, even if they are not otherwise denied educational participation.

Jurisdiction of Law Enforcement

F.S 843.02, 843.06 – Administrative Rule 2:10

School personnel are not authorized to prevent or impede officers in the lawful removal of a student from campus removal of a student shall be documented by the principal or designee, who shall thereafter use reasonable efforts to notify the student's parent or guardian of the removal, the name of the officer effecting the removal and the identity of law enforcement agency to which that officer belongs.

1.0 STUDENT RIGHTS AND RESPONSIBILITIES

It is the intent of the Student Rights and Responsibilities, as expressed in this document, that students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which he is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

2.0 ATTENDANCE

2.1 Philosophical Basis

School administrators have an obligation under the State law to enforce compulsory school attendance laws. Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society.

2.2 Definition of Attendance and Tardiness

Attendance: attending three (3) or more hours of the school day

Tardiness: not in assigned area (classroom) when the tardy bell **stops** ringing

2.3 Student Responsibilities

- To take advantage of his/her educational opportunity by attending all classes daily and on time
- To provide the school with an adequate explanation with appropriate documentation indicating the reasons for an absence
- To request the make-up assignment from his/her teachers upon his/her return from an excused absence and to complete the work within a reasonable length of time as determined by local school policy

2.4 Student Rights

- To be informed of School Board policies and individual school rules regarding absenteeism and tardiness
- To appeal a decision pertaining to an absence
- To make up class work within a prescribed length of time in case of an excused absence

2.5 Middle School Attendance (6-8)

A. Defined: Counted in attendance only if student is actually present at school or engaged in an educational activity away from school on a school day which constitutes a part of the school-approved instructional program for the student. S. 1003.23, F.S.

Tardy: *Not assigned area (classroom) when the tardy bell stops ringing.*

B. Parents and/or legal guardians are responsible for the attendance of their children as prescribed in S. 1003.24, F.S.

C. A written explanation is required for EACH day or class period absent. The parent is responsible for submitting a written explanation prior to the end of the grading period.

***Note: a total of three (3) days may be excused by a parent note(s) in a grading period.**

Additional absences will be excused at the discretion of the principal OR require documentation of one of the following:

- Medical reasons verified by a doctor or clinic, **or**
- Death in the family, **or**
- Legal reasons verified by a lawyer or a court, **or**
- Absence for religious instruction and holidays

D. The school shall implement the following steps to enforce regular school attendance:

- **Contact** – The school shall contact the student’s parent or guardian by automated phone system after each absence. The parents are responsible for providing correct contact information to the school.
- **Refer** – Upon five (5) unexcused absences within a calendar month or ten (10) unexcused with a 90-calendar period, the principal shall refer the student to the child study team.
- **Enforce** – Child study team shall be diligent in facilitating intervention services and shall report the case to the superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

E. A habitually truant student is a student who has fifteen (15) unexcused absences with 90-calendar days. Each school principal is required to report each habitual truant, age 14 and older to the Department of Highway Safety and Motor Vehicles (DHSMV).

F. Academic Jeopardy – Poor attendance denies a student the opportunity for earning that part of academic grades related to class participation, and could result in failing grades in academic subjects. Students missing more than ten (10) days of a year-long course, six (6) days of a half-year course, two (2) days of a quarter course, or (10) percent of any course will have their cases reviewed by a school committee comprised of the student’s team of teachers and the principal/designee. The committee will review the attendance data and documentation, provide the parent/guardian with an opportunity for explanation if necessary, and determine whether an exception is to be granted.

G. Make-Up Work - Students shall be provided an opportunity to make-up assigned work for all absences. The make-up work must be completed within five (5) school days, or a reasonable length of time based upon the absence. (Make-up work is defined as work assigned on the day of the absence. Previously assigned projects or tests are due upon return from absence or as determined by the teacher’s grading standards).

2.6 High School Attendance (9-12)

A. Defined: Counted in attendance only if student is actually present at school or engaged in an educational activity away from school on a school day which constitutes a part of the school-approved instructional program for the student per s. 1003.23 F.S.

Tardy: Not in assigned area (classroom) when the tardy bell stops ringing.

B. Parent and legal guardians are responsible for attendance for their children as prescribed ins. 1003.24, F.S.

C. A written explanation is required for **EACH** day or class period absent. The parent is responsible for submitting a written explanation prior to the end of the grading period.

***Note: a total of three (3) days or class periods may be excused by a parent note(s) in a grading period. Additional absences will be excused at the discretion of the principal OR require documentation of one of the following:**

- Medical reasons verified by a doctor or clinic, **or**
- Death in the family, **or**
- Legal reasons verified by a lawyer or a court, **or**
- Absence for religious instruction and holidays

D. 6-Period Day: On the sixth (6th) unexcused absence for any semester the highest grade a student can receive is 59, unless an appeal is granted by the School Attendance Committee.

4 X 4 Block: On the third (3rd) unexcused absence for any semester the highest grade a student can receive is 59, unless an appeal is granted by the School Attendance Committee.

AB Schedule: On the sixth (6th) unexcused absence for any semester the highest grade a student can receive is 59, unless an appeal is granted by the School Attendance Committee.

E. The school shall implement the following steps to enforce regular school attendance:

- **Contact** - The school shall contact the student’s parent or guardian by automated phone system after each absence. The parents are responsible for providing correct contact information to the school.
- **Refer** - Upon five (5) unexcused absences within a calendar month or ten (10) unexcused within a 90-calendar day period, the principal shall refer the student to the attendance committee.
- **Enforce** - The attendance committee shall be diligent in facilitating intervention services

and shall report the case to the superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.

F. A habitually truant student is a student who has fifteen (15) unexcused absences within 90- calendar days. The school Superintendent is required to report each habitually truant student to the Department of Highway Safety and Motor Vehicles (DHSMV).

G. A Notification of Absence Form (NA 7/14/09) will be issued to inform students of their unexcused absences.

6-Period Day: The teacher will complete and present to the student the Notification of Absence form on the student's third (3rd) cumulative unexcused absence per semester.

4 X 4 Block: The teacher will complete and present to the student the Notification of Absence form on the student's first (1st) cumulative unexcused absence per semester.

H. Make-Up Work - Students shall be provided an opportunity to make-up assigned work for all absences. The make-up work must be completed within five (5) school days, or a reasonable length of time based upon the length of the absence. (Make-up work is defined as work assigned on the day of the absence. Previously assigned projects or tests are due upon return from absence or as determined by the teacher's grading standards).

I. School Attendance Appeal

6 Period Day Schedule: To qualify for an attendance appeal, student must meet the following criteria:

- Absences not to exceed 10 unexcused days per semester, **and**
- Passing grades on the required comprehensive semester exam, **and**
- An overall passing grade in the class for the grading period, **and**
- An attendance appeal request in writing to the principal in a timely manner, **and**
- Documentation submitted to the committee.

4x4 Block Schedule: To qualify for an attendance appeal, a student must meet the following criteria:

- Absences not to exceed 5 unexcused days per semester, and
- Passing grades on the required comprehensive semester exam, and
- An overall passing grade in the class for the grading period, and
- An attendance appeal request in writing to the principal in a timely manner, and
- Documentation submitted to the committee.

J. School Attendance Committee

The School Attendance Committee is appointed by the principal and is comprised of one Assistant Principal, one dean of Students, and three teachers.

- The role of the committee is to review each attendance appeal and make recommendations to the principal regarding the student's academic status due to non-attendance.
- Attendance appeals must be submitted to the principal in writing by the end of the grading period.
- It is the responsibility of the student to provide the Attendance Committee with any and all documentation supporting his/her appeal.

3.0 BULLYING AND HARRASSMENT POLICY ADMINISTRATIVE RULE 5.49

3.1 Philosophical Basis:

It is the policy of the Nassau County School district that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The district will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined here is prohibited.

3.2 Student Responsibilities

Conform to reasonable standards of socially acceptable behavior; respect person, property and rights of others; obey authority; and responding appropriately to those who hold authority.

3.3 Student Rights

- To have a safe, secure learning environment free from harassment and bullying.
- To report bullying by anyone (student or adult) without fear of retaliation.

3.4 Definition

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to unwanted teasing or taunting, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.

3.5 Procedures

- Interview the complainant, alleged bully, victim, separately and corroborating witnesses;
- Collect the facts;
- Evaluate the facts;
- Recommend remedial steps necessary to stop the behavior, if unwarranted;
- Appropriate consequences administered;
- Notification to parents of victim and bully incident.

4.0 COUNSELING

4.1 Philosophical Basis

Personal concerns of students can seriously limit their educational development. Schools have the responsibility to provide a counseling program and to make relevant and objective information available to students.

4.2 Student Responsibilities

- To use these services for his/her own educational and personal development
- To schedule appointments in advance unless the problem or concern is one of an emergency nature

4.3 Student Rights

- To be accurately informed as to the nature of the guidance services available in their school
- To have an opportunity to participate in individual and group counseling

5.0 CURRICULUM

5.1 Philosophical Basis:

The degree of curriculum involvement is a function of age, grade, maturity, and sophistication on one hand and the level and complexities of courses on the other. Student opinion regarding curriculum offerings is extremely important and therefore deserves careful analysis and consideration.

5.2 Student Responsibilities

- To request participation in academic programs and extracurricular activities that are commensurate with ability.
- To seek assistance in course selection from informed persons in the school.
- To cooperate with the instructor and contribute to an atmosphere free from bias and prejudice
- To cooperate fully and exert every effort to achieve mastery of the basic skills.
- To take care of textbooks issued to them and to pay for lost or damaged textbooks.

5.3 Student Rights

- To have equal educational opportunity with regard to academic programs and extracurricular activities.
- To receive district curriculum course descriptions that will facilitate informed choices.
- To receive instruction in courses of study under competent instructors in an atmosphere free from bias and prejudice.
- To participate in appropriate academic programs in elementary, middle, and high schools.
- To be issued a text for the subjects which he/she is studying.

5.4 Florida Statutes 1006.42. Each parent, guardian, or other person having charge of a pupil to whom, or for whom, materials have been issued...shall be held liable for any loss or destruction of, or unnecessary damage to, such materials...and shall be required to pay for such loss, destruction, or unnecessary damage.

6.0 FREE SPEECH/EXPRESSION

6.1 Philosophical Basis

Citizens in our democracy are guaranteed self-expression under the 1st and 4th Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

6.2 Student Responsibilities

- To respect the rights of other individuals to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process.
- To act in a manner which preserves the dignity of patriotic observances.
- To respect the religious beliefs of others.
- To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school.

6.3 Student Rights

- To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous
- To not be subjected to disciplinary action because of use of a language other than English if student has limited English proficiency. To affirm his/her identity with the American ideals (i.e., pledging allegiance to the flag).
- To refrain from any activity which violates the precepts of his/her religion.

- To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with Florida Statutes and local regulations

6.4 Student Responsibilities

Distribution of Written Material (Administrative Rule 8.24)

Public school students have a constitutional right to distribute written material in school facilities, subject to reasonable parameter outlined by school authorities.

These parameters 1) time, place, and manner of distribution, and 2) certain restrictions concerning the content of the material.

- 6.5** Admin. Rule 5.85. APPROPRIATE DRESS FOR PUPILS. All students shall be properly groomed and attired when on school property or participating in school activities. Students shall be dressed so they will not present a clear danger to health and safety; nor shall they be dressed in a manner which causes an interference with work or creates classroom or school disorder.

7.0 GRADES

7.1 Philosophical Basis

Grades at best are but an indication of the student's knowledge at any particular point in time. An academic grade should reflect the student's academic performance and the teacher's most objective assessment of the student's academic achievement.

7.2 Student Responsibilities

- To become informed of the grading criteria
- To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress.

7.3 Student Rights

- To receive a teacher's grading criteria at the beginning of each year or semester course.
- To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed.

8.0 GRIEVANCE PROCEDURES

8.1 Philosophical Basis

A grievance is a situation occurring in the course of the school's implementation of the County Code of Conduct which causes a student to consider himself aggrieved. Schools are responsible for providing mechanisms for the expression and resolution of grievances.

8.2 Student Responsibilities

- To discuss his/her grievances informally with the persons involved prior to invoking formal grievance procedures.
- To state the grievance clearly and concisely, to follow the established procedures, and to accept the decision that is the outgrowth of this process.

8.3 Student Rights

- To have a standard procedure for the resolution of grievances.
- To participate in the formulation of the grievance procedures with the school administration through his/her student government.

9.0 PRIVACY AND PROPERTY RIGHTS

9.1 Philosophical Basis

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students (4th Amendment of the United States Constitution). Any student operating a motor vehicle on school grounds is subject to random drug and alcohol testing as prescribed in Nassau County School Board Policy 2.48.

9.2 Student Responsibilities

- To not carry or conceal any such material that is prohibited by law or would detract from the educational process.
- To respect the property rights of the public at large as well as those of individuals, and to refrain from destruction of, or damage to, such property.
- To accept the consequences for the content stored within their lockers, cars, and book bags.

9.3 Student Rights

- To maintain privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student possesses any object or material which is prohibited by law or School Board Policy.
- To attend school in an educational environment in which personal property is respected.
- To have prior notification of any general search of lockers except in emergency situations

F.S. 1006.09.

NOTE: School officials may conduct a warrant less search of a student's person, locker, vehicle, or any storage area on school property if such officials have reason to believe that illegal, prohibited, or harmful items may be concealed.

9.4 Rules regarding corporal punishment, locker search, suspension, felony charges, and hearings should be communicated to parents, guardians, or families of LEP students in the context of these situations either through an interpreter or in writing in a language that they understand.

10.0 NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

As of the 2004/05 school year, the Nassau County School Board now requires that for any student to participate in a survey, written parental consent is required. Surveys associated with puberty and abstinence classes are given throughout the year and at the completion of classes. Substance abuse and lifestyle surveys by the State of Florida are conducted in the spring. Similar surveys through courses such as Life Management are given periodically. Exact dates will be given 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.

11.0 STUDENT ACTIVITIES

11.1 Philosophical Basis

Organized clubs and activities are characteristic of student life from the elementary school through college, and are characteristic of adult life as well.

All members of the school community share the responsibility for organizing and supporting clubs and activities which meet student needs and serve a definite and worthwhile purpose.

11.2 Student Responsibilities

To follow these rules in forming and operating clubs and activities.

11.3 Student Rights

To form and operate clubs and activities within his/her respective schools under the direction of a faculty advisor.

11.4 Parking

Any student participating in extracurricular activities or parking on campus is subject to drug and alcohol testing as prescribed in Nassau County School Board Administrative Rule 2.48

11.5 Good Cause Authority

Florida Statute mandates each District, Charter and Private School Authority establish and publish eligibility standards for extracurricular activities and “good cause authority” in reference to policy governing transfer students in its Code of Student Conduct. Please reference s. 1006.195 and s. 1006.15(3)(h).

The following includes a list of examples, such as, but not limited to, which may be considered for inclusion

as eligibility standards to participate in extracurricular interscholastic or intra-scholastic activities:

- School attendance policy that may prevent a student from participating
- Alcohol/drug related behavior
- 2.0 GPA Required for Academic Eligibility. A middle/junior high student must have 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its

equivalent, at the conclusion of each semester to be academically eligible during the next semester (s. 1006.15(3)(a)1, Florida Statutes). Final grades previously earned by the student from another school shall not be converted using the scale in Bylaw 9.4.2. A district may require more stringent academic requirements (i.e. no F's)

- School/classroom discipline issues
- Social Media issues
- Bullying
- Sportsmanship
- Dress Code Policy
- Four Year Limit of Eligibility
- Age Limit – 19 years 9 months (seniors) or 19 years on or after September 1 (all others)
- Physical Evaluation (EL2) and Consent and Release from Liability Certificate (EL3)
- Any other district policy which would remove or prevent a student from participating in

extracurricular activities. One of the exceptions for a student who transfers schools and wishes to continue participating in the same sport at the new school is “authorized for good cause” published in district, charter, or private school policy. The following includes a list of examples, such as, but not limited to, which may be considered for “good cause authority”:

- Move to a new residence – the student moves to a new home address due to a move by the student and a person or person(s) with whom he/she has been previously living that makes it necessary for the student to attend a different school.

- Move to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
- Reassignment by District School Board or Charter School Board
- Transfer of school within the first twenty days – i.e. acceptance into a previously applied for magnet program, charter or private school
- Special Assignment by the Superintendent, School Choice Office, etc.
- Undue Hardship

1006.195 District School Board, Charter School Authority and Responsibility to Establish Student Eligibility Regarding Participation in Interscholastic and Intrascholastic Extracurricular Activities.

Notwithstanding any provision to the contrary in ss. 1006.15, 1006.18, and 1006.20, regarding student eligibility to participate in interscholastic and intrascholastic extracurricular activities:

(1)(a) A district school board must establish, through its code of student conduct, student eligibility standards and related student disciplinary actions regarding student participation in interscholastic and intra-scholastic extracurricular activities. The code of student conduct must provide that:

1. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including ss. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15(3)(h).
3. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).

(b) Students who participate in interscholastic and intrascholastic extracurricular activities for, but are not enrolled in, a public school pursuant to s. 1006.15(3)(c)-(e) and (8), are subject to the district school board's code of student conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.

(c) The provisions of this subsection apply to interscholastic and intrascholastic extracurricular activities conducted by charter schools and private schools, as applicable, except that the charter school governing board, or equivalent private school authority, is responsible for the authority and responsibility otherwise provided to district school boards.

(2)(a) The Florida High School Athletic Association (FHSAA) continues to retain jurisdiction over the following provisions in s. 1006.20, which may not be implemented in a manner contrary to this section: membership in the FHSAA; recruiting prohibitions and violations; student medical evaluations; investigations; and sanctions for coaches; school eligibility and forfeiture of contests; student concussions or head injuries; the sports medical advisory committee; and the general operational provisions of the FHSAA.

1006.15 Student standards for participation in interscholastic and intrascholastic extracurricular student activities; regulation.—

1006.15(3)(h)

(h)1. A school district or charter school may not delay eligibility or otherwise prevent a student participating in controlled open enrollment, or a choice program, from being

immediately eligible to participate in interscholastic and intrascholastic extracurricular activities.

2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

a. Dependent children of active duty military personnel whose move resulted from military orders.

b. Children who have been relocated due to a foster care placement in a different school zone.

c. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.

d. Authorized for good cause in district or charter school policy.

12.0 RULES FOR STUDENT ACTIVITIES AND CLUBS

Administrative Rule 5.86

Clubs and activities must follow these guidelines: must be open to all qualified students; cannot interfere with school activities; follow Nassau County School Board policies, and have an approved faculty sponsor.

Each club must have a charter and constitution written by both students and teachers. These documents are approved by the administration and must be kept on file so that every student, parent(s)/guardian(s), and school employee may read them.

13.0 STUDENT GOVERNMENT

13.1 Philosophical Basis

Effective student governments are the forums for the training and involvement of students in the democratic processes. Members of the school community share the responsibility for shaping governments into positive instruments for student involvement.

13.2 Student Responsibilities

- To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
- To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
- To attend regularly scheduled meetings if he/she is an elected student representative, and exhibit appropriate conduct at all times.

13.3 Student Rights

- To form and operate a student government within the respective schools under the direction of a faculty advisor
- To seek office in student government or any organization regardless of race, sex, color, creed, or political beliefs
- To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal

14.0 STUDENT PUBLICATIONS

14.1 Philosophical Basis

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may

express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the entire student body.

14.2 Student Responsibilities

- To use only those bulletin boards or wall areas designated for use by students and student organizations, and to accept responsibility for the effect that the posting, publication, or distribution for this literature might have on the normal activities of the school.
- To refrain from publishing libelous and obscene materials, to seek full information on the topics about which he/she writes, and observes the normal rules for responsible journalism under the guidance of the faculty advisor. Principals may suppress or recall literature which he/she considers primarily commercial in nature, or material which could endanger the orderly operation of the school.

14.3 Student Rights

- To possess, post, and distribute any forms of literature that are not inherently disruptive to the school program including, but not limited to, newspapers, magazines, leaflets, and pamphlets.
- To be free of censorship on his/her publications except within the framework of guidelines previously agreed upon by students and administrators.

15.0 STUDENT RECORDS

15.1 Philosophical Basis

A well-developed student record file contains information needed for making appropriate educational decisions for the student. Student records are to be treated confidentially and should contain information that is relevant, accurate, and appropriate. Admin. Rule 2.44, 5.79

15.2 Student Responsibilities

- To inform the school of any information that may be useful in making appropriate educational decisions.
- To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the students
- To have parents/guardians, or eligible students follow prescribed procedures for requesting access to records or transcripts.

15.3 Student Rights

- To inspect, review, and challenge the information contained in records directly related to the student
- To be protected by legal provisions which prohibit the release of personally identifiable information to other than legally authorized persons without the consent of the parent/guardian, students or eligible students (18 years of age or attending a post-secondary institution)
- To have the right of access records or transcripts (parents/guardians, or eligible students).

15.4 F.S. 1002.22. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints.

16.0 PREVENTIVE/INFORMAL DISCIPLINARY ACTIONS

A major consideration in the application of the Code is that the most appropriate disciplinary action taken by school personnel is the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary and/or guidance steps, prior to, during, and after formal disciplinary actions. These methods may include:

- monitoring student behavior through short-term progress reports and other strategies
- conferences and/or contracts between administrators, parents/guardians, teachers,

- and students
- referrals to Child Study Team, Core Team, or Student Services (i.e., group or individual counseling with a guidance counselor, psychological evaluation, direction to appropriate agencies for specific problems)
- student curriculum adjustment

17.0 FORMAL DISCIPLINARY ACTION AND PROCEDURES

(safeguards to protect the rights of students and parents/guardians)

17.1 When formal disciplinary action is required, the parent/guardian should be informed by phone, written notice sent home with the student, or placed in the U.S. Mail. Registered letters will be used for all suspension or expulsion recommendations. (Sent by regular mail if parents/guardians were contacted by phone.)

17.2 It is the responsibility of the student to notify his or her parent/guardian of all written communications from the school. Failure to do so may result in further disciplinary action.

18.0 DETENTION

A school may elect to provide before or after school detention and specify those types of conduct for which it may be assigned. It should be emphasized that due to problems of transportation and supervision, detention may not be offered in all schools. (Prior notice must be given to parent(s)/guardian(s).)

19.0 SCHOOL WORK DETAIL

The student may be required to participate in properly supervised activities relating to the upkeep and maintenance of school facilities.

20.0 DISCIPLINARY PROBATION

20.1 Any student involved in a violation of the Code of Conduct may be placed on probation. The student on disciplinary probation may be denied participation in extracurricular activities, and may be assigned to report frequently to a specified staff member who will assist in monitoring the student's adjustment to the school situation during the probationary period.

20.2 It is the responsibility of the parent/guardian to provide transportation if the student is required to stay after school hours.

21.0 CORPORAL PUNISHMENT ADMINISTRATIVE RULE 5.33

21.1 Corporal punishment is the moderate use of physical contact by a principal or designee(s) that may be necessary to maintain discipline or to enforce school rules. Each principal shall prepare and disseminate guidelines for corporal punishment in his school as directed by the Superintendent. The guidelines shall identify the types of punishable offenses, conditions under which the punishment shall be administered, and the specific personnel on the school staff authorized to administer the punishment. Guidelines must also include the following requirements:

- Corporal punishment shall be administered only by the principal or by his designee and in the presence of another adult employee of the school.
- Students must be informed of the reasons(s) for corporal punishment.
- Students must have opportunity to present their side of the matter and must have the opportunity to present witnesses to the incident.
- In no case shall such punishment be unduly severe or degrading in its nature.

- Corporal punishment shall never be administered to a child known to be under medical treatment for an emotional disability or to a child suffering from a physical condition which would cause his life to be endangered by the use of such punishment, or to a child protected under 65C-13.029, Florida Administrative Code (“Substitute Care of Children”).
- Any employee who has administered corporal punishment to a student shall provide the student’s parent or guardian with a written explanation of the reasons for the punishment and the name of the adult employee present.
- The adult witness must be informed in the presence of the student of the reason for corporal punishment.

21.2 The school will provide the student’s parent/guardian with a written explanation of the reason for the punishment and the name of the adult witness. A parent/guardian may make a written request that a student be exempted from corporal punishment and that an alternative punishment be used.

21.3 The School Board shall review the provisions for corporal punishment at a School Board meeting every three (3) years and shall take public testimony at the meeting.

22.0 IN-SCHOOL DETENTION

A school may elect to remove a student from regular classes and assign him/her to an alternative education or in-school suspension program. Each school specifies those types of conduct for which alternative education or in-school suspension programs may be used. Due to limitations of facilities and supervision, alternative education or in-school suspension programs may not be offered in all schools.

23.0 DENIAL OF BUS PRIVILEGES

23.1 School bus suspension is the denial of the privilege of riding a school bus, based on misconduct occurring while the student is being transported at public expense. S.B.E.R. 6A-3.017(3)(c) requires the School Board to take action on a suspension which exceeds ten (10) days. This suspension includes consequences for inappropriate school bus stop behavior.

23.2 **BUS POLICY:** Violations of Nassau County School Board transportation policies, including disruptive behavior on a school bus by a student is grounds for suspension of bus riding privileges and may be grounds for in-school, out-of-school suspensions, expulsion, or other action by the school and may also result in criminal penalties. Violations of the transportation policy and Code of Conduct at a school bus stop may be grounds for suspension of bus riding privileges.

24.0 DENIAL OF EDUCATIONAL PARTICIPATION

24.1 In order to maintain effective learning conditions, the Code also recognizes that it may be necessary to deny a student educational participation for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is denied educational participation, every effort will be exerted to determine and resolve the causes of the problem so that the student might return to school at the end of his/her suspension. There are **TWO** possible types of denial of educational participation:

24.2 **Out-of-School Suspension:** A school principal may remand a student to parent’s custody from school, with specific homework assignments to be completed, for up to ten school days for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternates and rejected them as inappropriate in a given situation. Pursuant to F.S. 1006.09, no student who is required by law to attend school shall be suspended for unexcused absences, tardiness or truancy. Therefore, suspension is

not an appropriate disciplinary action for Code Violation Class II (Truancy) as it relates to students who fall within the mandatory state attendance requirements.

24.3 Prior to suspension, the student shall be advised why he/she is being suspended, be provided an opportunity to refute the charges, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident. The students shall have the right to call witnesses.

24.4 Written notice shall be sent to the parent(s)/guardian(s) regarding the reason disciplinary action was taken. Generally, a notice and conference should precede the student's suspension from school. However, if the immediate suspension of the student is justified because the student's presence endangers others or school property, or would disrupt the orderly academic process, the necessary notice and conference, if requested, will follow as soon as practicable.

24.5 **Expulsion:** A school principal may request the Superintendent to recommend the expulsion of a student. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the School Board, and for a period of time **not to exceed the remainder of the term or school year and 1 additional year of attendance.** Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

24.6 Prior to expulsion, the student shall be advised why he/she has been recommended for expulsion, be provided with an opportunity to refute the charges, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.

24.7 Expulsions will be conducted as outlined in **NCSB Administrative Rule 5.39.**

25.0 ALTERNATIVE EDUCATION PLACEMENT

25.1 The principal may, at his/her discretion, suspend a student and recommend assignment to an alternative education placement. Should the parent/guardian, or adult student wish to contest this assignment an appeal may be filed, in writing, and within three (3) days, with the Superintendent. However, while the appeal is pending the student will either have his/her suspension extended or be placed in ISD, (to be determined by the Superintendent). The Superintendent may request, receive, and will consider such additional information from the parties as necessary to properly review the initial decision. After due deliberation, the Superintendent may affirm, reject, or modify the original decision. The decision of the Superintendent is final, conclusive, and binding.

25.2 Placement in an alternative setting may involve the student's assignment to a virtual site on or off their home school site. Intensive strategies will be provided which may include small group settings and differentiated instruction to address the student's academic and behavior deficiencies. The instructional staff will afford the student every opportunity to graduate with their cohort, and students will take the FCAT test on the grade level to which they are assigned. Students may not be placed in a higher grade in the alternative setting but may be promoted to the next grade level at the semester.

25.3 Student eligibility for placement in the alternative setting is based on one or both of the following criteria: First, students that have a matter of absenteeism or habitual truancy may also be reassigned to an alternative setting. Second, students who have a history of disruptive behavior in school or expulsion from school may be placed in the alternative setting.

27.0 STUDENTS WITH DISABILITIES (excluding Gifted)

27.1 The Nassau County School Board is committed to providing all students with disabilities a free, appropriate public education. This in no way lessens the School Board's intention to maintain a safe, orderly learning environment for the entire school population. Formal disciplinary actions described in the Nassau County Code of Student Conduct may be used with students with disabilities. Students with disabilities may be suspended to ensure the overall safety, welfare, and/or order of the school environment.

27.2 Suspension after 10 consecutive or 10 cumulative school days that represents a pattern, constitutes a change in placement. The following procedure must be followed before further suspensions occur:

- The school will convene an Individual Education Plan (IEP) team meeting to develop an assessment plan to conduct a functional behavior assessment (FBA) and develop a behavior intervention plan (BIP). The IEP team must obtain parental consent for the FBA if it is more than just a review of existing data.
- When a BIP is in place, the IEP team shall meet to review the plan and its implementation and modify the plan and the implementation as necessary to address the behavior.
- Placement procedures for ESE students into the Alternative Education program. (See Appendix C).

27.3 **Note:** Discipline actions after 10 cumulative days or 10 consecutive days of suspension requires the IEP team and other qualified personnel to conduct a review of the relationship between the disability and the behavior that initiated disciplinary action, not later than 10 business days after the decision to take action. This review (manifestation of disability) may be conducted at the same time as the IEP meeting listed in the procedure above. If the behavior is determined to be a manifestation of disability, the IEP team needs to modify the BIP to prevent the likelihood of a future occurrence of the behavior. If the behavior is not a manifestation of disability, the IEP team decides the proper setting, placement, and educational services needed to provide an environment conducive to progress in the general curriculum.

28.0 CLASSIFICATION OF VIOLATIONS

28.1 The Code of Student Conduct defines violations as those acts frequently causing disruption of the orderly educational process.

28.2 THIS LIST IS NOT ALL INCLUSIVE, AND A STUDENT COMMITTING AN ACT OF MISCONDUCT NOT LISTED WILL, NEVERTHELESS, BE SUBJECT TO THE DISCRETIONARY AUTHORITY OF THE PRINCIPAL.

28.3 A major consideration in the application of the Code of Student Conduct is the identification of the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, specific grounds for disciplinary action have been divided into four subgroups and a variety of administrative actions have been suggested or mandated. The violations in various subgroups represent a continuum of misbehaviors based on the seriousness of the act and the frequency of occurrences. Violations classified at Class I are relatively minor and involve acts which only minimally disrupt the orderly conduct of the educational process in the classroom. By contrast, Class IV misconduct involves criminal acts and are so serious that they represent a direct and immediate threat to the welfare of other individuals.

28.4 It is important to note that the administrator and teacher, consistent with the power delegated to him/her, have the authority to take additional or more severe administrative action under this Code if, in his/her opinion, the nature of the misconduct warrants it.

28.5 Each classroom teacher should deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s)/guardian(s) and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his/her designee.

28.6 The charts on the following pages list these violations and the recommended or mandated disciplinary action.

In addition to the Statutes noted in this document, other F.S. referring to discipline and control of students include:

F.S. 1001.41	General Powers of School Board
F.S. 1006.07	Powers & Duties of the School Board
F.S. 1006.08	Duties and Responsibilities of the Superintendent
F.S. 1003.31	Pupils subject to control of school
F.S. 1006.09(9)	Search of student locker or storage area
F.S. 1006.09	Authority of Principal
F.S. 1006.09(8)	Reports of suspected substance or alcohol abuse; exemption from liability
S.B.E.R. 6A1.0404	Zero Tolerance for School Related Violent Crimes

29.0 VIOLATIONS CLASS I

29.1 Definition:

Relatively minor misbehavior or general classroom disruption which interferes with the orderly educational process in the classroom or other areas.

29.2 Examples of Violations:

- Disturbances on school premises
- Tardiness
- Cheating
- Lying
- Verbal Abusive*
- Non-defiant failure to come to class prepared, to complete assignments, or carry out directions
- Name-calling
- Dress code violation
- Public display of affection
- Hall pass violation
- Skipping Class
- Other

**not related to racial or ethnic abusive language.*

29.3 Procedures:

Timely intervention by staff member who is supervising the student or who observes the misbehavior.

Repeated misbehavior indicates the need for a parent/teacher conference with counselor and/or administrator.

29.4 Optional Disciplinary Response (one or more may be provided for each offense):

- Verbal reprimand
 - Special Assignment related to offense
 - Behavioral contract
 - Counseling (teacher)
 - Temporary removal from classroom
 - Time-Out area
 - Strict supervised study
 - Contact/Detention
 - Work Detail
 - Saturday School
 - In-School Suspension
 - Others
 - Services or acts of value; tolerance, patience, respect
- (The above examples are **NOT** inclusive)*

30.0 VIOLATIONS CLASS II

30.1 Definition:

Misbehavior whose frequency and seriousness tends to disrupt the learning climate of school. These infractions usually result from a continuation of Class I misbehaviors and require administrative personnel intervention because execution of Class I disciplinary procedures and options failed to correct the situation. “*Bullying*” means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is unwanted and repeated written, verbal or physical behavior, including any threatening, insulting or dehumanizing gesture by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to unwanted teasing or taunting, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.

30.2 Examples of Violations:

- Repeated Class I infractions
- Insubordination
- Trespassing on a Nassau County Campus
- Disruption on the school bus
- Gambling
- Simple Assault (a threat or attempt to harm another student without touching him/her)
- Stealing/copyright violations
- Using forged notes or excuses
- Profane and obscene language or gestures, or display/possession of obscene materials or electronic access thereof
- Use of electronic devices to include electronic pagers, cellular phones or similar devices during school hours
- Verbal abuse with racial/ethnic reference
- Harassment
- Bullying
- Detention violation
- Disrespectful behavior/verbal/ nonverbal toward a teacher and/or other school staff
- Possession of over-the counter drugs
- Failure to register for parking permit

30.3 Procedures:

- The student referred to an administrator for appropriate disciplinary action.
- A proper and accurate record of the offense and the disciplinary action is maintained by the school.
- Parents/guardians are informed.
- Consider referral to Student Services (i.e. school psychologist, Exceptional Education).

30.4 Disciplinary Options/Responses:

- Modified Day
- Teacher/Schedule Change
- Peer Mediation Program – not for Bullying
- Counseling /Referral to outside agencies
- Detention
- Corporal punishment

- In-school suspension
- Out-of-school suspension
- Bus suspension
- Referral to law enforcement
- Other
- Positive behavioral interventions
- Services or acts of tolerance, patience and respect
- Teen Court

*(The above examples are **NOT** inclusive.)*

31.0 VIOLATIONS CLASS III

31.1 Definition:

Acts directed against persons or property and/or whose consequences may endanger the health or safety of others in the school. Acts include school buses and bus stops.

31.2 Examples of Violations:

- Repeated Class II infractions
- Fighting (physical conflict)
- Threatening and intimidating others
- Extortion
- Use or possession of cigarettes and/or tobacco products or paraphernalia
- Stealing/Copyright violations
- Vandalism/defacing school property, to include computer hardware and software
- Selling, possession, or use of drug paraphernalia
- Possession or use of any counterfeit substance or items that could be used as a dangerous weapon
- Possession of pepper gas or mace
- Distribution of obscene materials
- Sexual harassment
- Possession, distribution, or ignition of fireworks
- Activating Fire Alarm
- Bully and /or Harassment of a school board employee
- Distribution of over-the-counter drugs (eg.Tylenol)
- Bullying / Harassment

31.3 Procedures:

- The administrator initiates disciplinary action.
- A conference is held that results in disciplinary action.
- Proper and accurate record of offenses and disciplinary actions is maintained by administrator.
- Require restitution of property and damages.
- Consider referral to outside agencies.
- Notify Law Enforcement when appropriate.
- Notify Principal where student attends school.

31.4 Disciplinary Option/Responses:

- Temporary removal from class
- In-school counseling
- School Work Detail

- In-school suspension
- Corporal punishment
- Out-of-school suspension
- Bus suspension
- Referral to law enforcement
- Others including:
 - restitutions
 - administrative assignment to alternative program;
 - completion of a Drug Education Program (school district or state approved)
- Teen Court
- Positive behavioral interventions

*(The above examples are **NOT** inclusive.)*

32.0 VIOLATIONS CLASS IV

32.1 The following incidents will be reported and may result in criminal prosecution. All victims have the right to seek charges against the offender. Parents will be notified if the victim is a minor.

XX denotes zero tolerance violations. Students found to have committed the **XX** offenses shall receive the most severe consequences provided for by School Board policy. Zero Tolerance Policy is located in Nassau County School Board Administrative Rule 2.42.

This code shall be enforced 24 hours a day, seven days a week on all school campuses/properties and at all school sponsored activities on and off school campuses, including transportation.

The Nassau County School Board may assign more severe consequences than normal when the offender appears motivated by hostility toward the victim’s real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability.

32.2 Definition:

These acts which result in violence to another person or property or which pose a direct threat to the safety of others in the school may result in the immediate removal of the student from school. All violations include acts which occur while the student is on school property, at school sponsored activities, on school buses, or at school bus stops. The Nassau County School Board will honor expulsion/suspension placements from other school

Districts unless the Superintendent recommends expulsion to be waived or the Board places the student in an appropriate educational program.

Formally charged with a felony or delinquent act that would be a felony if committed by an adult.

“Hazing” means any act or situation that recklessly or intentionally endangers the mental or physical health or safety of a student at a high school with grades 9-12 for purpose, including, but not limited to, initiation or admission into or affiliation with operating under the sanction of a high school with grades 9 through 12.

32.3 Examples of Violations:

- Altering or disrupting district network services
- Repeated Class I infractions
- Knowingly making false accusation against a school board employee
- Selling counterfeit substances
- **XX** Capital Crimes

- **XX** Assault/Battery
- **XX** Possession of Weapon
- **XX** Robbery
- Theft
- Property Damage
- Disruption of School Life
- Drug & Alcohol
- Bullying and Harassment
- Hazing
- **XX** Other Serious Incidents
- Victimization of Students

Incident which occurred on property other than public school property, but which is shown to have had adverse impact on the educational program.

32.4 Procedures:

- Documented Administrator verified offense, confers with staff involved and meets with student.
- Parents are notified.
- Student is immediately removed from school environment.
- Administrator contacts law enforcement agency and principal of school where student attends.
- Consider referral to outside agency.

Complete and accurate report is submitted to the Superintendent for possible board action. Suspension and/or assigned to education-services.

32.5 Disciplinary Options/Responses:

- Loss of network privileges for school career; restitution
- Ten (10) days out-of-school suspension
- School bus suspension
- Referral to law enforcement and/or appropriate agency
- Administrative assignment to Alternative Education
- Recommended expulsion from the school bus
- Recommended expulsion
- Teen Court
- Superintendent considers recommendation for expulsion if adjudicated guilty.

*(The above examples are **NOT** inclusive.)*

33.0 NASSAU COUNTY SCHOOL BOARD ZERO TOLERANCE POLICY ON SCHOOL VIOLENCE & REPORTING OF CRIMES AND/OR DISRUPTIVE BEHAVIOR

ADMINISTRATIVE RULE 2.42

33.1 It is important that all students and parents/guardians understand that certain criminal and/or disruptive behavior **must** be reported to appropriate law enforcement authorities. A referral to the criminal justice or juvenile delinquency system must be made on all weapon charges as defined in the Gun Free School Act of 1994 and shall receive the most severe consequences provided for by School Board policy.

33.2 S.1006.13 F.S. This policy of zero tolerance requires any student found to have committed one of the following offenses to be expelled, with or without continuing education services, from the regular school for a period of not less than one full year, and to be referred for criminal prosecution:

- Bringing a firearm or weapon, as defined in 790, to school, to any school function, or on any school sponsored transportation. Possession, use or sale of firearm, knife, a weapon, or any other item which can be used as a weapon on school property or in attendance at a school function. (Excluding common pocket knives with locking blades less than 2 ½” in length. These items may be construed as a Class IV offense.)
- Possession, use or intention of use of an instrument or object (as defined by F.S.790.001) that can inflict harm on another person or to intimidate any person.
- **Examples:** Using a firearm, knife, mace, or replica of an authentic weapon such as a gun
- **Non-Examples:** Using items not covered under law or district policy such as painting instruments, pens or pencils
- Making a threat or false report, as defined by SS.790.162 and 790.163, respectively, involving school or school personnel’s property, school transportation or a school sponsored activity.
- Crime and substance abuse: delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the school district shall be reported to law enforcement.
- Victimization of students: steps necessary to protect the victim of any violent crime from any further victimization shall be implemented.
- Homicides (murder, manslaughter)
- Sexual Battery (forcible sex offense)
- First Degree arson
- Kidnapping or Abduction
- A group of students ganging up on another student and assaulting him/her on school property.
- Any person who commits a battery involving serious injury to school personnel or students on school property including school bus.
- Any person offering or attempting bodily harm with the use of a weapon or any instrument capable of inflicting serious injury (aggravated assault) on school property.
- Possession, use or sale of firearm, knife, a weapon, or any other item which can be used as a weapon on school property or in attendance at a school function. (Excluding common pocket

knives with locking blades less than 2 ½” in length. These items may be construed as a Class IV offense.)

- Armed Robbery
- Verified incidents or reasonable suspicion to believe that students or non-students are taking or attempting to take money or property from other students or staff by force on school property.
- Any person involved in the theft of school property, stealing or attempting to steal money or property from students or school personnel.
- Any person who willfully damages or attempts to damage the property of students on school property, school personnel, or school property.
- Any person involved in the willful or malicious burning or destruction of school, contents of the building, or personal property of another on school property.
- Any person who threatens the placement of a bomb, dynamite, or other deadly explosion on school premises.
- Any person who knowingly advises, counsels, or instructs any student or school employee to disrupt any school function or classroom; knowingly interferes with the attendance of any student or employee in a school or classroom; conspires to riot, or engages in any disruption or disturbance which interferes with the educational process.
- A fight or accident which results in apparent injury to one or more persons on school property.
- Any person who fights by appointment or challenges another to a duel with a dangerous weapon on school property.
- Any person involved in overt sexual acts including, but not limited to consensual intercourse.
- Any person involved with attempted sexual battery, sexual battery (attempted rape, or rape)
- Any person involved in the unlawful entry or attempted forcible entry of the school or personal property of students and school personnel on school property.
- Any person involved in illegally removing a student from school.

34.0 WEAPONS VIOLATIONS

Procedures

- It is mandated that any student who is determined to have brought a weapon (as defined by F.S. 790.001) to school, any school function, or on any school-sponsored transportation, will be expelled, with or without continuing educational services, from the student’s regular school for a period of not less than 1 full calendar year and referred for criminal prosecution. The Superintendent may consider the one year expulsion on a case-by-case basis and request the School Board to modify the requirement if in the best interest of the student and school system.
- Students should not be disciplined or referred to law enforcement for simulating a firearm or weapon while playing, or wearing clothing or accessories which depict a firearm or weapon or an opinion regarding Second Amendment rights.
- The school board has the authority to discipline students for simulating a firearm or weapon when it substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. Consequences for such offenses must be comparable to the severity of the offense and consistent with school board policies for similar infractions. Disciplinary action resulting from inappropriate student clothing or accessories must be consistent with s. 1006.07(2)(d), F.S., unless the wearing of the clothing or accessory causes a substantial disruption to student learning. In such cases, the infraction may be addressed in a manner that is consistent with school board policies for similar infractions.
- Mandatory suspension and/or possible expulsion are recommended to the

Superintendent for possession of an artificial firearm.

35.0 USE OF METAL DETECTORS

35.1 School officials or law enforcement officers may conduct metal detector checks of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner. Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

35.2 If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, he/she may conduct a metal detector check of the student's person and personal effects.

35.3 A student's failure to permit a metal detector check as provided in this rule will be considered grounds for disciplinary action including possible suspension.

36.0 DRUG AND ALCOHOL VIOLATIONS

The use and unlawful possession of illicit drugs or alcohol by a student is prohibited. Teachers are required to report to the principal or principal's designee such suspected use, possession, sale, or distribution. A student who is in possession of, or involved in the use, sale, or distribution of a controlled substance as defined in Chapter 893, F.S., or alcohol on school grounds or during school sponsored activities off school grounds must be reported to law enforcement authorities and shall be subject to Level IV disciplinary actions. In determining the appropriate disciplinary action the principal shall consider the offender's previous disciplinary history and any other information deemed relevant. Delivery, receipt, or sale of alcohol or drugs, or intent to deliver, receive or sell alcohol or drugs, is considered a more serious offense than use and possession of drugs or alcohol and may result in a more serious penalty. The guidelines presented below do not preclude the authority of the principal to recommend expulsion or any other Level IV actions deemed appropriate for the circumstances.

36.1 First Time Offenders

- Up to ten (10) days suspension and 45 – 180 days in alternative school setting;
or
- in lieu of the above, in consultation with law enforcement and the Superintendent, and after consideration of the student's disciplinary history and circumstances of the case, the principal may, assign 3 – 5 days out-of-school suspension, and one or more of the following:
 - A. completion of a district-approved drug and alcohol intervention program or drug and alcohol education program, or
 - B. referral to Teen Court.

36.2 Second and Subsequent Offenses

- Up to ten (10) days suspension and 90 – 180 days in alternative school setting or recommendation for expulsion.

36.3 Use of Alcohol and Drugs

A student who is under the influence of alcohol or drugs on school property, on a school bus or school-approved transportation, or at any school-related function or activity shall be deemed to have used and possessed alcohol or drugs. Evidence of such use of alcohol or drugs includes, but is not limited to a student's admission of use of alcohol or drugs on or off campus, witness statements; a positive Portable Breath Test result indicating use of alcohol; red and/or glassy eyes; drooping eyelids; odor of alcohol or drugs; difficulty communicating, walking, or standing; difficulty with other motor skills; or other impaired faculties.

36.4 Loss of Privileges

In addition to Level IV actions, students in violation of this drug and alcohol policy may have other privileges revoked. These privileges include, but are not limited to, participation in extracurricular activities, athletics, school trips, prom, and graduation exercise. And/or revocation of, but not limited to, driving privileges.

36.5 Portable Breath Test

When there is reasonable suspicion that a student may be under the influence of alcohol, the school's administration may request law enforcement to administer a portable breathalyzer (PBT) at school and school related activities.

37.0 SUSPENSION ON THE BASIS OF FELONY CHARGES (Off-Campus)

37.1 When a student is formally charged with a felony by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, but which incident is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled, the principal shall, in accordance with F.S. 1006.09, conduct an administrative hearing for the purpose of determining whether or not the student should be suspended pending court determination of his or her guilt or innocence, or the dismissal of the charge, is made by a court of competent jurisdiction. The following procedures shall be followed by the principal:

- Notify the parent or guardian of the student, in writing, of the specific charges.
- Stipulate a date for hearing within 2 to 5 days.
- Pending the hearing, the student will be temporarily suspended by the principal.
- The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent, the student's representative or counsel, and any witnesses requested by the student or the principal.
- The student may speak in his or her own defense.
- The principal shall provide the student and parent with a decision, in writing, as to whether or not suspension will be continued pending assignment to the Alternative Education Placement.

38.0 SUSPENSION ON THE BASIS OF FELONY CHARGES (On-Campus)

Felonies which occur on School Board property to include but not limited to **the school bus, the school bus stops, and all school-sponsored activities** will follow the same procedures as off-campus felony charges.

39.0 SEXUAL HARASSMENT Administrative Rule 5.46

39.1 Definition:

Title IX 20 U.S.C. 1681 of the Education Amends of 1972 prohibits sex discrimination in educational institutions receiving federal funding. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature. Sexual harassment in the school setting could be any sexual-based annoyance such as: sexual jokes, graffiti, suggestive remarks, cartoons, physical interference with movements, such as blocking or following; and/or sexually derogatory comments in schools. Quid pro quo sexual harassment in the school setting means “you do something for me and I’ll do something for you” in a sexual content, (i.e. a student withholding or promising a benefit in exchange for sexual favors). Sexual harassment can take many forms of which the following are some, but not all examples:

- verbal or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications;
- unwelcome or inappropriate touching;
- suggesting or demanding sexual involvement accompanied by implied or explicit threats.

39.2 Procedure:

- Interview the complainant, alleged harasser, and corroborating witnesses;
- Collect the facts;
- Evaluate the facts;
- Recommend remedial steps necessary to stop the behavior, if warranted;
- Appropriate consequences administered.

Upon investigation by Administrative Staff, if it is determined that the report was both false and malicious, the matter would constitute a Class III or Class IV offense.

40.0 FIRN/INTERNET ACCEPTABLE USE AGREEMENT

The district maintains a web site that may be found at www.nassau.k12.fl.us. In addition, your child’s school may manage a web site of their own on the Internet that presents and shares information specific to the school. Please **carefully consider** the Special Permissions section of the Internet/FIRN Acceptable Use Agreement that relates to posting of student projects and student information. You have the option to allow your child’s information to be posted or not to be posted and parental permission is required **before** any student information is included on school web site.

41.0 PROCEDURES FOR ESE PLACEMENT OF STUDENTS IN AN ALTERNATIVE EDUCATIONAL PLACEMENT

DRUGS, WEAPONS, AND SERIOUS BOIDLY INJURY are offenses that require an automatic referral to an alternative educational placement (45 school days pending manifestation hearing).

The school must complete the following:

- Hold an administrative hearing according to the Nassau County School Board policy and

- Convene the IEP team (invite parent, give parent a copy of Procedural Safeguards, and obtain permission for Functional Behavior Assessment, if parent attends), conduct a Manifestation of Disability Meeting and
- If it is determined that the student’s misconduct is not caused by, or a direct relationship, to the student’s disability, the student is subject to the same disciplinary measures for misconduct as a non-disabled student (90-180 days) and
- Prior to the student’s return to the general education environment, a Behavior Intervention Plan (BIP) must be developed by the IEP team. The IEP team shall include the alternative education placement teacher, the student, parent, staffing specialist/behaviorist, school psychologist and LEA.

42.0 PROCEDURES USED FOR ESE STUDENTS WHO ARE REFERRED TO AN ALTERNATIVE EDUCATIONAL PLACEMENT FOR REPEATED DISRUPTIVE BEHAVIORS

IDEA 2004 states that the IEP team shall “consider the use of positive interventions and supports and other strategies” to address behavior which interferes with the student’s learning or the learning of others.

The school must complete the following steps:

- Convene and IEP Team Meeting, and
- Provide the option of an interim alternative educational placement, and
- Obtain permission for a Functional Behavior Assessment, and
- Hold an informal administrative hearing and complete the referral packet for an alternative educational placement and
- Placement of a minimum of 45 school days.

Prior to the student’s return to the general education environment, a Behavioral Intervention Plan must be developed by the IEP team. The IEP team shall include the alternative education placement teacher, the student, parent, staffing specialist/behaviorist, school psychologist and LEA.

43.0 FLAG DISPLAY AND PLEDGE

I. The pledge of allegiance to the flag shall be recited at the beginning of each school day in elementary, middle and secondary schools.

II. The Student Handbook that is distributed to all students shall contain written notification that the student has the right not to participate in reciting the pledge of allegiance. A student may be excused from instruction and/or reciting the pledge of allegiance, including standing and placing the right hand over his/her heart, when his/her parent(s), as defined by Florida Statutes, files a written request with the school principal.

III. The United States flag and the official flag of Florida shall be displayed daily on a suitable flag staff on the grounds of each school and School Board facility when the weather permits. Flags shall be displayed according to established guidelines.

IV. Each classroom and auditorium shall display the United States flag.

V. All flags shall meet the requirements of Florida Statutes.

Statutory Authority: 1001.41, 1001.42, F.S.

Law(s) Implemented: 256.015, 1000.06, 1000.21, 1001.43, 1002.20, 1003.42, 1003.44, F.S.

44.0 ADMINISTRATIVE RULES

See Administrative rules at <http://www.nassau.k12.fl.us>

ACKNOWLEDGMENTS

A number of teachers, administrators, parents/guardians, students and School Board members contributed directly and indirectly to the development and revisions of this document. Principals, Assistant Principals, Deans, Behavioral Specialist, County Administrators, and the County Office Curriculum Division merit special appreciation for their review and contribution.

While all contributors cannot be named, the members of the committee who produced the original draft of the Code of Student Conduct in 1997 are gratefully acknowledged.

Schools have worked with their faculty, school personnel, parents, students and School Advisory Councils in developing local needs and identifying concerns to be addressed in these 2017-18 revisions.

2017 2018 Board Policy

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BOARD POLICIES

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- 2.27 FIELD TRIPS AND EXTRA-CURRICULAR TRIPS**
- 2.31 PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT**
- 2.34 SMOKING AND OTHER USE OF TOBACCO**
- 2.41 FIRE/INTERNET ACCEPTABLE USE AGREEMENT**
- 2.42 ZERO TOLERANCE FOR SCHOOL RELATED CRIME AND VICTIMIZATION**
- 2.48 DRUG AND ALCOHOL TESTING OF STUDENTS**
- 4.06 FAMILY AND SCHOOL PARTNERSHIP FOR STUDENT ACHIEVEMENT**
- 5.02 ATTENDANCE/COMPULSORY ATTENDANCE**
- 5.03 ORIGINAL ENTRY, REQUIREMENTS FOR**
- 5.35 STUDENT DETENTION, SEARCH, AND SEIZURE**
- 5.46 PROHIBITION OF SEXUAL HARASSMENT- BY STUDENTS**
- 5.49 BULLYING AND HARASSMENT**
- 5.72 GRANTING PERMISSION FOR STUDENT TO LEAVE SCHOOL GROUNDS**
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- 5.78 LEGAL NAME OF STUDENT**
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- 5.81 ATTENDANCE AND HIGH SCHOOL CREDIT**
- 5.86 SCHOOL CLUBS, ORGANIZATIONS, AND SOCIAL FUNCTIONS**
- 5.89 USE OF VEHICLES BY STUDENTS**
- 5.90 ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL**
- 5.95 HEAD LICE ERADICATION AND CONTROL PROGRAM**
- 5.96 USE OF VEHICLES BY STUDENTS IN SCHOOL-SPONSORED ACTIVITIES**
- 5.97 STUDENT SURVEY ADMINISTRATION**
- 7.07 RESPONSIBILITY OF STUDENTS**
- 7.08 RESPONSIBILITY OF PARENTS**
- 8.02 GRADUATION EXERCISES**

A complete list of Board Policies can be viewed at <http://www.boarddocs.com/fl/nassau/Board.nsf>

2017-2018
School Matters
A Parent's Resource Guide to
Successful Student Achievement

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School Matters is a guide designed to help parents who have children in the Nassau County Schools understand what is required for students to progress through grade levels and to earn a high school diploma. This resource book includes important information concerning skills and subjects that children will be taught in elementary, middle, and high school.

In this guide, specific emphasis has been placed on reading. As educators, we believe that this is the most important skill that a child can master. His or her future success in school and throughout life depends upon the ability to read fluently and with comprehension.

Also included are the assessments that your child will be given throughout the school year, along with a discussion of what to do should your child fall behind. There is a glossary of terms that educators use that you will want to be familiar with, as well as a list of various publications that are available to you.

Most importantly, you will find the names and numbers of individuals that you can call if you need assistance beyond that which you receive at your child's school. I trust this guide will be helpful to you as we work together to ensure that your child is successful in school.

In Education,



Dr. Kathy K. Burns, Superintendent



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SCHOOL MATTERS

2017-2018

Florida's Accountability Program

The **Next Generation Sunshine State Standards (NGSSS)** and **Florida State Standards (FSS)** provide expectations for student achievement in Florida. These standards were developed by teachers, curriculum experts, and business and community leaders to make sure that the children in Florida's schools benefit from their classroom experience. The purpose of the Standards is to specify important skills such as critical thinking, problem-solving, creativity, innovation, collaboration and communication that students should have as they move from grade to grade and later as they move from the educational system to careers in the workplace.

The **Florida Accountability Program** is made up of a series of standardized tests given each year to students in Florida's

public schools. These tests measure student achievement in reading, writing, mathematics, and science. All public school students in grades 3-10 are required to take part in the Florida Accountability Program. This includes students with disabilities (ESE) and Limited English Proficient Students (LEP) who are working toward a standard high school diploma. Accommodations are made for these students if necessary.

The Florida School Grades Web page, which includes links to School Accountability Reports, downloadable files on school and district performance outcomes, technical assistance guides, and additional resources on school performance, can be accessed at <http://schoolgrades.fldoe.org/>



What are Standards?

Every child in the state of Florida should be learning the same skills in the same grades. The Florida Department of Education created a list of standards called the **Next Generation Sunshine State Standards (NGSSS)**, for students in every grade. However, in addition, the State Board of Education adopted both the **Mathematics Florida Standards (MAFS)** and **Language Arts Florida Standards (LAFS)** better known as the **New Florida State Standards (FSS)**. These were approved by the Florida State Board of Education on February 18, 2014.

The major design goals of the Florida Standards:

- align with best evidence on college and career readiness and expectations
- build on the best standards work of the states
- maintain focus on what matters most for readiness

There are three main sections for **English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**:

- K-5 (cross disciplinary)
- 6-12 English Language Arts
- 6-12 Literacy in History/Social Studies, Science, and Technical Subjects

The integration of literacy includes:

- reading
- writing (arguments, informative/explanatory and narrative)
- speaking and listening
- language



The **Mathematics** Florida Standards (MAFS) focus on preparation for careers and college and include STEM (Science, Technology, Engineering, and Mathematics) standards for students planning careers in science, technology, engineering, and/or mathematics. In addition, students at all levels should develop expertise in eight Standards for Mathematical Practice.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

You can view the **Florida State Standards** and **Next Generation State Standards** at:

[FLDOE Bureau of Standards and Instructional Support or CPALMS](#)

There are specific standards for grades K-8 and standards for high school which are listed in conceptual categories.

What is Exceptional Student Education?

In Florida, children who have special learning needs because of a disability are called exceptional students. The special help they are given at school is called Exceptional Student Education (ESE). The purpose of this program is to help each child with a disability to progress in school and to prepare for life after school. ESE services may include special teaching methods and materials, technology devices, therapy, special transportation, or other supports. Children are referred, evaluated, and staffed according to their eligibility because of specific disabilities. A team works together to make the best decision for the student. The child's parents are an important part of the team. If a child is eligible for ESE services, an Individual Educational Plan (IEP) is written and the team decides what kind of classes, and/or supports the child will receive. Most children stay in the general education classroom and receive services through, Support Facilitation, Co-teaching or inclusive services. A few children spend all day in a special class.

Test Accommodations Made for Students with Disabilities

The following test accommodations are available for any student with a disability and a current IEP:

- Presentation: this includes enlargement of regular print versions, large print versions, Braille versions, methods to provide visual attention, signed or oral presentation.
- Responding: includes writing on the test booklet, writing on separate paper, signing answers, Brailing answers on separate paper, verbally providing the answers.
- Scheduling: includes the use of extended time for any section of the test, several brief sessions, and in some cases being able to continue to test into the second day.
- Setting: includes small groups, individually, in a specially designed classroom to accommodate special lighting or equipment needs.

State Board Rule 6A-1.0943 gives a thorough explanation of the various accommodations that are available and the limitations of those accommodations.



McKay Scholarships

John M. McKay Program for Students with Disabilities:

Florida's school choice programs ensure that No Child Left Behind by allowing parents to choose the best educational setting – public or private – for their child. The McKay Scholarships Program also offers parents public school choices. A parent of a special needs child who wished to may choose to transfer the student to another public school if that school is not closed or otherwise at capacity. For more information, visit:

<http://www.fldoe.org/schools/schoolchoice/k-12-scholarship-programs/mckay/>

Parent Involvement

Parents who are informed and involved in their child's school often find that their students take learning more seriously. There are many opportunities for parents to learn about and get involved in their child's school including:

- Becoming a member of the School Advisory Council (SAC)
- Attending the school's Open House and PTO/PTA meetings
- Attending special events at school during the day and after school
- Visiting and volunteering at the school and in your child's classroom
- Chaperoning a field trip
- Reading the school's newsletter
- Viewing the school's website



Checking My Child's Progress in School

Certainly, the best way to know how your child is doing in school is to keep the lines of communication open and to ask how things are going. Other methods of keeping up include:

- Checking your child's grades and attendance using the parent portal on the Focus Student Information System. (<https://focus.nassau.k12.fl.us/focus/> – contact your child's school for more information or to obtain an account)
- Checking homework assignments regularly and asking to see a sample of graded work.
- Becoming familiar with the books that your child brings home, knowing which ones are class texts and which are from the library.
- Asking your child to read to you on a regular basis.
- Asking your child's teacher for an outline of the course and her expectations.
- Checking progress reports and report cards carefully for grades in each subject, attendance, and conduct.
- Making an appointment with your child's teacher when you have questions.

Parent-Teacher Conferences Make the Most Out of Them

The Parent-Teacher conference: One of the best ways to find out how your child is doing in school is through a parent-teacher conference. Your child's teacher may request to schedule a conference with you; however, if you would like to schedule a conference yourself, call or email your child's teacher to set one up.

Before you attend the conference, spend a few minutes preparing. Talk to your child. Make a list of questions or concerns you might have.

At the conference, keep an open mind. Remember that the conference is an opportunity for you to work with the teacher as a team. If the teacher points out areas where your child needs additional help, ask your child's teacher what his/her plan is to help your child make these improvements and then ask how you can help at home.

Information You Will Receive About Your Child's Progress

Progress Reports: Students in Nassau County receive progress reports every 4 ½ weeks. Teachers often make comments about students' academic and classroom behavior, effort, and attitude.

Report Cards: Students receive report cards at the end of each nine-weeks grading period. Grades are given according to the following grading scales:

Elementary Schools

A: 90-100 Outstanding Progress
B: 80-89 Above Average Progress
C: 70-79 Average Progress
D: 60-69 Lowest Acceptable Progress
F: 0-59 Failure
I: 0 Incomplete
E: 90-100 Excellent
S: 70-89 Satisfactory
N: 60-69 Needs Improvement
U: 0-59 Unsatisfactory

Secondary Schools

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

Grades are based on academic achievement measured by the State Standards, not on behavior, effort, or attitude. You, as a parent, are encouraged to make an appointment for a conference with your student's teacher if you have any questions concerning grades.



Home Education

Home Education is a parent-directed education alternative. Home Education allows the freedom to explore and learn at a pace of the individual student. A Home Education Program as defined in Section 1002.01(1), F.S., is the “sequentially progressive instruction of a student directed by his or her parent or guardian.” The Department of Education provides technical assistance, information and materials on home education to school districts and parents.

Tutoring and After School Programs

Extended School Day: After school tutoring and reading programs for students are offered in the elementary schools in Nassau County. Contact your child’s school for information concerning this activity and your child’s eligibility.

Tutoring/Mentoring: There are many opportunities for students to receive tutoring and mentoring in the secondary schools in Nassau County. After school tutoring is provided by teachers, parent volunteers, student members of National Honor Society and Beta Club as well as organizations such as Communities and Schools, Take Stock in Children, and Boys and Girls Club. Contact your child’s school for additional information.



Academic Opportunities for High School Students

High school students may take advantage of several academic opportunities in Nassau County Schools. These include, but are not limited to:

Honors Classes: In high school this means that the courses are more challenging than standard courses. No college credit is earned.

Advanced Placement (AP) Courses: AP courses offer motivated high school students the opportunity to take college-level courses while in high school. Students who pass the AP tests receive college credit for the courses.

Dual Enrollment Opportunities: Nassau County high school students have several choices of dual enrollment programs that enable students to earn both high school credit and college credit for the courses.

Nassau Virtual School: (NVS) provides the opportunity for high school students to access course work through the Internet. The program provides instruction using online and distance learning technology in a nontraditional classroom. All NVS course curriculum and content are aligned to the Sunshine State Standards, and are designed to enable a student to gain proficiency in each virtually delivered course of study.

Industry Certification: A process by which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system’s targeted occupation list or determined to be an occupation that is critical, emerging, or addresses a local need. These credentials are industry-recognized and portable within Florida and, in most cases, to other states. Many Industry Certifications earn articulated college credit when students continue their studies at the post-secondary level.

How Does My Child Apply to College?

Deciding to go to college is a big step. If your child wants to attend a college or university after graduation, it's best to start your research early in your child's high school career. You and your child will want plenty of time to explore what kind of college will be the best match for them, what college entrance exams they will need to take, and what kind of financial aid or scholarships are available. One of the best places to start learning more about applying to college is through the counselor at your child's school.

Academic and Career Planning

The Florida Virtual Campus (FLVS) provides a variety of online services for students from Florida's public schools, colleges, and universities. The FLVC's academic advising services make it easy for high school students to prepare for college or a career

after graduation. Students can monitor their progress by running evaluations against their transcript information and the requirements for high school graduation, college and career readiness, and Bright Futures scholarships. For more information, visit <http://www.flvc.org>.

Florida Bright Futures Scholarship Program

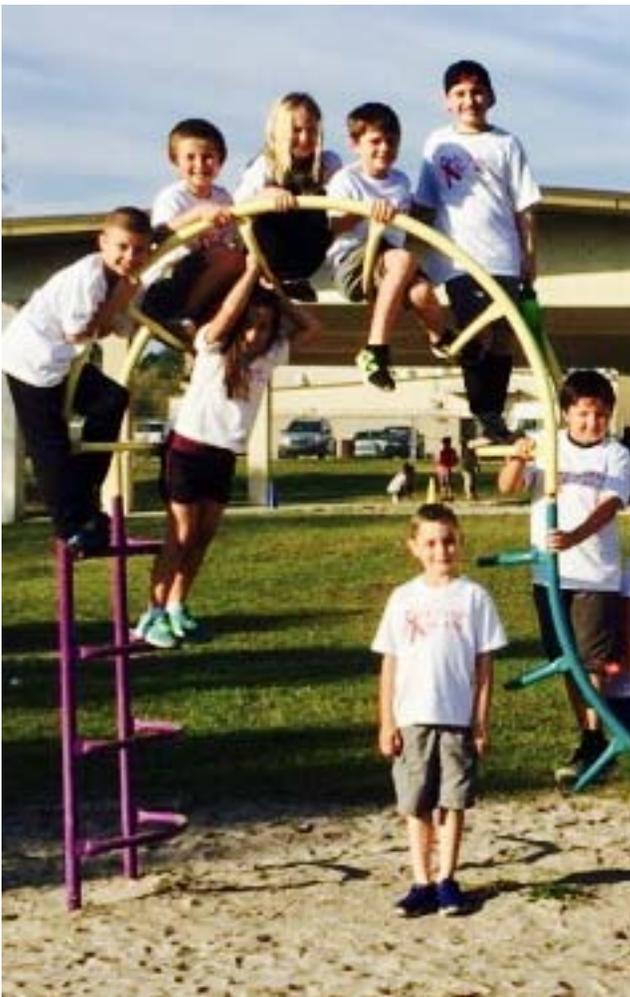
The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions.

For more information visit:

<http://www.floridastudentfinancialaid.org/ssfad/bf/>

Take Stock in Children

Take Stock in Children is a comprehensive program that helps low-income children succeed by providing college and vocational scholarships, volunteer mentors, student advocates/case managers, tutoring, early intervention and long-term support. High standards, parental involvement, and community support are crucial to the program's success. For more information on this program visit <http://www.takestockinchildren.org/> or contact Nassau County representative, Sharon Collins, Executive Director at 904-548-4464. www.takestocknassau.org



Reading: The Most Important Skill

Research tells us a student's family support system is the number one predictor of success in school. When parents are involved in their children's reading at home, children do better in school. The schools they attend do better, too. When Florida families do at-home literacy activities, increasing time spent reading outside of school, students are more successful in school and life. Before you know it, they are establishing a lifelong love of literacy, and building a brighter future.

Reading is the most important skill that your child will learn in school. The ability to read and to comprehend is necessary for students to achieve in every subject in school and to become a life-long learner. There are five components of reading that children must learn in order to read effectively. To be able to help your child in reading, it is necessary for parents to know and understand the following five components.

1. **Phonemic Awareness** – the ability to hear and work with the sounds of spoken language. Phonological awareness is the understanding that spoken language is made up of individual and separate sounds. Children need to be taught to hear sounds in words and those words are made up of small parts of sounds.
2. **Phonics** – the ability to understand the connection between letters and sounds. Children need to be taught the sounds that individual letters and groups of letters make. Knowing the connection between letters and sounds helps children decode and “sound out” words.
3. **Fluency** – the ability to read text correctly and quickly. Children must learn to read words quickly and correctly in order to understand what is read. Fluent readers recognize words instantly. If a child reads slowly, word by word, he/she works to sound out words and does not comprehend what is read.
4. **Vocabulary Development**– learning the meaning and pronunciation of words. Children need to have knowledge of written and spoken words, know what they mean, and how to use them.
5. **Reading Comprehension** – the ability to understand, remember, and tell what is read. Children need to be taught the steps good readers use before, during, and after reading to make sure they understand the text. For more information about this check:

<http://www.justreadflorida.com>



Studies Show the Benefits of Reading Every Day

Why do reading experts recommend students read 20 minutes outside of school hours every day?

- Every-day reading increases fluency and confidence.
- Increased time spent reading increases vocabulary, comprehension, and writing skills.
- Reading outside the classroom helps students experience the world around them and understand how literacy leads to college, career, and beyond.
- Reading every day helps students form a positive habit, increasing the likelihood they will establish the value of lifelong literacy.



What is Just Take 20?

The Florida Department of Education created the Just Take 20 campaign to provide K-12 Florida families with practical, easy-to-implement reading activities that establish literacy as a lifelong value. Just Take 20 encourages families to seize everyday teachable moments by using 20 minutes a day to integrate reading into their busy lives. Families are invited to create their own custom literacy plans and have fun while learning!

Just Take 20 events will be held across the state, including family workshops, community events, and professional development opportunities to support literacy education among educators and the families they support. <http://justtake20.org/>



What is Accreditation?

All Nassau County Schools have been fully accredited by the Southern Association of Colleges and Schools since 1997.

The benefits of Accreditation for School Districts include:

- Unite with a global network committed to standards of educational excellence.
- Earn the distinction of quality through the recognized seal of AdvancED accreditation.
- Experience a unified, clear, and powerful accreditation process with a scalable and sustainable evaluation of education quality.
- Receive external and objective validation of the areas in which they're doing well, and the areas for continuous improvement.
- Benefit from AdvancED research that shapes educational policy and improves learning practices.
- Experience a state-of-the-art web-based accreditation system that is continuously being upgraded and improved.
- Hear the best available ideas and thinking on education practices and trends through innovative products, educational technologies, and the collective knowledge of peers.
- Benefit from shared expertise and powerful professional learning through local and global workshops, training, conferences, and personalized service.

The benefits of Accreditation for Students and Parents

- Experience ease in transferring credits from one school to another.
- Gain greater access to federal loans, scholarships, postsecondary education and military programs that require students attend an accredited institution.
- Benefit from their institution or educational system's commitment to raising student performance and accountability.

SACS CASI District Accreditation Standards are available at <http://www.advanc-ed.org>

What are the benefits to my children attending an accredited school?

Students who attend a school accredited by SACS CASI can rest assured that the school is committed to raising student performance and held accountable for improving student learning on a continual basis.

Accreditation means that students have:

- Qualified teachers who are continually working to improve their practices and teaching methods in order to increase student performance
- Access to a rich, diverse, and sound curriculum
- Access to a range of student activities and support services
- Transferability of credits from school to school
- Greater access to federal loans, scholarships, post-secondary education, and military programs that require accreditation

The school credits that students earn at a SACS CASI accredited school are recognized by schools, colleges, and universities globally. Through AdvancED's reciprocal agreements with sister accrediting organizations, students can continue their educational goals in the United States or around the world.

Parent Assessment Checklist

- I model a positive attitude and respect for learning.
- I express belief in my child's ability to be successful.
- I help my child set short and long term educational goals.
- I celebrate my child's academic accomplishments.
- I respect and support my child's school as an educational institution.

Focus on Academics:

- I model the behavior of an engaged life-long learner in front of my child.
- My child and I read together at least once a week.
- I encourage my child's reading with age appropriate activities at home.
- I help my child develop responsible study habits.
- I regularly discuss and ask to see work my child is doing at school.
- I make sure my child has adequate materials to complete school and homework assignments.
- I make sure that my child has a consistent time and place to do homework.
- I encourage my child to talk to the teacher if he or she does not understand an assignment.
- I seek assistance from my child's school when needed.

Focus on Behavior:

- I teach and reinforce positive behavior such as respect for others, hard work and responsibility.
- I encourage assertive rather than aggressive behavior and utilize community resources as needed.
- I am aware of and enforce school behavioral expectations.
- I support the school's discipline policy.
- I monitor my child's exposure to TV and entertainment content (music, video games, internet)

Focus on Building Responsibility:

- I allow my child to experience consequences to his or her actions.
- I make sure that my child is in attendance and on time to school each day.
- I monitor and promote my child's participation in extra-curricular and after school activities, as well as unstructured time.
- I stress the fact that academics come before extracurricular and after school learning.

Focus on School/Home Connections:

- I communicate regularly with my child's teacher in person, on the phone, by email, or through writing.
- I work as a member of a team with my child and the school's staff.
- I support school administration and teacher decisions.
- I prepare for and attend teacher conferences, Individualized Educational Plans, Progress Monitoring Plans, or other student meetings.
- I attend open house, science fairs, plays, musical events, class trips, sporting events, curriculum nights, or other school activities.
- I volunteer in the school setting when possible. I prioritize family time.
- I will communicate to the school any concerns that impact my child's education.

Meningococcal Disease

Meningococcal disease can refer to any illness that is caused by the type of bacteria called *Neisseria meningitidis*, also known as meningococcus [muh-ning-goh-KOK-us]. These illnesses are often severe and include infections of the lining of the brain and spinal cord (meningitis) and bloodstream infections (bacteremia or septicemia).

Meningococcus bacteria are spread through the exchange of respiratory and throat secretions like spit (e.g., by living in close quarters, kissing). Meningococcal disease can be treated with antibiotics, but quick medical attention is extremely important. Keeping up to date with recommended vaccines is the best defense against meningococcal disease.

Meningococcal Septicemia (aka Meningococcemia)

Another common outcome of meningococcal infection is bloodstream infection, either septicemia or bacteremia. The more serious of the two is septicemia. When caused by *Neisseria meningitidis* bacteria it is known as meningococcal septicemia or meningococcemia. This is the more dangerous and deadly illness caused by *Neisseria meningitidis* bacteria. When someone has meningococcal septicemia, the bacteria enter the bloodstream and multiply, damaging the walls of the blood vessels and causing bleeding into the skin and organs.

Symptoms may include:

- Fatigue vomiting
- Cold hands and feet
- Cold chills
- Rapid breathing
- Diarrhea
- In the labor stages, a dark purple rash
- Severe aches or pain in the muscles, joints, chest or abdomen (belly)



If you think you or your infant or child has any of these symptoms, call the doctor right away. Meningococcal septicemia is very serious and can be fatal. In fatal cases, deaths can occur in as little as a few hours. In non-fatal cases, permanent disabilities can include amputation of toes, fingers, or limbs or severe scarring as a result of skin grafts.

The symptoms of meningococcal meningitis can appear quickly or over several days. Typically they develop within 3-7 days after exposure. In newborns and infants, the classic symptoms of fever, headache, and neck stiffness may be absent or difficult to notice. The infant may appear to be slow or inactive, irritable, vomiting or feeding poorly. In young children, doctors may also look at the child's reflexes, which can also be a sign of meningitis.

If you think you or your infant or child has any of these symptoms, call the doctor right away. Meningococcal meningitis is very serious and can be fatal. In fatal cases, deaths can occur in as little as a few hours. In non-fatal cases, permanent disabilities can include hearing loss and brain damage.

Signs and Symptoms

A common outcome of meningococcal infection is meningitis. When caused by *Neisseria meningitidis* bacteria it is known as meningococcal meningitis. When someone has meningococcal meningitis, the protective membranes covering their brain and spinal cord, known as the meninges, become infected and swell.

The symptoms include sudden onset of fever, headache, and stiff neck. There are often additional symptoms, such as nausea, vomiting, photophobia (increased sensitivity to light), or altered mental status (confusion).

The symptoms of meningococcal meningitis can appear quickly or over several days. Typically they develop within 3-7 days after exposure. In newborns and infants, the classic symptoms of fever, headache, and neck stiffness may be absent or difficult to notice. The infant may appear to be slow or inactive, irritable, vomiting or feeding poorly. In young children, doctors may also look at the child's reflexes, which can also be a sign of meningitis.

If you think you or your infant or child has any of these symptoms, call the doctor right away. Meningococcal meningitis is very serious and can be fatal. In fatal cases, deaths can occur in as little as a few hours. In non-fatal cases, permanent disabilities can include hearing loss and brain damage.

Keeping Your Child Drug Free

Did You Know?

Teens who learn anti-drug messages at home are 42% less likely to use drugs. Two-thirds of kids say that losing their parents' respect and pride is one of the main reasons they don't smoke marijuana or use other drugs. Your words and actions matter.

Monitor your Children:

- Know where your child is when he or she is away from home.
- Have your child check in with you regularly.
- Know your child's friends. Have a party or get-together at your house and invite his or her friends to your home.
- Make a point of meeting your child's friend's parents.
- Work with other parents to get a list of everyone's addresses, e-mails, and phone numbers so you can keep in touch with your child.
- Show up a little early to pick up your child and observe his or her behavior.
- Make sure your child is doing something positive with an adult around right after school from 3 p.m. to 6 p.m.
- If your children are home alone make sure they are doing homework or chores and not hanging out with friends.
- Eat dinner together as a family and talk about the dangers of drug use.

Signs and Symptoms of Drug Use

- Drop in school attendance or academic performance
- Lack of interest in personal appearance
- Physical changes (e.g., persistent runny nose, red eyes, coughing, wheezing, bruises, needle marks)
- Uncharacteristic withdrawal from family, friends, or interests
- Isolation, depression, fatigue
- Unaccounted-for cash, especially in small denominations
- Change in eating/sleeping habits
- Evidence of drugs or drug paraphernalia (e.g., rolling papers, eye drops, butane lighters, pipes)

Equity and Non-Discrimination

The Nassau County School Board does not discriminate in admission, access, treatment or employment in its programs and educational or extracurricular school activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to facilities for the Boy Scouts of America and other patriotic youth groups. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the grievance procedure(s):

CONTACTS:

Equity/Non-Discrimination Policies and Procedures

Mark Durham

Executive Director of Curriculum, Instruction and School Improvement or

Joyce Menz

Director of Staff and Program Development

1201 Atlantic Ave., Fernandina Beach, FL 32034

(904) 491-9888

Harassment:

Mark Durham

Executive Director of Curriculum, Instruction and School Improvement

1201 Atlantic Ave., Fernandina Beach, FL 32034

(904) 491-9905

Americans with Disabilities Act (ADA)

Kevin Burnette

Director of Facilities

86334 Goodbread Rd., Yulee, FL 32097

(904) 225-5343

Section 504:

Misty Mathis

Director, Exceptional Student Education

1201 Atlantic Ave., Fernandina Beach, FL 32034

(904) 491-9881

Title IX:

Dr. Cynthia Grooms

Director of Secondary Education

1201 Atlantic Ave., Fernandina Beach, FL 32034

(904) 491-9918

Publications Available To You

There are several informative publications available to parents concerning policies and programs that affect students who attend school in Nassau County. Copies of these publications can be found at each school, at the school board offices in Fernandina Beach, or on the district web site at www.nassau.k12.fl.us

Student Handbook: published by each school and received by each student at the beginning of the school year. The handbook contains a great deal of information about the individual school, as well as information that pertains to students throughout the county.

Nassau Sounds: provides information and a calendar for the upcoming school year. The *Back to School Nassau Sounds* is an informative newsletter that is mailed to all postal customers in the county each year.

Student Progression Plan: presents the School Board adopted policies for implementation of pupil progression as required by the state and Nassau County. There is a different plan for grades K-5, 6-8, and 9- 12.

High School Education Guide: informs students, parents, and teachers of the courses and programs available in the four Nassau County high schools. www.flvc.org

Student Code of Conduct: outlines the expected behavior of students in Nassau County and gives information concerning consequences for those who do not follow those guidelines. The Student Code of Conduct is included in the Student Handbook of each individual school.

Nassau County Title I Services Handbook: explains the eligibility requirements for Title I and identifies the schools offering Title I services in Nassau County.

Safeguards: identifies the rights of parents of children in the Exceptional Student Education program.

School Volunteer Handbook: answers questions about being a volunteer. Application included.

Student Progression Annual Report: the district annually publishes information regarding student promotion and changes to the Student Progression Plan.

AVID: AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.

Publications Available to You

504 Plan: The "504" in "504 plan" refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or postsecondary schooling. "Disability" in this context refers to a "physical or mental impairment which substantially limits one or more major life activities." This can include physical impairments; illnesses or injuries; communicable diseases; chronic conditions like asthma, allergies and diabetes; and learning problems. A 504 plan spells out the modifications and accommodations that will be needed for these students to have an opportunity perform at the same level as their peers, and might include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, a peanut-free lunch environment, home instruction, or a tape recorder or keyboard for taking notes.

Florida Bright Futures Scholarship Program: Provides scholarships based on high school academic achievement and are Florida's largest merit-based scholarship program. To be considered, students **must submit** a completed (error free) *Initial Student Florida Financial Aid Application* during their senior year of high school **(after December 1st and prior to graduation)**. Additionally, eligible students **must submit** a completed (error free) *Free Application for Federal Student Aid (FAFSA)* prior to their first disbursement each academic year.

Florida Comprehensive Assessment Test EOC: measures student success in Biology I, Civics, U.S. History

Florida Comprehensive Assessment Test (FCAT 2.0): measures student success with the Next Generation Sunshine State Standards in Science, and FCAT 2.0 retakes.

Florida State Standards: The Florida Standards reflect our foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade.

Florida Standards Assessments (FSA): Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.



Terms You Should Know

Individual Education Plan (IEP): This is a plan that is developed by a team of parents and educators for students with disabilities who are in the Exceptional Student Education Program (ESE). The plan lists accommodations the student needs as well as academic goals and appropriate teaching methods. ESE students seeking regular diplomas take the same tests and are graded on the same scale as other students.

Next Generation Sunshine State Standards: In Florida, these standards are what your child is expected to be able to do at each grade level in Science, Biology, Civics, and U.S. History.

Preliminary Scholastic Aptitude Test (PSAT): The PSAT serves as an excellent introduction to the SAT because the questions are similar. In the fall of 2015, students will take a redesigned PSAT. The new test will be aligned with the redesigned SAT debuting in 2016. It will include three tests: 1) Reading, 2) Writing and Language, and 3) Mathematics. The new PSAT is still shorter than the SAT, clocking in at two hours and 45 minutes.

Postsecondary Education Readiness Test (P.E.R.T.): The Postsecondary Education Readiness Test (P.E.R.T.) is Florida's customized common placement test. The purpose of the P.E.R.T. is accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes Placement and Diagnostic tests in mathematics, reading and writing. P.E.R.T.

Retention: This means that a student does not move on to the next grade level at the end of the year due to poor academic performance.

School Advisory Council (SAC): The school advisory council is an organization made up of parents, teachers, school staff, and members of the business community. The SAC helps write the School Improvement Plan and assists in budget decisions; this is a great organization for parents who want to stay informed about what's going on in their child's school.

Stanford 10 (SAT 10): The Stanford 10 multiple-choice assessment will help educators find out what students know and are able to do. This technically excellent instrument provides the valid and reliable tool needed for objective measurement of achievement. Administrators will obtain reliable data to evaluate progress toward meeting the challenges set forth by the No Child Left Behind Act and national and state standards and high expectations.

STEM: The acronym STEM refers to science, technology, engineering and mathematics; however, the concept of STEM encompasses much more than the sum of its parts. Workers in STEM occupations use science and math to solve problems and drive our nation's innovation and competitiveness by generating new ideas, new companies and new industries. STEM programs of study are typically classified based upon four occupational clusters: computer technology; mathematical sciences, engineering and surveying; and natural, physical and life sciences.

Additional Resources for Parents

Choice Office <http://www.floridaschoolchoice.org> Toll Free Parent Information: (800)447-1636 This office is focused on ensuring that students of all ages have access to learning - regardless of what their educational needs are or where they live.

Family.com is a monthly e-magazine with articles and information on family related issues. Topics include activities, computing, family ties, and travel. The site also features a search engine with recipes, activities, and schools.

Family Education Network: <http://www.familyeducation.com> Family Education, where millions of parents find school solutions, homework help, parenting tips, and expert advice.

Fastweb <http://Fastweb.com> This website is for college preparation.

Florida Students: <http://www.floridastudents.org/> This is a resource for parents and teachers to help students learn about and practice the skills tested on the FCAT 2.0. From this web site you may sign into FCAT Explorer or FOCUS.

Florida Standards Assessment Portal <http://fsassessments.org/> This portal is your source for information about the Florida Standards Assessments and measuring student success in ELA, Math, Algebra I, Algebra II, and Geometry.

Just Read, Florida! <http://www.fldoe.org/academics/standards/just-read-fl/parents.stml>
Suggestions to help build your child's reading skills

Florida PTA <http://www.floridapta.org> Florida PTA is the largest statewide volunteer organization working exclusively on behalf of children and youth.

Florida State Standards: will equip our students with the knowledge and skills they need to be ready for careers and college-level coursework. Having the best and highest academic standards for our students today will prepare them for the jobs of tomorrow. <http://www.fldoe.org/academics/standards/florida-standards/>

Florida Student and Scholarship and Grant Program: The Office of Student Financial Assistance (OSFA) State Programs, within the Florida Department of Education, administers a variety of postsecondary educational state-funded grants and scholarships, and provides information to students, parents, and high school and postsecondary professionals. <http://www.floridastudentfinancialaid.org/ssfad/home/uamain.htm>

No Child Left Behind: <http://www.ed.gov/nclb/landing.jhtml> The US Department of Education site offers much information for parents with easy to access links.

Boys Town: <http://www.boystown.org/> Boys Town offers a vast library of parenting information and articles developed over many decades by child behavior experts.

SchoolFamily.com <http://schoolfamily.com> is the only website focused exclusively on helping parents help their kids make the most of their school year. SchoolFamily.com provides parents with expert insight, information, and resources to help them set up their 5 to 14 year old children for success at school.

Who Can You Call?

Often parents need to talk with someone concerning their child's education. It is important to know that the first person to call is the child's teacher. If there are still questions and concerns, a call to the school's dean, guidance counselor, assistant principal, or principal may be in order depending upon the circumstances. Other sources of help include:



Mark Durham, Executive Director of Curriculum, Instruction & School Improvement
(904) 491-9905

Serves as a resource to parents, teachers, administrators and members of the community in curriculum, family involvement, school improvement, accountability, and district accreditation.

Kari Burgess-Watkins, Director of Instructional Technology and Information Services
(904) 491-9941

Oversees the Focus Student Information System, Nassau Virtual School programs, provides support for instructional technology, serves as a resource for the school media centers and administers the School Climate Survey.



Cynthia Grooms, Director of Secondary Education
(904) 491-9944

Provides leadership, coordination, and support for secondary education; as well as activities to provide high quality curriculum and instruction to students throughout the district. Student Services also administers the English for Speakers of Other Languages (ESOL) program, coordinates the guidance and counseling program and the Bright Futures Scholarship

Adam Henderson, Director of Technology Systems
(904) 491-9935

Aligns the District technology to support instruction and student achievement as well as maintenance and support of the districts network infrastructure, datacenter operations and data security. Serves as a resource to parents for digital citizenship.



Brent Lemond, Director of Career and Adult Education
(904) 548-4474

Aligns the district's career education programs with targeted industries to ensure that students are learning relevant skills and obtaining valuable credentials. He also directs the district's adult education programs while serving as the principal of the Nassau County Adult High School.



Misty Mathis, Director of Exceptional Student Education
(904) 491-9880

Provides instructional materials, training, and support to teachers, schools and families of students who have been identified with a disability. Also, supervises psychological services, social worker services, and assistive technology.

Andreu Powell, Coordinator of Intervention and Prevention Services
(904) 491-9883

Serves as a contact for various student needs such as the Teen Parent Program, Homeless Program, Foster Care, Juvenile Justice, Drug Testing, Student Health, Abstinence Education, the CARRT Program and the Full-Service School.



Kristi Simpkins, Director of Elementary Education
(904) 491-9885

Available to help regarding elementary curriculum, instructional materials, academic programs, and promotion requirements. Also directs our volunteer program, School Business Partnership programs, mentoring and home education program (K-5).

Katie Cubbal, Title I Program Coordinator
(904) 491-9885

Meets compliance and monitoring requirements of the Title I grant. Collaborates with the Elementary Education Department, Principals, Staff Development, and Technology Systems to ensure Title I students' needs are being met. Also, supports and trains teachers at each of our Title I schools.



Jean Lamar, Instructional Strategies Coach, Professional and Staff Development
(904) 491-9893

Serves as the district's *Great Beginnings* New Teacher Program coordinator for new teachers and school-site mentors; coordinates the district's Teacher of the Year program; provides professional learning in English/language arts and in teaching pedagogy, including the Marzano evaluation model.



Diane Romon, Program Compliance Manager Program Manager for Assessment and Accountability
(904) 491-9873

Coordinates all phases of implementation, administration, analysis and reporting of results related to federal, state, and district assessment and accountability programs; Manages the District's testing programs, including training for the administration of state and district assessments. Secondary Home School Education, district EOC testing, teacher value added calculations.

Sue Winters, Curriculum Resource Teacher (6-12 Reading & AVID)
(904) 491-9904

Offers support and information to reading coaches, teachers, students, and parents concerning reading, and implementation of the AVI D Program.



Monica Wright, Science Curriculum Resource Teacher
(904) 491-9900

Serves as a resource to science and technology teachers, parents and students regarding science education.



Our Mission

The mission of the Nassau County School District is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

The Nassau County School District does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices.

The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Equity Contacts Nassau County School District
1201 Atlantic Ave.
Fernandina Beach, FL 32034
(904) 491-9906
(904) 491-9888
Fax: (904) 277-9044

**2017-2018
Contacts**

**School Board Members
District Office
Nassau County Schools**

Dr. Kathy Burns, Superintendent
School Board of Nassau County
1201 Atlantic Avenue
Fernandina Beach, Florida 32034
(904) 491-9900



The Nassau County School District

1201 Atlantic Avenue
Fernandina Beach, Florida 32034

(904) 491-9900

Kathy K. Burns, Ed.D.
Superintendent of Schools

Fax (904) 277-9042
www.nassau.k12.fl.us

MEMBERS – SCHOOL BOARD OF NASSAU COUNTY

District #

- | | |
|---|---|
| 1 | Mrs. Donna Martin, Chairman
2120 Highland St.
Fernandina Bch., Fl. 32034
(904) 261-9015 – home |
| 2 | Ms. Gail Cook, Vice-Chairman
1708 Philips Manor Road
Fernandina Bch., Fl. 32034
(904) 261-9127 – home |
| 3 | Mr. Jamie Deonas
9 N. 14 th St.
Fernandina Bch., Fl. 32034
(904) 277-0006 – work
(904) 753-4076 - cell |
| 4 | Dr. Kimberly Fahlgren
P.O. Box 26
Hilliard, FL 32046
(904) 235-9638 |
| 5 | Mr. Jonathan Petree
P.O. Box 552
Callahan, Fl. 32011
(904) 415-4164 |
| | Mr. Leonard Hackett, Attorney
Vernis & Bowling of North Florida, P.A.
4309 Salisbury Road
Jacksonville, Fl. 32216
(904) 296-6751 – work
(904) 296-2712 – FAX |
| | Dr. Kathy K. Burns, Superintendent
43508 Ratliff Rd.
Callahan, Fl. 32011
(904) 879-4781 – home
(904) 491-9901 – work
(904) 277-9030 – FAX |

updated 7-19-17

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

AN EQUAL OPPORTUNITY EMPLOYER

**Nassau County School District
Department Contact Information**

info@nassau.k12.fl.us

District Office

1201 Atlantic Avenue
Fernandina Beach, FL 32034
904-491-9900

Adult Education & Drop Out Prevention

Brent Lemond, Director
Patricia Young (Ms. Pete), Secretary
(P) 904-548-1750, (F) 904-548-4499

Assessment & Accountability

Diane Romon, Program Manager
(P) 904-491-9873 (F) 904-277-9038

Business Services

Susan Farmer, Executive Director
Vicki Turner, Secretary
(P) 904-491-9861 (F) 904-277-9032

Career & Technical Education

Brent Lemond, Director
Kelly Bonewit, Administrative Assistant
(P) 904-548-4483, (F) 904-548-4499

Curriculum, Instruction, & School Improvement

Mark Durham, Executive Director
TBA, Secretary
(P) 904-491-9905 (F) 904-277-9040

Elementary Education

Kristi L. Simpkins, Director
Brenda Murray, Secretary
(P) 904-491-9885, (F) 904-277-9034

Exceptional Student Education

TBA, Director
Christy Wolf, Secretary
(P) 904-491-9881, (F) 904-277-9041

Facilities

Kevin Burnette, Director
Maintenance 904-225-5343
Operations 904-225-0573
Fax 904-225-0094

Food Services

Dr. Lauren Jones, Director
Jenine McKenna, Secretary
(P) 904-491-9924, (F) 904-277-9033
Toll-free 877-813-2298

Instructional Technology & Information Services

Kari Burgess-Watkins, Director
(P) 904-491-9941 (F) 904-277-9091

Intervention, Prevention, & Safety Services

Andreu Powell, Director
Cathy Carter, Secretary
(P) 904-491-9883 (F) 904-548-0439

Legal Services

J. Ray Poole, Attorney
(P) 904-491-9903

Technology Systems

Adam Henderson, Director
Evelyn Johnson, Secretary
(P) 904-491-9934 (F) 904-277-9036

Personnel Services

Suzanne Davis, Director
Julie McDonald, Secretary
(P) 904-491-9874 (F) 904-277-9039

Professional & Staff Development

Joyce Menz, Director
Wendy Hygema, Secretary
(P) 904-491-9888 (F) 904-277-9044

Secondary Education

Dr. Cindy Grooms, Director
Donna Walters, Secretary
(P) 904-491-9944 (F) 904-277-9037

Transportation

Brad Underhill, Director
Brenda Beasley, Secretary
(P) 904-225-0127 (F) 904-225-9404

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

NASSAU COUNTY SCHOOLS	No.	TELEPHONE	FAX	STAFF	EXT	POSITION
Bryceville Elementary (K-5th) 6504 Church Ave. Bryceville, FL 32009	181	491-7932 266-9241 879-5570	266-2155	Amber Nicholas-Bovinette L. Kinard Sharon L. Blanton	6302 6326 6301	Principal Counselor Sec./Bookkeeper
Callahan Elementary (PreK-2nd) 449618 U.S. Hwy 301 Callahan, FL 32011	121	491-7933 879-2121	879-5560	Sabrina Faircloth Melissa Johnson Jenifer Adams Brenda Higginbotham	3302 3306 3307 3301	Principal Asst. Principal Counselor Sec./Bookkeeper
Callahan Intermediate (3rd-5th) 34586 Ballpark Road Callahan, FL 32011	261	491-7934 879-1114	879-5288	Rhonda Devereaux Ashleigh Clark Terri Bryant Debbie Boyd	3202 3244 3206 3203	Principal Asst. Principal Counselor Sec./Bookkeeper
Callahan Middle (6th-8th) 450121 Old Dixie Hwy. Callahan, FL 32011	131	491-7935 879-3606 879-4483 (Cafe.)	879-2860	Kimberly Harrison John Crawford Melissa Jadoo / Sandra Giles Susan Kegley	3402 3401 3421/3420 3404	Principal Asst. Principal Counselors Sec./Bookkeeper
Emma Love Hardee Elem. (3rd-5th) 2200 Susan Drive Fernandina Beach, FL 32034	81	491-7936 321-5974 (Cafe.)	321-5890	Rebecca Smith Bryce Cubbal Mary Helen Hawkins Pamela MacQueen	2202 2244 2206 2201	Principal Assistant Principal Counselor Sec./Bookkeeper
Fernandina Beach High (9th-12th) 435 Citrona Drive Fernandina Beach, FL 32034	291	491-7937 261-5713 261-5274 (Cafe.)	277-3754	Dr. Spencer Lodree Christopher Webber Sarah Coombs Rob Hicks Larry Milligan Lori Kale Sally Fulford	2602 2603 2607 2606 2615 2604 2605	Principal Asst. Principal Counselor Counselor Dean Sec./Bookkeeper Sec./Bookkeeper
Fernandina Beach Middle (6th-8th) 315 Citrona Drive Fernandina Beach, FL 32034	31	491-7938 321-5867 321-5868 (Cafe.)	261-8919	Dr. John A. Mazzella Edward Brown Robin Lentz/Erin Land Kathy Shipman	2402 2403 2470/2406 2401	Principal Asst. Principal Counselors Sec./Bookkeeper
Hilliard Elementary (PreK-5th) 27568 Ohio Street Hilliard, FL 32046	241	491-7939 845-4471 845-2518 (Cafe.)	845-7427	LeeAnn Jackson Tammy Smith Rhonda Tilley / Sue Vanzant Janice Hodges	4302 4307 4306 / 4326 4301	Principal Asst. Principal Counselors Sec./Bookkeeper
Hilliard Middle-Sr. High (6th-12th) One Flashes Avenue Hilliard, FL 32046	151	491-7940 845-2171 845-2662(Cafe.)	845-7662	Tammy Johnson Monica Cason Brooke Carr Christine Chaires Nicholas Mirando Julie Lasserre-Adams	4602 4603 4607 4638 4639 4601	Principal Asst. Principal Counselor Counselor Dean Sec./Bookkeeper
Southside Elementary (ESE PreK-2nd) 1112 Jasmine Street Fernandina Beach, FL 32034	71	491-7941 321-5870	321-5873	Marlena Palmer Jill Williams Amy Robertson Cynthia Bingham	2302 2304 2306 2301	Principal Assistant Principal Counselor Sec./Bookkeeper
West Nassau Co. High (9th-12th) 1 Warrior Drive Callahan, FL 32011	191	491-7942 879-3461 879-3462 879-3315(Cafe.)	879-5843	Curtis Gaus Kelly Burnette Heather Eddy Brooke Smith/Lindsey Kinard Richard Pearce Bea Mitchell / Yvonne Donley	3602 3603 3643 3607/3626 3610 3601/3617	Principal Asst. Principal Counselor Counselor Dean Sec./Bookkeeper
Wildlight Elementary (K - 5th) 550 Curiosity Avenue Yulee, FL 32097	242	225-3053	225-3054	Scott Hodges Sarah Ray Rachel Norfleet Candy Ritsma	7202 7203 7206 7201	Principal Asst. Principal Counselor Counselor Sec./Bookkeeper
Yulee Elementary (3rd-5th) 86063 Felmor Road Yulee, FL 32097	102	491-7943 225-5192 or 5193 225-5281 (Cafe.)	225-9993	George Raysor Celina Loudermilk Moya Page / Kim Gio Mary Austin-Harris	5302 5307 5304/5306 5301	Principal Asst. Principal Counselor Sec./Bookkeeper
Yulee High School (9th - 12th) 85375 Miner Road Yulee, FL 32097	231	491-7949 225-8641 277-9057 (Café.)	225-8658	Natasha Drake Yvon Joinville B. Harris/B. Patterson/H. Pinckney Donna Jackson Kellie Sweat/Carol Rose	5602 5603 5613 / 5607/5735 5697 5601/5605	Principal Asst. Principal Counselors Dean Sec./Bookkeeper
Yulee Middle (6th-8th) 85439 Miner Road Yulee, FL 32097	221	491-7944 225-5116 or 5117 225-5644 (Cafe.)	225-0104	Amanda Cooper Adam Marcum D. Hightower/K. Fletcher Charmen Stevenson	5402 5403 5406/5414 5401	Principal Asst. Principal Counselors Sec./Bookkeeper
Yulee Primary (ESE PreK-2nd) 86426 Goodbread Drive Yulee, FL 32097	271	491-7945 225-9711 or 9712 225-2273 (Cafe.)	225-8269	Brianna Johnson Kerri Boatright Angela Lawson / Nancy Cobb Sandra Boatwright	5102 5107 5106 / 5113 5101	Principal Asst. Principal Counselors Sec./Bookkeeper
Nassau County Adult School/Red Bean C54 45237 Mickler St./Callahan 1201 Atlantic Avenue/Fern. Bch. 37608 W. 6 th Ave./Hilliard 850935 US Hwy 17/Yulee FSCJ - 76346 William Burgess Blvd. Yulee	548-1750	548-4499	Brent Lemond Angela Cole Pete Young Kelly Bonewit Marian Phillips	548-4474 548-4475 548-1750 548-4483 548-1752	Principal Program Specialist Secretary Secretary Secretary	
N. C. Children & Family Ed. Center Full Service School 86207 Felmor Road Yulee, FL 32097	225-8520	548-0439	Andreu Powell Cathy Carter	1244 1243	Director Secretary	

