

STUDENT PROGRESSION PLAN



School District of
Indian River County

"A CommUNITY Partnership Toward Educational Excellence"

Student Progression Plan
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SCHOOL DISTRICT OF INDIAN RIVER COUNTY 2007-08 STUDENT PROGRESSION PLAN

The District School Board of Indian River County, Florida is dedicated to providing instruction that enables students to achieve academically. The school district staff has the responsibility for developing and implementing a plan for student progression.

ADMISSION - REQUIREMENTS FOR ORIGINAL ENTRY

1. Any pupil enrolled in a school of the Indian River County School District for the first time shall be required to present certification of a medical exam performed within one year prior to entry into Florida schools. Certification of immunization is also required from those communicable diseases identified by the Department of Children and Family Services: poliomyelitis, diphtheria, rubella, rubeola, pertussis, mumps, and tetanus. An exemption may be granted as provided in Section 1003.22, Florida Statutes.
2. Any pupil previously enrolled in a public school outside the State of Florida who seeks admission to school within the district shall be admitted under the same admission requirements established in the state in which the pupil resided prior to moving to Indian River County. However, any student who does not meet the immunization and health examination requirements set forth in State Statute shall be refused admittance. An exemption may be granted as provided in Section 1003.22, Florida Statutes.
3. A pupil enrolled as an original entry shall present evidence of date of birth as outlined in Section 1003.21, Florida Statutes. In addition, he/she should present proof of residency and a report card or school records from the school of last attendance. Placement will be made according to the pupil's school records. In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the student's official record is received or proper grade placement is otherwise determined.

See School Board Rule 5.03.

See Sections F.S. 1003.21, and 1003.22

CURRICULA

Curricula for the elementary, middle and high schools shall be determined by the laws of the State of Florida and shall be based on Student Performance Standards that are determined by the Sunshine State Standards. The curriculum will include all topics and subject matter required by the State Board of Education. In addition, the following may also be used to determine curricula.

- A. Needs of students as determined by studies and surveys.
 - B. Continuous evaluation of the effectiveness of the curricula of the schools in meeting the needs of all students
 - C. Instructional needs of students requiring remediation in the areas of reading, writing, mathematics and science. Remediation shall be for students not demonstrating grade level proficiency.
 - D. Individual Education Plan for students in exceptional educational programs for children with disabilities.
1. The superintendent may appoint such committees and special study groups as may be necessary to assist him/her in determining the educational needs of the district.
 2. The superintendent shall designate a member of the administrative or supervisory staff to be responsible for the development and coordination of the total curricula of the school district.

REPORT CARDS

Report cards will be issued four times a year. Report cards will depict and grade:

- The student's academic performance in each class or course based on examinations, written papers, class participation and other academic performance criteria
- The student's conduct and behavior
- The student's attendance, including absences and tardies

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

A school shall not exempt students from academic performance requirements based on policies or practices 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.

F.S. 1003.33(1)

PROGRESS MONITORING PLANS

Florida Statutes require that students who score below achievement level 3 on FCAT Sunshine State Standards tests in reading and mathematics in grades 3-10 must be provided with additional assessments to determine the nature of the student difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement.

1. A federally required student plan such as an individual education plan;
2. A school-wide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by statute shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

The allocation of remedial and supplementary instructional resources for students shall occur in the following priority:

- Students who are deficient in reading by the end of grade 3
- Students who fail to meet performance levels required for promotion consistent with the district's plan for student progression

F.S. 1008.25(1)(2)(3)

Retention decisions should be based on more than a single test score. If a student is retained, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. An appropriate alternative placement for a student who has been retained two or more years should be made. The nature of the alternative placement is determined by the school district.

If the documented deficiencies have not been remediated according to the Individualized Progress Monitoring Plan, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics and science must continue remedial or supplemental instruction until expectations are met or the student graduates from high school or is no longer subject to compulsory school attendance.

F.S. 1008.25(4)(b)(c)

ANNUAL PROGRESS REPORT

The School District will annually report to the parent or legal guardian of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics. The district shall report to the parent or legal guardian the student's results on each statewide assessment test. The evaluation of each student's progress must be based on each student's classroom work, observations, tests, district and state assessments, and other relevant information. No one test with a single administration shall determine promotion or retention. The preponderance of evidence from various evaluations should be used to determine if a student is ready for the work of the next grade.

Progress reporting will be provided to the parent in writing in a format adopted by the district school board.

The school board will annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- the provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion;
- by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the FCAT;
- by grade, the number and percentage of all students in grades 3-10 who were retained;
- information on the total number of students who were promoted for good cause, by each category of good cause;
- any revision to the district school board's policy on retention and promotion from the prior year.

F.S. 1008.25(8)(a)(b)

STUDENT PROGRESSION GRADES K – 5

CURRICULA

1. Instruction for the elementary program shall include reading, language arts, mathematics, social studies, science, physical education, music, art, media, and other such disciplines as may be considered necessary for a comprehensive school program.
2. The program for elementary schools shall include physical education classes staffed by physical education teachers. The program will reflect the following outcomes.
 - a) Fitness education and assessment to help students to understand, improve, or maintain their physical well being.
 - b) Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental and social or emotional development of every student.
 - c) Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a life long healthy life style.
 - d) Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e) Instruction in healthy life-long habits

STUDENT ASSIGNMENT

The principal is responsible for appropriate placement of students. Principals will use records provided to place students who transfer from non-district schools, private schools or home education programs. Section, 1002.41 and 1006.15 F.S. do not authorize home education students to participate on a part time basis in academic or extracurricular activities at the elementary level. In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the student's official record is received or proper grade placement is otherwise determined. It is the intention of the School District of Indian River County to meet student academic needs in an age appropriate setting whenever possible. The principal may reassign students during the school year if teacher evaluation and test scores indicate the need for reassignment. When consideration is given to placing students outside of their age appropriate setting, the Executive Director of Elementary Education will be involved in the decision making process. This process would involve the

accumulation of evidence that the student is prepared academically, socially and emotionally for the challenges of that grade.

PARTICIPATION IN STATE WIDE ASSESSMENT PROGRAM

1. Florida Kindergarten Readiness Screener (FLKRS)
Each student who enters kindergarten for the first time, before the 30th day of school will be administered a screening assessment determined by the Department of Education.

2. All third through fifth grade students are expected to participate in the Florida Comprehensive Assessment Program except for (1) students with an active Individual Education plan (IEP) for whom alternative assessment has been identified on the IEP and (2) students who have received services in a program operated in accordance with an approved district limited English proficiency (LEP) program for two years or less, and who have been recommended for exemption by the majority of the students' LEP committee. In this instance, alternative assessments must be identified.

PROGRESS MONITORING PLANS AND REMEDIATION

The School District of Indian River County monitors the progress of all students through several aspects of the district progress monitoring plan. The following table outlines by grade level reading, math and writing progress monitoring assessments.

Test	Times per year	K	1st	2nd	3rd	4th	5th
<u>DIBELS</u>	<u>3 x a year</u>						
<u>Reading Progress Monitoring</u>	<u>6 x a year</u>						
<u>Math Progress Monitoring</u>	<u>6 x a year</u>						
<u>Writing Progress Monitoring</u>	<u>4 x a year</u>						

Students who do not demonstrate proficiency with grade level curriculum in reading, writing, science and mathematics, including the levels of performance on statewide assessments as defined by the state, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop, in consultation with the student's parent, and implement an Individualized Progress Monitoring Plan.

The purpose of the Individualized Progress Monitoring Plan is to guide the teacher's instruction which will assist the student in meeting state and district expectations for proficiency. Each Individualized Progress Monitoring Plan must identify the specific need, and planned intervention in the area(s) of deficiency. Individualized Progress

Monitoring plans must be frequently reviewed by the teacher and the assistant principal. Progress monitoring data will be evaluated when determining continuation or revision of intervention strategies. If the documented deficiency in reading, writing, science or mathematics is not remediated in accordance with the Individualized Progress Monitoring Plan, the student may be retained. The student must continue to be provided with remedial or supplemental instruction until the expectations are met.

Schools shall determine the supplemental strategies that are most appropriate for each student. These strategies may include but are not limited to the following.

- Summer School
- Extended Day Services
- Contracted Academic Services
- Reading Instruction
- Tutoring
- Before and After School Programs
- Modified Curriculum
- Class Size Reduction
- Extended School Year
- Intensive Skills Development
- Exceptional Education Services
- Suspension of Curriculum other than Reading, Writing, and Mathematics
- Other Remedial Activities Determined by The School District

READING PROFICIENCY (READ Initiative)

The focus of the READ Initiative is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-5 student who is assessed as exhibiting a reading deficiency.

Each elementary school in Indian River County shall provide comprehensive research based reading instruction for all students. This instruction will be provided for a minimum of 120 minutes each day through the district adopted reading program differentiated for student ability during small group time.

Each K-5 student's reading ability will be regularly assessed. Any student who is observed to have a reading deficiency will be further assessed through diagnostic assessments to measure student proficiency with phonemic awareness, phonics, fluency, vocabulary and comprehension. Using the assessment results, any students who score below proficiency will be provided, during regular school hours, intensive reading instruction in addition to the regular reading instruction using a state-identified reading curriculum. This additional instruction will be provided to target specific deficiencies highlighted through assessment and outlined on the Individualized Progress Monitoring Plan. Throughout the school year, instructional strategies will be determined through progress monitoring. The state identified reading curriculum will have been reviewed by the Florida Center for Reading Research at Florida State University and will meet at a minimum the following:

Student Progression Plan

- Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
- Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Provides scientifically based and reliable assessment
- Provides initial and ongoing analysis of each student's reading progress
- Is implemented during regular school hours
- Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects

Parents will be consulted in the development of the Individualized Progress Monitoring Plan (IPMP) for reading which includes diagnosis of specific deficiencies in the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. The IPMP will outline the current achievement in each of the five areas, desired levels of performance, and the specific instructional interventions.

The District School Board shall assist schools and teachers to implement research-based reading activities that have shown to be successful in teaching reading to low performing students. Student progress in each of the areas shall be monitored frequently.

Reading proficiency must be reassessed by locally determined assessment or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated.

F.S. 1008.25(4)(b), 1102.20(11)

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

1. That his or her child has been identified as having a substantial deficiency in reading with a description of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. That the intensive reading instruction will continue until the deficiency is corrected.
5. Strategies for the parent to use in helping their child succeed in reading proficiency
6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that the additional evaluation, portfolio reviews, and assessments are available to the child to assist parent and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. 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.
8. The district's criteria and policies for mid-year promotion of a retained 3rd grade student during the year of retention once the student has demonstrated ability to read at grade level.

F.S. 1008.25(5)(c)

GRADING AND REPORTING FOR KINDERGARTEN TO FIFTH GRADE

A report shall be made to parents each grading period concerning the academic growth, attendance, conduct and behavior of students in kindergarten through grade five. The report will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information as per Section 1008.25, F.S.

It shall be the teacher's responsibility to determine grades based on student mastery of the local goals and objectives that are compatible with the state's education plan, performance on district assessment criteria, and teacher evaluation based on grade level proficiency. The nine-week evaluations shall reflect all academic performance to determine a final evaluation.

The symbol for plus may be affixed to the letter grades on the report card as an incentive to the student and be used in averaging grades but not recorded on the permanent record.

Academic progress may be reported in a variety of formats:

1. Numerical grades

A = 90 -100

Student Progression Plan

- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 0 - 59

2. Letter Grades

- E = Exceeding Expectations
- S = Successfully Meeting Expectations
- P = Progressing, But Needs Support
- N = Not Meeting Expectations

The following letter grades are used in kindergarten:

- S = Satisfactory (successfully completed skill)
- I = Improving but needs support
- X = Area of Concern

3. Narrative Reports of Progress

4. Competency Checklists

5. Portfolios

The final report card for each school year shall contain a statement indicating end-of-the-year status in academic achievement, behavior, attendance and promotion or non-promotion. Students may not be exempt from academic performance requirements based on practices or policies designed to encourage attendance. A student's attendance may not be used in whole or in part to provide an exemption from any academic performance. *F.S. 1003.33*

PROMOTION POLICY

Student promotion in kindergarten through fifth grade is based upon an evaluation of each student's achievement in attaining specific district and/or state requirements. A student will be eligible for promotion when all criteria for promotion have been met. A student who does not demonstrate achievement as described in Section 1008.25, *F.S.* and the Indian River County Student Progression Plan will be referred to the school's Promotion Review Committee for promotion with an Individualized Progress Monitoring Plan or retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. *F.S. 1008.25(6)(a)*

To be eligible for promotion a student must:

1. Demonstrate proficiency with grade level curriculum in reading, writing, mathematics and science. Grade level curriculum is built on a continuum of the Sunshine State Standards that are necessary for successful grade-to-grade progression and high school graduation. Proficiency shall be measured based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information as per Section 1008.25, F.S.
2. Participate in and performance on statewide assessment as defined in Section 1008.22, F.S., in grades three through five, at, or above the levels required by the state.

REFERRAL TO PROMOTION REVIEW COMMITTEE

A student who does not demonstrate achievement as described in State Statutes and the Indian River County Student Progression Plan will be referred to the school's Promotion Review Committee (PRC) for promotion with an IPMP or retention. Prior to the PRC meeting, a parent conference will be scheduled to review the information that will be shared with the PRC. Following the PRC meeting, parents will be notified of the committee decision. When a student's academic achievement does not demonstrate proficiency with grade level curriculum, the teacher will provide to the Promotion Review Committee a form that reviews a student's academic history including but not limited to:

- Attendance
- Intervention services
- Promotion history
- Performance on district assessments
- Performance on state assessments
- Work samples
- Report card

The Promotion Review Committee in each school will consist of the principal or a designee, the classroom teacher, and at least one other member of the instructional staff. This team will review the student's progress toward proficiency with grade level curriculum in reading, writing, mathematics and science. In grades three through five, they will additionally review performance on statewide assessments.

After careful consideration of all of a student's relevant information, as documented on the Promotion Review Form, along with teacher observations, the committee will make a recommendation in writing to the principal for promotion with an IPMP or retention. The principal shall make the final determination for students based upon State Statutes and the Indian River County Student Progression Plan.

Notification prior to the final report card will be made to the parent(s) or guardian(s) if a child is promoted with an IPMP or retained.

PROMOTION WITH AN IPMP

Students who are promoted with an IPMP must continue to be provided with remedial or supplemental instructional interventions until proficiency is demonstrated, as determined by the teacher in the next grade level.

RETENTION

A student not demonstrating proficiency with grade level curriculum in reading, writing, science, and mathematics at any grade may be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. When the teacher's classroom assessments, evaluation of Individualized Progress Monitoring Plan and/or performance on statewide assessments indicate a student has not met state and/or local requirements, retention may be recommended to the principal through the Promotion Review Committee. *F.S. 1008.25(2)(b)*

RETENTION IN GRADE 3 BASED ON READING PROFICIENCY AND GOOD CAUSE EXEMPTIONS

If a student's reading deficiency as identified on the Individualized Progress Monitoring Plan has not been remediated by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading, the student must be retained. An appropriate alternative placement must be considered for a student who has been retained 2 or more years.

The District School Board may only exempt students from mandatory retention, for good cause. Good cause exemptions are limited to the following:

1. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
2. Limited English Proficient students who have had less than 2 years of instruction in an English for Speakers of other Languages program.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.

4. Students with a portfolio, demonstrating reading performance equal to at least FCAT Level 2.
5. Students with disabilities who participate in the FCAT and who have an individual Education Plan or a section 504 plan that reflects that the student has received the intensive remediation in reading, and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes diagnostic information and specific reading strategies.

Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraphs (b) 3 and 4 shall be made consistent with the following:

The teacher will submit to the principal documentation that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Such documentation may consist only of the existing Plan, Individual Educational Plan, if applicable, report card, alternative assessment results or Indian River County Third Grade student portfolio. The principal shall review and discuss such recommendation with the Promotion Review Committee and make the determination as to whether the student should be promoted with an IPMP or retained. If the school principal determines that the student should be promoted with an IPMP, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing. *F.S. 1008.25(b)(c)*

SUMMER SCHOOL

An academic summer school may be provided for students in grades kindergarten through five, with funding priority given to third grade. The academic summer school will be operated primarily for students who are in need of significant remediation in reading. Third grade students who attend summer reading camp and have not demonstrated reading proficiency at FCAT level 2 or higher must so demonstrate through a good cause exemption before being promoted. Academic summer programs will be offered beyond third grade when funding is available.

PROMOTION AFTER SUMMER SCHOOL (3rd Grade Reading Camp)

Students who score at level 1 in the reading portion of FCAT in third grade must be retained. These students can demonstrate reading proficiency at level 2 or higher through a portfolio or on an alternative assessment (NRT reading portion of FCAT). Students who are not exempted from retention through these or other good cause exemptions can continue to accumulate evidence for a (1) portfolio throughout summer reading camp. At the conclusion of summer reading camp students will have an opportunity to (2) demonstrate reading proficiency by scoring at 51% ile or higher on the SAT 9 reading comprehension assessment. Students who do not meet one of these promotion criteria at the end of summer reading camp, will be retained in third grade.

THIRD GRADE MID YEAR PROMOTION

Mid year promotion is available to any retained student who can demonstrate that they are a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4.

Mid year promotion may occur only within the first semester of the school year.

Mid Year Promotion prior to November 1

1. By portfolio
At the beginning of the next school year retained third grade students will be allowed to accumulate additional portfolio evidence during the first 20 days of school. The completed portfolio must meet the standards set by the state for exemption from retention.
2. By standardized Assessment
Students can also be promoted during that period of time by demonstrating reading proficiency on an alternate form of the SAT-10 reading comprehension test. Proficiency will be considered met if the student scores within the 5th stanine.

Mid Year Promotion after November 1

1. By portfolio
The portfolio must contain evidence of mastery of third grade Sunshine State Standard Benchmarks for Language Arts as required for good cause exemption. In addition there must be at least two samples of evidence of beginning mastery of each fourth grade reading benchmark as demonstrated on FCAT. This evidence must include multiple choice, short response, and extended response items from passages that are approximately 50% literary text and 50% informational text and that are between 100-900 words with an average of 375 words. All examples of mastery must be demonstrated by a grade of "C" or higher.

2. By standardized Assessment

Students must demonstrate reading mastery by scoring at or above grade level in reading comprehension. This score must be measured in standard scores and translated to a grade equivalent score consistent with the month of promotion to fourth grade (i.e. promotion during the month of December would require a score of 4.3 based on the table provided by the test developer)

SUCCESSFUL PROGRESSION OF RETAINED THIRD GRADERS

Students who score at level one in the reading section of FCAT and are not eligible for promotion through good cause will be retained in third grade. Written notice will be sent to the parent of any third grade retained student. This notice will indicate:

- that the student has not met the proficiency level requirement for promotion
- the reasons the child is not eligible for good cause exemption
- a description of proposed interventions and supports that will be provided

The notification must comply with the provisions of *s.1002.20(14)* and must include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency.

Before the beginning of the second year in third grade, the principal, elementary specialist, reading strategies teacher and classroom teacher will meet to review each retained student's IPMP. This review must address additional supports and services needed to remediate the identified areas of reading deficiency. Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency as identified by valid and reliable diagnostic assessments.

INTENSIVE INTERVENTION

Appropriate teaching methodologies will be implemented to assist students in becoming successful readers, able to read at or above grade level and ready for promotion to the next grade.

Retained third graders will

- be taught through effective instructional practices
- receive differentiated and intensive instruction with materials different than those used with the child during their previous year in third grade.
- have a daily, uninterrupted 120 minute language arts block that uses scientifically research-based reading instruction including small group instruction.
- be provided additional reading instruction at least twice a week
- have more frequent progress monitoring than other students
- have a student portfolio developed.
- have a tutor or mentor provided.
- be assigned to a high performing teacher as determined by student performance data and above-satisfactory performance appraisals
- be provided an opportunity to attend summer reading camp

The school district of Indian River County will provide to parents of retained students at least one of the following:

- supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school
- a read at home plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading
- a mentor or tutor with specialized reading training

INTENSIVE ACCELERATION CLASS

An intensive acceleration class must be provided to any student in grade 3 who scores at level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT. This class must:

- have a student teacher ratio lower than other 3rd grade classes.

- be provided with uninterrupted reading instruction for the majority of the student contact time each day
- be provided opportunities to master the grade 4 Sunshine State Standards in other core subject areas
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- be provided intensive language and vocabulary instruction using a scientifically research-based program including the use of a speech and language therapist. The classroom teacher will meet with a speech and language therapist on a regular basis to determine the most effective use of the program.
- have weekly progress monitoring to ensure that progress is being made
- report to the Department of Education the progress of students at the end of the first semester
- report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.

TRANSITION CLASSES

Students who have been retained in grade 3 and have received intensive instructional services but are still not ready for grade promotion, as determined by the school district, have the option of being placed in a transitional instructional setting. This setting must be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

STUDENT PROGRESSION GRADES 6-8

PROGRAM REQUIREMENTS

The following subjects are required in the 6-8 Program for student who entered grade 6 prior to the 2006-07 school-year. Curriculum frameworks and performance standards in the form of benchmarks for the Sunshine State Standards have been developed for each course offered in the 6-8 Program.

English/Language Arts	3 years
Mathematics	3 years
Science	3 years including the study of life and physical or earth sciences
Social Studies	3 years including the study of the US and Florida history, world geography, and world cultures
Reading	3 years. Students with a deficiency in reading will be assigned to a remedial program.

A variety of elective experiences may be offered by schools including, but not limited to:

Physical Education	Required unless exempted by principal
Career and Technology	Elective
Art	Elective
Band	Elective
Chorus	Elective
Computer Literacy	Elective
Drama	Elective
Foreign Language	Elective
Health	Elective

There shall be instruction in any subject matter, field, topic, or specific area required by law in accordance with the law or implementing regulations of the State Board of Education.

The program for middle schools shall include physical education classes staffed by physical education teachers. The program will reflect the following outcomes:

Student Progression Plan

- Physical fitness and assessment to help students to understand, improve, or maintain their physical well-being
- Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental and social or emotional development of every student
- Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a life-long healthy life style
- Opportunities to develop positive social and cooperative skills through physical activities
- Instruction in Healthy life-long habits

Students will be given special instruction or services as an exceptional education student pursuant to evaluation, eligibility, placement, and dismissal in the manner prescribed in the Special Programs and Procedures for Exceptional Education in the Indian River School District.

Beginning with students entering grade 6 in the 2006-07 school year and thereafter, in order to be promoted to the ninth grade, students are required to successfully complete:

English	3 year- long middle school or higher courses that shall emphasize literature, composition and technical text
Mathematics	3 year -long middle school or higher courses. Each middle school will offer at least one high school level mathematics course for which students may earn high school credit
Science	3 year- long middle school or higher courses in science
Social Studies	3 year- long middle school or higher courses in social studies, one semester of which must include the study of state and local government and civics education.
Career Planning	One course in career and education planning to be completed in the seventh or eighth grade

Each school will hold a parent meeting either in the evening on a weekend to inform parents about course curriculum and activities.

Each student shall complete an electronic personal education plan to be signed by the student, the student's instructor or guidance counselor, and the student's parent or guardian.

In addition, students in Indian River County will be enrolled in an appropriate reading course each year in middle school. Students who have scored Level 1 on FCAT Reading the previous year will be enrolled in Intensive Reading. Students scoring at Level 2 must be enrolled either in Intensive Reading or a content area course in which reading strategies are delivered. The type class to which the student is assigned and the reading strategies that are delivered will be determined by diagnosis of reading needs. This will be part of the District Reading Plan that has been approved by Just Read! Florida.

Students in grades 6 through 8 may be assigned to an academic support program for the purpose of providing immediate instructional support and/or course recovery when they have demonstrated unsuccessful progress in English, Mathematics, Science or Social Studies. This program may be implemented during the school day, before and after school and/ or during the summer, when funding is available.

GRADING AND REPORT CARDS

Report cards will be issued quarterly (every nine weeks). It shall be the teacher's responsibility to determine grades. When determining a student's grade the evaluation shall relate to:

1. mastery of the course objectives that have been identified for each course in the state course descriptions and are compatible with the Sunshine State Standards for that course.
2. performance on school and/or district assessment criteria; and
3. teacher evaluation based on mastery of the exit criteria.

The grade shall be representative of the student's progress and, inasmuch as possible, be based on data collected throughout the grading period for which the student is being evaluated. The grade shall be based on such factors as tests and assessments, homework, special projects, laboratory activities, reports, research papers, notebooks, class participation, portfolios and any special activities that relate to a subject area.

Each nine weeks during the school year a student will receive a report card indicating student academic progress, conduct and behavior, and attendance. To indicate academic progress letter grades shall be averaged to determine a semester grade. The symbol for plus shall be affixed to the letter grade as an incentive to the student and shall be used in averaging semester grades. However, no plus may be affixed to the final semester grade. A semester examination is given in academic courses in grades

seven through twelve. No comprehensive semester exams will be given in sixth grade. Sixth grade students will take a unit or quarter test during the regularly scheduled exam period that will be calculated into the grade for that marking period. Teachers of students in grade six will use **Appendix A** Grade Conversion Chart.

In seventh grade, semester examinations shall determine one-seventh of the semester average. Each grading period will determine three-sevenths of the semester grade. In eighth grade, semester examinations shall determine one-fifth of the semester average. Each grading period will determine two-fifths of the semester grade. For consistency throughout the district teachers of students in grade seven will use **Appendix B** Grade Conversion Chart to determine semester grades. Teachers of students in grade eight will use **Appendix C** Grade Conversion Chart.

Receiving two F's for a course on the report card in a semester, in any combination, shall result in a final semester grade of F.

No student shall be exempt 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.

A student's final report card for the school year shall indicate end of year status in academic achievement including promotion or non-promotion.

F.S. 1003.33(2)

Achievement will be measured according to the following state grading scale.

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	Failing
I = Incomplete	Incomplete (The work must be made up within twice as many days as missed with excused absence or grade will convert to an F. The principal can make exceptions to this time limit if necessary)
S = Satisfactory	
U = Unsatisfactory	

STUDENT MID-TERM PROGRESS REPORTS

Student midterm progress reports will be sent each grading period when a student is not demonstrating satisfactory progress at the time the progress reports are issued. Effort will be made in reporting not only unsatisfactory work, but also reporting a student's exemplary achievement or significant improvement.

PROMOTION POLICY FOR GRADES 6-8

Student promotion in grades six through eight is based upon an evaluation of each student's achievement in attaining specified district or state requirements. A student will be eligible for promotion when all promotional criteria have been met.

PROMOTIONAL CRITERIA

To be eligible for promotion in grades six through eight, a student must:

1. Pass language arts, reading, mathematics, science and social studies. The student will demonstrate progress toward achievement of the Sunshine State Standards.
2. Each student must participate in statewide assessment tests in grades 6, 7 and 8 as required by Florida Statutes 1008.22. Students will perform on all statewide assessments in reading, writing, science and mathematics at or above the minimum level determined by the state
3. Each student who does not meet specific levels of performance in reading, mathematics and science and writing must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and area of academic need.
4. A student who does not demonstrate achievement in all areas described in State Statutes and the Indian River County Student Progression Plan will be referred to the school's Promotion Review Committee and will be recommended for promotion with remediation, promotion with progress monitoring, or for retention. Retention decisions should be based on more than a single test score. The principal shall make the final determination based upon State Statutes and the Indian River County Pupil Progression Plan.
5. Students who began middle school during the 2006-07 school-year and thereafter may not be promoted from 8th grade to 9th grade until they have successfully completed all of the requirements in the core academic areas as required by the State of Florida. Students who have not passed each semester of

English, mathematics, science and social studies will be assigned to the Academic Support Program to complete the courses successfully or be retained in middle school.

REMEDICATION AND PROGRESS MONITORING

Students will be identified for remediation by the student's classroom work, observations, tests, district and state assessments, and other relevant information. Remedial instruction may differ according to age, grade, and educational need. The principal may reassign students during the school year if teacher evaluations and test scores indicate the need for reassignment. Students who are performing below grade level expectations and who do not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who score below Level 3 on statewide assessments as stated in *Section 1008.22, F.S.* must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, the strategies for appropriate intervention and the instruction needed.

The school in which the student is enrolled must develop, in consultation with the student's parents, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school with flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered in one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or school in meeting state and district expectations for proficiency.

Progress monitoring will take place a minimum of three times per year. The progress monitoring data will be used to evaluate and revise classroom instruction and determine individual student remediation needs.

If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by FS1011.62(9) shall include instructional support services to be provided to meet the desired levels of performance. The district school board may require low-performing students to attend remediation programs held before and after regular school hours or during the summer if transportation is provided.

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement

of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The reading courses shall be designed and offered pursuant to the comprehensive reading plan that is approved by the state.

For each year in which the student scores at Level 1 or Level 2 on FCAT Mathematics, the student shall receive remediation the following year.

These requirements apply to students in grades 6, 7, or 8 independent of the grade configuration at the school.

If the student has been identified as having a substantial deficiency in reading as determined by state assessments, the progress monitoring plan will describe specific deficiencies in phonemic awareness, phonics, fluency, comprehension and vocabulary. It will describe the desired performance in these areas and the instructional/ support services to be provided. The schools will monitor the progress of these students. The district will assist schools and teachers in implementing research-based activities for low performing students. *F.S. 1008.25 (4)(b)*

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the state for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. The principal may reassign students during the school year if teacher evaluation and test scores indicate the need for reassignment. *F.S. 1008.2(4)(c)*

Schools shall provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. The District School board shall assist schools and teachers to implement research-based reading activities that have shown to be successful in teaching reading to low performing students. *F.S. 1008.25(4)(b)*

PROMOTION WITH REMEDIATION AND RETENTION

A middle school student who does not meet all of the eligibility requirements for promotion to the next grade will be referred to the school's Promotion Review Committee. A Promotion Review Committee in each school, consisting of the principal or a designee, classroom teacher(s), department chairman and/or guidance counselor will review the achievement of each student who has not met all of the promotion criteria. When results of statewide assessments differ from classroom performance, the teacher(s) will supply a written explanation supporting retention or promotion with remediation. Retention decisions must be based on more than a single test score.

After careful consideration of all of the relevant information, the committee will make a recommendation to the principal. The committee may recommend:

- 1) promotion with assignment to the academic support program if the student has met criteria on statewide assessments, but has not successfully completed core academic courses;
- 2) promotion with remediation that will include an individual progress monitoring plan if the student has not met criteria on statewide assessments but has successfully completed the core academic courses;
- 3) promotion with both assignment to the academic support program and remediation;
- 4) referral to a special or different program in lieu of promotion; or
- 5) retention.

The principal shall make the final determination. Notification will be made to the parent(s) or guardian if a child is promoted with remediation or retained.

No student may be assigned to a grade based solely on age or other factors that constitute social promotion. A student who has been retained two or more years in grades K-8 will be eligible for an appropriate alternative program.

The Promotion Review Committee should make its recommendation based on one or more of the following conditions: teacher evaluation; two (2) previous retentions in grades one through eight; English as a student's second language; attendance; mental, physical and social maturity; general progress; and classroom, district and state assessments.

If a student is identified for remediation through scores on annual state assessments, the student may be exited from the remediation the following semester when the student has demonstrated satisfactory proficiency by scoring level 3 or higher on the appropriate FCAT assessment.

SUMMER SCHOOL

Students in grades 6-8 who have not met specific promotional criteria may be eligible to attend summer school when summer school is provided. Summer school will be offered only when funding is available. At the end of summer school, the sending principal will make the final determination regarding promotion, promotion with remediation, or retention.

TRANSFER STUDENTS

Grade or level placement for transfer students in middle school classes will be in accordance with the following:

1. Evidence of work shall be based on an official transcript or cumulative folder.
2. Work from a state or regionally accredited school will be accepted at face value.
3. Work from a non-accredited school or a home education program shall be validated by a standard proficiency test or by satisfactory performance during a probationary period of one (1) semester with an overall average of "C".

In cases where there is no evidence from a previous school, a determination will be made to place the student at the proper level.

In cases where the student is transferring high school credit earned at the middle school level, the State Uniform Transfer of High School Credit Policy will apply.

HOME EDUCATION

Middle school students who are participating in a home education program in accordance with Florida Statutes may be admitted to the public middle schools of the district on a part-time basis, provided there is space available in the requested class. Students in home education who wish to attend public school must have met the criteria for a home education program for the entire semester immediately prior to the time of admission. In addition, they must meet the same registration requirements as full-time students and enroll for and attend at least one regularly scheduled class period at the school. Students must register prior to the start of the semester they wish to attend. Students who are enrolled in the public school full time will be given priority.

Home education students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Attendance on a part-time basis does not entitle the student to participate in non-interscholastic extra-curricular activities.

Eligible home education students are permitted to participate in interscholastic extra-curricular activities at the middle school level. Some non-athletic extra-curricular activities require enrollment in a specific class. In those cases, eligible home education students will be permitted to enroll in the appropriate class on a space available basis. The approval of the principal is required. For participation in an interscholastic extracurricular activity, students must meet the requirements for home education outlined in Florida Statutes *1003.21, 1002.20 and 1006.15* and all other eligibility requirements for participation as designated by state statutes, the Florida High School Activities Association or any other association that governs the district's middle and high school interscholastic extracurricular activities.

EIGHTH GRADE CREDIT

A student in eighth (8th) grade may earn a credit toward high school graduation in the areas of algebra and/or a foreign language. These courses may also be used to satisfy requirements for the Florida Bright Futures Scholarship. The student will be classified as a ninth grader for that portion of the school day for which the student is enrolled in algebra or a foreign language.

Students in the middle school who take any high school course for high school credit and earn a grade of “C”, “D”, or “F” may retake the course for forgiveness. The grade will be replaced with a grade of “C” or higher earned subsequently in the same or comparable course.

Since high school courses taken in middle school calculate into the student’s high school cumulative Grade Point Average, it is recommended that students and parents strongly consider the grade forgiveness option allowed for middle school students when the grade earned is lower than a B. Once a student enters high school, grade forgiveness is only allowed for courses where a student has a grade of D or F and a subsequent grade of C or higher has been earned.

Eighth grade students promoted to ninth grade may take courses during the regular high school summer school for acceleration if regular, non-remedial high school summer school is available

F.S. 1003.43(1)

STUDENT PROGRESSION GRADES 9-12

CREDIT (AS DEFINED IN SECTION F.S. 1003.436)

One full credit means 135 hours of bona fide instruction. The hourly requirements for one-half credit are one-half the requirement for a full credit. Each course in grades 9 through 12 for which credit toward high school graduation is awarded shall have student performance standards identified. Students must demonstrate performance mastery before credit is awarded. A student may be awarded credit for less than 135 hours of instruction provided that the student has mastered course requirements and the Sunshine State Standards. This may include awarding credit for courses taken during summer school, through performance-based instruction, or course modifications that combine courses.

Credit will be earned in a subject when the teacher certifies that the student has satisfactorily met the student performance standards for that course. Course credit will be awarded on a semester basis. All courses are offered as semester courses. In order to earn one full credit in a one-credit course as described in the Florida Course Code Directory, a student must pass both semesters of the course. Failure to pass a semester will result in loss of one-half credit. A passing grade in the course will denote mastery of the standards. Teacher observations, classroom assignments, performance testing and examination may be considered appropriate methods of assessing student mastery.

The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.

F.S. 1003.235, 1007.271

HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

Except as otherwise authorized pursuant to S.1003.429, F.S. , Accelerated high school graduation options, beginning with students entering their first year of high school in the 2007-08 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum (The last option is not currently available in Indian River County Schools).

Students will be advised of eligibility for the state scholarship program and post secondary admissions.

The 24 credits required for graduation may be earned through applied, integrated and combined courses approved by the Department of Education.

For students entering high school in 2007-08 and thereafter the 24 credits shall be distributed as follows:

Sixteen (16) core curriculum credits:

English	4 credits	A major concentration in composition, reading for information and literature
Mathematics	4 credits	Algebra I or a series of course equivalent to Algebra I, or a higher level mathematics. Successful completion of Geometry and Algebra II is encouraged
Science	3 credits	Two courses must have a lab Component 1 World History 1 American History .5 Economics .5 American Government
Social Studies	3 credits	
Physical Education	1 credit	to include the integration of health
Fine Arts	1 credit	

Eight credits in majors, minors or electives:

- Four (4) credits in a major area of interest, such as sequential courses in a career and technical program, fine and performing arts, or academic area, selected by the student as part of the education plan required by S.1003.4156, F.S. Students may revise major areas of interest each year as part of the annual course registration process and update their education plan. The District School Board will annually approve major areas of interest and submit them to the Commissioner of Education for approval.
- Four credits in elective courses selected by the student as part of the education plan required by S.1003.4156F.S. These credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or mathematics intervention courses or credit recovery courses as described in S.1003.428(2)(b)1,F.S.
 - Minor areas of interest are composed of three credits selected by the student as part of the education plan.

-Elective course are selected by the student in order to pursue a complete education program as described in S. 1001.43(3), F.S., and to meet eligibility requirements for scholarships.

-For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S.1011.62.(9), F.S.

-For each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated or combined courses and are subject to approval by the Department of Education.

**GENERAL 24 CREDIT PROGRAM FOR STUDENTS
BEGINNING HIGH SCHOOL PRIOR TO THE 2007-08
SCHOOL YEAR**

The 24 credits in the general 24-credit program shall be distributed as follows:

English	4 credits	A major concentration in composition and literature
Mathematics	3 credits	Algebra I or a series of course equivalent to Algebra I, or a higher level mathematics must be completed
Science	3 credits	Two courses must have a lab Component Agri-Science Foundations I may count as one science credit
Social Studies	3 credits	1 World History 1 American History .5 Economics .5 American Government
Life Management	.5 credits	To include topics listed in <i>F.S. 1003.43(1)(i)</i>
Physical Education	1 credit*	To include assessment, improvement, and maintenance of physical fitness. Students completing two full seasons of an interscholastic sport at the junior varsity or varsity level shall satisfy the one credit requirement in Physical Education provided the student passes a competency test in physical fitness developed by the Florida Department of Education with a "C" or better. Either coursework or interscholastic sports will satisfy the Physical Education and Personal Fitness requirement but not a combination. If the student satisfies the Physical Education requirement through the interscholastic sport option, a one credit elective must be substituted for the Physical Education requirement. Completion of one semester with a grade of "C" or better in marching band or in a physical activity class that requires participation in marching band activities as an extra curricular activity in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drill, may satisfy one-half of the one credit requirement for physical education but will not receive additional credit for the same

course. This half credit may not be used to satisfy the personal fitness requirement nor the requirement for adaptive physical education under an individual education plan (IEP) or 504 Plan.

Practical Arts/ Performing Fine Arts	1 credit	Students may either earn 1 credit in Practical Arts or 1 credit in Performing Fine Arts or .5 credits in each.
Electives	8.5 credits	for students entering 9th grade during the 1999-2000 school year and thereafter
Total Credits required	24 credits	

F.S. 1003.43(1)

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.

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

1. Any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's Individual Education Plan, (IEP) or in a student performance plan and signed by the principal, guidance counselor, and parent or guardian if the student is not 18 years or older.
2. More than a total of nine elective credits in remedial programs;
3. More than one credit in exploratory vocational courses; and
4. More than three credits in practical arts family and consumer sciences classes.
5. Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education, if approved by the District School Board. A maximum of one-half credit in social studies and one-half elective credit for student completion on non-paid voluntary community or school service work. Students choosing this option must provide a minimum of 75 hours of service to earn the one-half credit in either category of instruction. Credit may not be earned for service provided as a result of court action.
6. The School District will award high school credit for courses taken in middle school that are listed in the Florida Course Code Directory The

credit awarded shall count toward high school graduation credit and may satisfy the requirements of the Bright Futures Scholarship.

7. A school may require specific modified courses or programs of study so that exceptional students are assured the opportunity to meet graduation requirements through one of the following strategies:
 - Assignment of the exceptional student to an exceptional class for a basic course with the same student performance standards as those for non-exceptional students.
 - Assignment of the exceptional student to a basic education class for instruction, which is modified to accommodate the student's exceptionality.
 - The district shall determine which strategy to employ based on an assessment of the student's needs and shall reflect this decision on the student's individual education plan.

F.S. 1003.43(1)(2)(3)(4)

Prior to each student's graduation from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent or guardian with the results of the assessment. The Department of Education has determined that since FCAT assesses certain Education Goal 3 standards, which was developed from a US Secretary of Labor's report on necessary skills for the workforce (SCANS), the FCAT may serve as the assessment.

F.S. 1006.02(4)

THREE YEAR COLLEGE PREPARATORY PROGRAM

The three-year college preparatory program for students entering 9th grade during the 2004-05 or 2005-06 school year and thereafter requires a minimum of 18 credits. At least 6 of the 18 credits must be received in classes that are classified as honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous or weighted by the School District for class rank purposes. For students entering the 9th grade in 2006-07 and thereafter, the three year college preparatory program requires at least 6 credit be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education, as rigorous (identified as Level 3 and meet course distribution requirements for state university system admissions) , pursuant to s.1009.531(3).

The 18 primary credits required for completion of this program are:

English	4 credits	with major concentration in composition and literature
Mathematics	3 credits	at Algebra I or higher from courses that qualify for state university admission
Science	3 credits	two must have a laboratory component
Social Studies	3 credits	1 World History 1 American History .5 Economics .5 American Government
Foreign Language	2 credits	in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English, in which case the student may replace this requirement with two credits in other academic courses.
Electives	3 credits	
Total Required	18 Credits	

THREE YEAR CAREER PREPARATORY PROGRAM

The three-year career preparatory program for students entering 9th grade during the 2004-2005 school year and thereafter requires a minimum of 18 credits, they are to be distributed as follows:

English	4 credits	with major concentration in composition and literature
Mathematics	3 credits	one of which must be Algebra I
Science	3 credits	two must have a laboratory component
Social Studies	3 credits	1 World History 1 American History .5 Economics .5 American Government
Career/Technical	5 credits	vocational/career education course (include 3 in a sequential program)
	OR	
	3 credits	in a single vocational/career program or one sequential career and technical dual enrollment program
Electives	2 credits	unless 5 credits were earned in career and technical
Total required	18 credits	

F.S. 1003.429(1)

Any student who selected an accelerated graduation program (standard college preparatory or career preparatory) before July 1, 2004 may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues in that program.

Students may not complete either accelerated option in less than three years, even if 18 credits have been earned. Students may not be part time students.

A student who completes either accelerated option and remains for a fourth year must complete the standard twenty-four credit option.

The selection of one of the three graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 credit general requirements for high school graduation as specified in *F.S. 1003.429(1)(a)*.
F.S. 1003.429

SELECTION OF AN ACCELERATED GRADUATION OPTION

Prior to selecting an accelerated graduation program described in *F.S. 1003.429* a student and the student's parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also receive the written consent of the student's parent.

Beginning with the 2006-07 school-year, the School Board shall provide each student in grades 6-9 and their parents with information concerning the three year and four year graduation options including the respective curriculum requirement for these options.

The selection of one of these graduation options must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent, subject to requirements in s *1003.429(2)*, *F.S.*

The deadline will be extended to the end of the student's first semester of grade 10 for a student who enters a Florida public school after grade 9 upon transfer from a private school, from another state, or who was previously prevented from choosing a graduation option due to illness during grade 9. If the student and parent/guardian fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation specified in s *1003.429(1)(a)* *F.S.*

The district will not establish requirements for accelerated three-year high school graduation options in excess of the requirements in statute.
F.S. 1003.429

THREE-YEAR GRADUATION OPTIONS FCAT AND GPA REQUIREMENTS

Students pursuing accelerated three-year high school graduation options are required to:

- Earn a passing score on the FCAT as defined in S 1008.22(3)(c) *F.S.* or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s *1008.22(9)*, *F.S.*
- Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in courses required for the college preparatory or the career preparatory accelerated 3 year high school graduation option.

- For students entering grade 9 in the 2006-07 school year, achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated 3-year high school graduation option; and a 3.5 on a 4.0 scale, or its equivalent, in courses required for the college preparatory accelerated 3 year high school graduation option.
- Receive a weighted or un-weighted grade that earns at least 3.0 points or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated program. (A “B” or better in an un-weighted course, a “C” or better in a weighted course for it to count toward graduation).
- Receive a weighted or un-weighted grade that earns at least 2.0 points or its equivalent, to earn course credit toward 18 credits required for the 18 credits required for the career preparatory accelerated high school graduation option. Weighted grades shall be applied to those courses specifically listed or identified by the department as rigorous or weighted by the district school board for class ranking. Students must earn a “C” or better if the district does not weight the course and the weighted equivalent of a “C” or better if the district weights the course in each course that applies toward graduation. The School District of Indian River County does not give additional weight for a “D”, so a student must earn at least a “C” in both weighted or un-weighted courses for them to count for this graduation option) .
- At the end of grade 10, a student who is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, will have their parent/guardian contacted by the school. They will be notified of the following:
 1. The requirements the student is not currently meeting
 2. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
 3. The right of the student to change to a four-year program
- A student who selects one of the accelerated three-year graduation options shall automatically move to the four-year program if the student:
 1. Exercises his/her right to change to the four year program
 2. Fails to earn five credits by the end of grade 9 (the first year) or fails to earn 11 credits by the end of grade 10 (the second year). Credits must meet the requirements of the graduation option selected in order to be counted as part of the graduation plan
 3. Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment

4. By the end of grade 11, has not completed the credit, grade point average, and testing requirement specified in s 1003.429(1) and (6) F.S.

A student who meets all of the requirements of the accelerated graduation options prescribed in s 1003.429(1) and (6) F.S. shall be awarded a standard diploma in the form prescribed by the State Board of Education
F.S. 1003.429

REQUIRED GRADE POINT AVERAGE FOR STANDARD HIGH SCHOOL GRADUATION

Students are required to have a cumulative grade- point average of 2.0 on a 4.0 scale or its equivalent.

For students who enter high school during the 2000-2001 school year and each year thereafter, any course grade not replaced according to the forgiveness policy will be included in the cumulative grade point average even if the student has more than the 24 credits required for graduation.

For students entering high school during the 2000-2001 school year and each year thereafter, "grade forgiveness" for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. Any course not replaced according to this policy will be included in the GPA.

Special assistance to obtain a regular high school diploma or equivalency diploma pursuant to *F.S. 1003.43(5)(c)* may be given when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average. These may include but are not limited to the forgiveness policy, summer school attendance, tutoring and study skills sessions.

F.S. 1003.43

ADDITIONAL REQUIREMENTS FOR STANDARD HIGH SCHOOL DIPLOMA

A student must pass each part of the 10th grade high school level Florida Comprehensive Assessment Test (FCAT) at levels determined by the state in order to earn a regular high school diploma or earn scores on a standardized test that are concordant with passing scores on the FCAT as

defined in s 1008.22(9), F.S. The passing score on the 10th grade FCAT is designated by the State Board of Education.

A student who does not pass both the 10th grade reading and the mathematics sections of the 10th grade Florida Comprehensive Assessment Test will be given additional opportunities to retake the portion(s) not passed before graduating.

A student must take the 10th grade FCAT three times before the student can use a concordant score to satisfy graduation requirements. Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant score after taking the 10th grade FCAT three times, the student is not required to continue retaking the FCAT.

Participation in the testing program is mandatory. The state board shall provide rules for test adaptations and modifications of procedures necessary for students in exceptional education programs and for students who have limited English proficiency.

A student with a disability, as defined in s 1007.02(2) F.S., for whom the individual education plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, must have the FCAT requirement waived for the purpose of receiving a standard high school diploma if the student

- completes the minimum number and distribution of credits and minimum cumulative grade point average required for the general standard diploma
- does not meet the FCAT testing requirements after at least two opportunities at periods in the high school progression as defined by the state

A student who enters a public school at grade 12 from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for the standard high school diploma. A student who enters a Florida public school at grade 12 may use either FCAT or a concordant score to meet graduation assessment requirements and may use a concordant score without three attempts at passing Grade 10 FCAT.

A student who completes the minimum number of credits prescribed by statute, but who is unable to meet the required grade point average or pass the 10th grade reading and mathematics sections of the Florida Comprehensive Assessment Test or a concordant standardized test at levels

determined by the state shall be awarded a certificate of completion in the form prescribed by the state board. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the high school either as a full-time student or a part-time student for up to one additional year and receive special instruction to remedy the identified deficiencies. A student who receives a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. The awarding of a certificate of completion is limited to those students selecting the 24-credit general high school graduation option and is not applicable to the three-year accelerated graduation programs.

The District Superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post secondary educational institutions.

F.S. 1008.22(3)(c)5, 1008.221, F.S. 1003.43(5)(a)(10)(11), F.S. 1003.433(4)

ADDITIONAL INSTRUCTION TO MEET HIGH SCHOOL GRADUATION REQUIREMENTS

Students who have met all of the requirements for the standard high school diploma except for the passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 will be provided with the following learning opportunities:

- Participation in an accelerated high school equivalency diploma program during the summer.
- Upon receipt of the certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. To assist community colleges in identifying these students during the admission process, the certificate itself will bear the designation of "CPT eligible".
- Participate in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other course required for high school graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT 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 two school years and have met all of the requirements for the standard high school diploma except for the passage of the grade 10 FCAT or an alternative assessment may receive immersion English language instruction during the summer following their senior year. Students taking such instruction are eligible to take the FCAT or alternative assessment and receive a standard a standard high school diploma upon passage of the grade 10 FCAT or the alternative assessment.

These provisions will be implemented to the extent that funding for this purpose provided by the General Appropriations Act of the Florida Legislature.

F.S. 1003.433(1)(2)

GRADING AND REPORT CARDS

Report cards will be issued quarterly (every nine weeks). It shall be the teacher's responsibility to determine grades. When determining a student's grade the evaluation shall relate to:

1. mastery of the course objectives that have been identified for each course in the state course description and are compatible with the Sunshine State Standards,
2. performance on district and/or school assessment criteria, and
3. teacher evaluation based on mastery of performance standards and exit criteria.

The grade shall be representative of the student's progress and, in as much as possible, be based on data collected throughout the grading period for which the student is being evaluated. The grade shall be based on such factors as tests and assessments, homework, special projects, laboratory activities, reports, research papers, notebooks, class participation, portfolios and any special activities that relate to a subject area.

A report of student academic progress in each subject area, conduct and behavior, and attendance shall be made each nine weeks during the school year. Only letter grades shall be entered on the report cards to indicate student academic progress. Letter grades shall be averaged to determine a semester grade. The symbol for plus may be affixed to the letter grade as an incentive to the student and shall be used in averaging semester grades.

However, no plus may be affixed to the final semester grade. Each nine weeks grade will determine two-fifths (40%) of the semester grade.

Semester exams will determine one-fifth (20%) of the semester grade. For consistency throughout the district, high school teachers will use **Appendix C** Grade Conversion Chart to determine final semester grades.

Receiving two F's for a course on the report card in a semester, in any combination, shall result in a final semester grade of F.

It shall be the teacher's responsibility to assign letter or numerical value to measurement devices. Achievement will be measured according to the following state grading scale:

A = 90 - 100	Point Value of 4	Outstanding Progress
B = 80 - 89	Point Value of 3	Above Average Progress
C = 70 - 79	Point Value of 2	Average Progress
D = 60 - 69	Point Value of 1	Lowest Acceptable Progress
F = 0 - 59	Point Value of 0	Failing
S = Satisfactory		
U = Unsatisfactory		
I = Incomplete	Incomplete	(The work must be made up within twice as many days as missed with excused absence or grade will convert to an F. The principal can make exceptions to this time limit if necessary)
NG = No grade*		

*The no grade option is only to be used under the following circumstance(s).

1. The student has suffered a serious illness and will be unable, through no fault of his/her own, to make up the work.
2. A transfer student has been enrolled in a course for a very short time, has not been enrolled in an equivalent course and will not be able to make up the work through no fault of his/her own.

An "NG" is not to be used as a substitute for an incomplete or an F. An "NG" does not calculate into the grade point average and requires principal's approval.

If a student is awarded a “W” by a post secondary institution with which the School District has an dual enrollment agreement, the W cannot be changed to an F by the high school. A W will be treated the same as an NG and will not be calculated into the grade point average.

Schools will not 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.

F.S. 1003.437), F.S. 1003.33(2)

WEIGHTED GRADE POLICY

The following guidelines regarding the weighting of grades shall be utilized at each district high school.

1. The courses to be weighted shall be those designated by the State of Florida Department of Education as “Level Three” courses.
2. Weighting shall be applied as follows:
 - a. All Level Three courses including International Baccalaureate (IB), Advanced Placement (AP), Academic Dual Enrollment (those that apply toward an Associate of Arts degree), and Honors courses will be weighted at an additional 1.0 grade point.
 - b. Beginning with students entering grade 9 in the 2006-07 school year, school districts and community colleges must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate and Advanced International Certificate of Education courses when grade point averages are calculated.
 - c. “D” grades will not receive additional weighting.
3. A course taken while such course is eligible for weighting shall remain weighted at its original level even if the course is deleted from the list of eligible courses, if the weighting changes, or if there is a policy change.
4. For students entering high school during the 2000-01 school year and thereafter, all grades will be used in the calculation of the weighted

GPA except grades of “D” or “F” that are subsequently retaken for forgiveness and a grade of “C” or better has been earned.

5. A student whose schedule changes in the middle of a semester from a weighted to an unweighted class will have the following apply: If the student has one quarter in a weighted class and one quarter in an unweighted class and takes the semester exam in the unweighted class the student will not receive weighted credit since 60% of the grade is unweighted. Conversely, a student who has one quarter in an unweighted class and one quarter in a weighted class and takes the semester exam in the weighted class may receive a weighted grade since 60% of the grade was in a weighted class. In order to receive extra weight, the final semester grade must be a C or better.
6. Weighting will apply for the purposes of Class Rank (valedictorian, salutatorian, top 10%, etc.) Spring awards will be based on calculations at the end of the 7th semester .
7. Any School Board policy, plan, or approved waiver that modifies this weighted grade policy must be made prior to the end of the first semester of the preceding year in order to give parents and students ample time to consider course selections for the following year. No change in this policy will become effective during the course of any school year. Changes will only become effective for the following school year.
8. Any changes in weighted grade policy would become effective with the incoming freshman class.

F.S. 1003.437

PROMOTION AND GRADE CLASSIFICATION

In order to be promoted to the next grade of high school, a student must attain the following criteria:

- | | | |
|------------------------|---|---|
| 9 th grade | - | Student must have been promoted from 8th grade |
| 10 th grade | - | Second year of high school with a minimum of 6 credits |
| 11 th grade | - | Third year of high school with a minimum of 12 credits |
| 12 th grade | - | Fourth year of high school with a minimum of 18 credits |

A student who has not earned the minimum credits for a grade level will be classified as being in the previous grade level.

STUDENT MID-TERM PROGRESS REPORTS

Student progress reports will be sent each grading period when a student is not demonstrating satisfactory progress. Effort will be made to report not only unsatisfactory work, but also exemplary achievement or significant improvement.

REMEDATION

Those students at each grade level in grades 9-12, who are at or below the minimum cumulative grade point average required for graduation, shall be identified. The School District of Indian River County shall assist such students to achieve the required cumulative grade point average by its grade forgiveness policy and summer school coursework. In addition, high schools may offer one or more other activities or class assignments as considered appropriate by the school administration.

- Special Counseling
- Extended Day Services
- Tutorial Programs
- School Sponsored Help Sessions
- Homework Hotlines
- Study Skills Classes

At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation. This notice shall contain an explanation of the policies that have been put in place to assist the student in meeting the grade point average requirement.

The school in which the student is enrolled must develop, in consultation with the student's parents, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school with flexibility in meeting the academic needs of the student and to reduce paperwork.

A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered in one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or school in meeting state and district expectations for proficiency.

Progress monitoring will take place a minimum of three times per year. The progress monitoring data will be used to evaluate and revise classroom instruction and determine individual student remediation needs.

If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s.1011.62(8) shall include instructional support services to be provided to meet the desired levels of performance. The district school board may require low-performing students to attend remediation programs held before and after regular school hours or during the summer if transportation is provided.

For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The reading courses shall be designed and offered pursuant to the comprehensive reading plan that is approved by the state.

For each year in which the student scores at Level 1 or Level 2 on FCAT Mathematics, the student shall receive remediation the following year. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

F.S. 1008.25(4)(a)(b)(c)

HONOR GRADUATE DESIGNATION

A student may qualify as an honor graduate by receiving no less than eleven credits in courses, which have been designated as having rigorous content. The School Advisory Council at each high school may designate a list of specific courses that will qualify Honor Graduate designation or the school may use all Level Three courses designated by the Department of Education. The Level Three courses include all Advanced Placement, International Baccalaureate, Honors, and Academic Dual Enrollment courses.

A student must have an overall GPA of no less than a 3.0 (on a 4.0 scale) and must have received a grade of no less than a "C" in any course specified as an Honor Graduate course.

HOME EDUCATION STUDENTS PART TIME ENROLLMENT

Students who are participating in a Home Education Program in accordance with Florida Statutes may be admitted to the public high schools of the district on a part-time basis. Students in home education who wish to attend public school must have met the criteria for a home education program during the entire semester immediately prior to the time of admission. In addition, they must meet the same registration requirements as full time students, including immunizations, and enroll for and attend at least one regularly scheduled class at the school. Students must register prior to the start of the semester they wish to attend. However, students who are enrolled in the public schools full time will be given priority in course registration.

Home education students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Attendance on a part-time basis does not entitle the student to participate in non-interscholastic extra curricular activities, including graduation.

Florida Statutes permit eligible home education students to participate in interscholastic extracurricular activities at the high school level. Some non-athletic extracurricular activities require enrollment in a specific high school course or courses. In those cases, eligible home education students will be permitted to enroll in the appropriate courses on a space available basis. The approval of the principal is required.

For participation in an interscholastic extracurricular activity, students must meet the requirements for home education as outlined in Florida Statutes *1002.41* and *1006.15* and all other eligibility requirements for participation as designated by state statutes or the Florida High School Activities Association or any other association that governs the district's interscholastic extra-curricular activities.

Home Education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.
F.S. 1007.27(4)

PERFORMANCE BASED DIPLOMA REQUIREMENTS

A diploma will be awarded when a student meets the following requirements.

1. Successfully pass the Grade 10 Florida Comprehensive Assessment Test (FCAT) or receive a concordant score on an assessment that meets graduation requirements.
2. Successfully pass GED.
3. Successfully complete six vocational courses, including certification in one area, which indicates that the student is proficient for employment in a specific work area.

While this state approved program is not credit based, credits and grades are recorded for the Performance Based Diploma Program. In the event a student returns to the regular credit-earning program, credit will be earned when a teacher certifies that a student has satisfactorily met the District Student Performance Standards for that course. The student's progress of performance is recorded and filed as "satisfactory" or "unsatisfactory." The unsatisfactory remains until the student masters the skills and obtains a "satisfactory grade" for the course.

Performance Based students will be assigned a teacher-counselor who will meet with the students to teach employability skills and conduct group, individual, and career counseling. All students enrolled in the Performance Based Program will choose and be required to be certified by a vocational/sponsor in at least one vocational area.

Students enrolled in this program will not be permitted to graduate before the graduation date of his/her regular class.

The district, together with any high school in the district, may submit to the state for approval additional GED Exit Options for students who are overage for their cohort group.

THE FLORIDA VIRTUAL SCHOOL

Student may earn high school credit through the Florida Virtual School that is an accredited school funded by the Department of Education. Because of the unique nature of this program, approval of the principal or guidance counselor is required to ensure that the courses meet the student's expectations, academic needs and/or graduation requirements. Students may take courses from the Virtual School on campus during school hours or

after school hours in addition to the regular school day or through summer school enrollment.

F.S. 1002.37(1)(b)1,2, F.S. 1002.37(2)(g)

ADULT EDUCATION HIGH SCHOOL CLASSES

Although there is no full time Adult High School, a limited number of high school courses will be offered through the Adult Education Program to students who are second semester juniors or are seniors and are behind in credits or whose grade point average puts them in jeopardy of not receiving a standard diploma. Permission of the principal and guidance counselor is required.

ARTICULATED ACCELERATION

It is the intent of the Legislature that a variety of acceleration mechanisms be available for secondary and post secondary students attending public educational institutions. It is intended that the articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the awarding of a high school diploma and a post secondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. Among the mechanisms for accelerated articulation are: 1) Dual Enrollment; 2) Early Admission; 3) Advanced Placement; 4) the International Baccalaureate Program; 5) Credit by Examination, and 6. the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for acceleration. At the beginning of each school year, the parents of all students in or entering high school will be informed of the opportunities and benefits of accelerated articulation.

F.S. 1007.27, 1003.02(1)(i)

INTERINSTITUTIONAL ARTICULATION AGREEMENT

The Superintendent of Schools and the President of the Indian River Community College shall establish an articulation committee to develop a comprehensive inter-institutional articulation agreement for the school district

The district inter-institutional articulation agreement shall be completed prior to fall registration each year. The agreement will include:

- A ratification of all existing agreements
- Courses and programs available to eligible dual enrollment students

- Eligibility criteria for student participation in dual enrollment
- The process by which students and their parents exercise their option to participate in an articulated acceleration program
- High school credits earned for completion of each dual enrollment course
- Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of s1003.43 F.S.
- Eligibility criteria for student participation in dual enrollment courses and programs
- Institutional responsibilities regarding student screening prior to enrollment and monitoring student progress
- Identification of the criteria by which the instructional quality of dual enrollment courses and programs are to be judged and delineation or responsibilities for maintenance of quality.
- Delineation of the institutional responsibilities of the costs of dual enrollment courses and programs including responsibilities for student instructional materials
- Responsibility for providing transportation if the dual enrollment is conducted at a facility other than the high school campus
- Process for converting college credit hours earned through dual enrollment and early admission program to high school credit based on mastery of course outcomes

Beginning with students entering grade 9 in the 2006-07 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate and Advanced International Certificate of Education courses when grade point averages are calculated.

F.S. 1007.235(1)(2)

DUAL ENROLLMENT

The School Board of Indian River County and Indian River Community College shall co-sponsor appropriate college courses in high schools during the normal class hours, after normal class hours, and during the summer term when requested by the principal.

In addition, college level courses that lead to an associate degree or vocational certification will be available on one of the campuses of Indian River Community College. Students enrolled in co-sponsored classes shall earn both high school credits from the Indian River County School Board and college credit from Indian River Community College if they meet at least the minimum requirements for satisfactory completion of such classes. No fees will be assessed for high school students enrolled in these co-sponsored

classes. The State Articulation Coordinating Committee (ACC) will determine the approved list of courses and the high school subject area where the course may be applied. The list of courses will be part of the annual Inter-institutional Acceleration Agreement.

Students who enroll in college credit dual enrollment classes must have completed the ninth grade unless the principal makes an exception. In addition, the Department of Education has adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Students who are seeking college credit dual enrollment status must have a high school un-weighted grade point average of 3.0 or above (on a 4.0 scale) and satisfactory scores on the College Entry Level Placement Test.

Students who enroll in vocational dual enrollment classes must have a high school un-weighted grade point average of 2.0 or above (on a 4.0 scale). In addition, the student must demonstrate readiness for vocational-level college coursework.

Passing grades received in dual enrollment courses may be accepted for high school graduation where an equivalent high school course is identified. Three college semester hours shall be considered equivalent to one-half high school credit and six college semester hours shall be equivalent to one high school credit unless otherwise designated by the State Articulation Coordinating Committee. The district and schools will be informed of those courses and will award a full credit for them beginning in the 2002-2003 school year.

Vocation–preparation instruction, college preparatory instruction and physical education courses that focus on the physical education skill rather than the intellectual attributes of the activity are ineligible for the inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Vocational dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective courses toward the high school diploma.

School districts and community colleges must weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

F.S. 1007.271

EARLY ADMISSION FULL TIME DUAL ENROLLMENT

Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition and laboratory fees. An eligible high school student may be enrolled as a full time dual enrollment student at Indian River Community College or any other Florida college or university with which the School District of Indian River County has a current inter-institutional articulation agreement if accepted by that institution. In order to be enrolled as a full time dual enrollment student, the following requirements must be met.

- The student must have an un-weighted GPA of 3.0 based on a 4.0 scale.
- The student must be accepted as a full time dual enrollment student by Indian River Community College or a Florida college or university with which the School District of Indian River County has current articulation agreement.
- The high school principal must approve of the full time dual enrollment program.

GRADUATION UNDER EARLY ADMISSION AND ADVANCED STUDIES THROUGH OTHER COLLEGES AND UNIVERSITIES

No student shall be admitted to the early admission and advanced studies program of any college or university without the approval of the high school principal.

1. Consideration of any application by the principal will be based on the following requirements:
 - a) The student must have an un-weighted GPA of 3.0 based on a 4.0 scale
 - b) The student must be accepted by a post-secondary institution authorized under Florida law; or accredited by the Southern Association of Colleges, and Schools or a comparable regional accrediting agency.
2. The principal is authorized to approve the fulfillment of graduation requirements and to award a diploma of graduation to the student at the graduating of his regular class or at a later convenient time pursuant to the state board of education regulations.

3. The School District of Indian River County is not responsible for tuition, fees, books or supplies for students who are enrolled in an early admission program through a college or university with which the district has no inter-institutional articulation agreement.

ADVANCED PLACEMENT

Advanced Placement is the enrollment of an eligible secondary student in a course being offered through the Advanced Placement Program administered by the College Board. Post secondary credit for an advanced placement course shall be limited to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. The postsecondary course for which the student receives credit, shall be determined by the college or university that accepts the student for admission. Students shall be exempt from the payment of any fees.
F.S. 1007.27(6)

DUAL ENROLLMENT AND ADVANCED PLACEMENT INSTRUCTION

A school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in s1001.62F.S. however, no student shall be funded through both.

Post secondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement, based on student preference. An award of advanced placement credit will be limited to those students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit, based on completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.
F.S. 1007.272(1)

THE INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Program is the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered through the International Baccalaureate Office. The State Board of Education shall establish rules that specify the cutoff scores and International Baccalaureate Examinations, which will be used to grant postsecondary credit at Community Colleges and Universities. The specific postsecondary course for which a student shall receive credit, shall be determined by the college or university that accepts the student for admission. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

F.S. 1007.27(8)

CREDIT BY EXAMINATION

Credit by examination is the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on a nationally standardized general or subject-area examinations as delineated by the State Board of Education in the statewide articulation agreement. Students with strong content background in a subject area can earn credit through an examination program administered by the college they attend. One such program is the College-Level Examination Program (CLEP). Students participating in the CLEP are awarded credit on the basis of scores achieved on an examination. Candidates for the CLEP may include students who have completed an AP course, but did not take or earn a qualifying score on the AP exam. Other students who may have had several high school courses in one particular area may wish to take a CLEP exam. CLEP offers another option for students to earn postsecondary credit for their efforts at the high school level.

F.S. 1007.27(7)

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION

Advanced International Certificate of Education Program is the enrollment of eligible secondary students in a program of studies offered through the advanced International Certificate of Education administered by the

University of Cambridge Local Examinations Syndicate. While the School District of Indian River County currently has no schools operating under this program, transfer credits from will be accepted from other high schools and will be weighted appropriately.

F.S. 1007.27(9)

STATE BOARD OF EDUCATION REVIEW

The State Board of Education shall conduct a review of the extent to which acceleration mechanisms authorized by statute is utilized by the school districts and the public postsecondary institutions.

The report will include ongoing activities and a plan to increase and enhance the use of accelerated mechanisms as a way to shorten the length of time and the funding required for a student, including a student with a documented disability, to obtain a postsecondary degree.

The review and plan shall address but are not limited to:

- The manner in which students, including students with disabilities, are advised regarding the availability of accelerated mechanism options
- The availability of options to eligible students who wish to participate
- The grading practices, including the weighting of courses, of school districts and postsecondary institutions with regard to credit earned through accelerated mechanisms
- The extent to which credit earned is used to meet the general education requirements of a public postsecondary educational institution
- The extent to which instruction could be offered at sites other than public school sites
- The manner in which funding for instruction is provided
- The feasibility of providing students, including those with a disability, the option of choosing Advanced Placement credit or College Level Examination Program (CLEP) credit as an alternative to dual enrollment upon completion of a dual enrollment course

F.S. 1007.27 (11)

TRANSFER STUDENTS

Grade level placement and acceptance of credits for transfer students will be in accordance with the following:

1. Evidence of work or credits offered for acceptance shall be based on an official transcript or cumulative folder and shall be accepted at face value subject to validation for school's accreditation. If validation is 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 Section 2.
2. Validation of credits shall be based on performance 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 Section 3.
3. If validation based on performance is not satisfactory or is not an option because a course is not part of a sequence, or the student is not continuing the sequence, then one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:
 - a. Portfolio evaluation by the Superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area tests;
 - e. Demonstrated proficiencies on the FCAT; or
 - f. Written review of the criteria utilized for a given subject provided by the former school.
4. Credits earned by a home education student through the Florida Virtual School or through a Florida community College will be accepted at face value. Home education students are eligible to participate in dual enrollment, vocational dual enrollment, early admission and credit by examination.
5. Work and credits transferred from other states shall be evaluated in terms of the requirements of the state where such credit was earned, and district graduation requirements are not retroactive. Students

who enter a Florida public high school at the eleventh or twelfth grade from out-of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if they would have met graduation requirements from 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. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT specified in s 1008.22(3), or an alternate assessment as specified in s 1008.22(9).
F.S. 1003.433 (1), 6A-1.09941 F.A.C.

EXCEPTIONAL STUDENT EDUCATION

The progression plan for exceptional students has been designed to accommodate the varied needs of students who require educational modifications in order to achieve. This plan will ensure that students in exceptional education who receive a standard diploma will attain equivalent competencies prescribed for non-handicapped students and that students receiving other than a standard diploma or certificate of completion will attain the acceptable level of competency prescribed for that diploma option.

COURSE ADAPTATIONS FOR EXCEPTIONAL STUDENTS

Adaptations to courses may be defined as:

- accommodations – changes in how material is presented or learned and how the student mastery of coursework is demonstrated
- modifications – changes in what material is presented and learned and how the student mastery of modified coursework is demonstrated

Note: Students receiving accommodations are typically following the same Sunshine State Standards as those required of general education students. Students receiving modifications are typically following the Sunshine State Standards for Special Diploma.

Accommodations are provided in basic and vocational courses as necessary to assure exceptional students the opportunity to meet graduation requirements for a standard diploma. Accommodations do not include modifications to the curriculum frameworks or Sunshine State Standards. Accommodations to courses may include, but are not limited to the following:

- instructional time may be increased or decreased
- instructional methodology may be varied
- special communications systems may be used by the teacher or the students
- classroom and district assessment procedures may be varied as specified in Rule 6A-1.0943, FAC, to accommodate the student with special needs.

Vocational courses are modified as necessary to assure students with disabilities the opportunity to meet graduation requirements for a standard or special diploma. Modified course outcomes are specified in the Individual Education Plan and must be completed for the student to receive course credit.

When adapting basic courses, one of the following strategies is utilized:

- assignment of the student with disabilities to an exceptional education class for instruction in a basic course with the same Sunshine State Standards as those required in the Student Progression Plan of general education students
- assignment of the student with disabilities to a basic class that is modified to meet the individual needs of the student.

The strategy determination is based on an assessment of individual student needs and is reflected in the student's Individual Education Plan.

FS 1003.43

PROMOTION OF EXCEPTIONAL STUDENTS

Promotion is based upon the satisfactory completion of the approved materials and/or textbooks for the assigned ESE grade level based on the district's grading system.

RETENTION/ASSIGNMENT OF EXCEPTIONAL STUDENTS

Elementary and Middle: Refer to the Individual Education Plan (IEP) Committee.

High School: Refer to Student Progression Plan – Grades 9 – 12. (Student Diploma)

The school district may exempt students with disabilities in grade 3 who demonstrate a continued deficiency in reading from mandatory retention only for good cause. These good cause exemptions are now specific in statute and are limited to the following:

1. students with disabilities, whose individual education plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule
2. students with disabilities who participate in FCAT and who have an individual educational plan or a Section 504 plan that reflects they have received intensive remediation in reading for more that two years but still demonstrate a deficiency in reading and were previously retained in grades K, 1, or 2.

EXTENDED SCHOOL YEAR

Extended school year services may be provided for any student who would severely regress in his/her skills and overall functioning as demonstrated by supporting documentation to include the objectives on an IEP or a Summary of Skills or lack thereof.

GRADUATION OPTIONS FOR EXCEPTIONAL STUDENTS (HIGH SCHOOL)

• STANDARD DIPLOMA

A standard high school diploma will be awarded to students who meet the credit requirements and demonstrate mastery of the State Student Performance Standards that apply, have the state required grade point average and pass the state required test.

1. An ESE student who passes a standard diploma course(s) can apply that course(s) to fulfill the requirements for the other than standard diploma.
2. An ESE student enrolled in other than a standard diploma course who has not completed that course can transfer into the equivalent standard diploma course.
3. Emotional/Behavioral Resource students should be staffed into Social and Personal Skills (ESE 7963070) which will be counted as an elective.
4. Students in the Emotional/Behavioral Self-Contained Program seeking a standard diploma should be staffed into social and Personal Skills (ESE 7963070) in the ninth and tenth grades. The course may be taken all four years and count towards graduation as an elective.

A standard diploma course may be taught by either general education or ESE teacher(s).

• OTHER THAN STANDARD DIPLOMA (SPECIAL DIPLOMA)

An other than standard diploma may be issued to students in the following programs:

- Educable Mentally Handicapped
- Trainable Mentally Handicapped
- Hearing Impaired (deaf or hard of hearing)
- Physically Impaired
 - Orthopedically Impaired
 - Traumatic Brain Injury
 - Other Health Impaired
- Specific Learning Disabilities
- Emotional/Behavioral Disabilities
- Dual Sensory Impaired
- Language Impaired
- Profoundly Handicapped
 - Autistic
 - Profoundly Mentally Handicapped

1. A student with disabilities who has not completed a standard diploma course may transfer to an other than standard diploma course (special diploma) and apply any passed Sunshine State Standards for general education to the Sunshine State Standards for Special Diploma.
2. Documentation to determine mastery of Sunshine State Standards for Special Diploma for each course will be the responsibility of the teacher(s) and must be included in the student's permanent records (checklists, etc.). The teacher certifying mastery must date and sign the standard when mastery is achieved.

HIGH SCHOOL SPECIAL CERTIFICATE OF COMPLETION REQUIREMENTS

- A student classified as trainable mentally handicapped or profoundly handicapped ~~will~~ may be issued a Special Certificate of Completion and may participate in commencement exercises when he/she has mastered 70% of his/her twelfth grade Individualized Educational Plan skills if he/she is unable to meet the requirements of the special diploma. A student classified as educable mentally handicapped, trainable mentally handicapped, deaf, specific learning disabled, or emotional/behavioral disabled may be issued a Special Certificate of Completion when:
 1. all local course requirements have been met, but he/she is unable to master the Sunshine State Standards for Special Diploma; or
 2. the student has demonstrated to the satisfaction of a review committee consisting of Parent, Principal/Designee, ESE Administrator that the basic life skills have been mastered and are being applied.

Where a pupil files a written request from his parent or guardian and a written statement from a licensed practicing physician certifying that a required course would be physically or mentally harmful to him, the principal shall grant an exemption from taking the course; provided, that such documents are made a part of the student's records; provided further, that no exemption shall be granted for any other course required by law. Where such an exemption is granted the principal shall determine the course, which the student will take in lieu of the required course.

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MINIMUM SUBJECT AREA REQUIREMENTS FOR OTHER THAN STANDARD DIPLOMA

SPECIAL DIPLOMA OPTION 1

Completion of Sunshine State Standards for Special Diploma and 19-24 credits including:

SUBJECT AREAS *Exceptional Education Courses*

Language Arts (2 credits of reading may be substituted.)	3 credits
Mathematics	2 credits
Life Management and Transition (ESE)	1 <i>credit</i> or
Life Management	.5 credit
Post-school Adult Living	2 credits
Practical Technology	1 credit
Vocational/Career Courses	2+ credits
Employability Skills	1
Additional Vocational or Elective Courses	7+ credits

General education courses may be substituted for exceptional education courses.

Exception to requirements can only be modified with approval from the Executive Director of Exceptional Student Education.

HIGH SCHOOL SPECIAL DIPLOMA OPTION 2

SPECIAL DIPLOMA OPTION 2 is an individually designed diploma option that may meet the needs of young adults with disabilities in accordance with their IEP. A student who is classified, in accordance with the rules established by the State Board of Education, as educable mentally handicapped, trainable mentally handicapped, deaf or hard-of-hearing, physically impaired, language impaired, emotional/behavior disabled, specific learning disabilities, dual sensory impaired, or profoundly handicapped (i.e., severely emotionally disturbed, autistic, or profoundly mentally handicapped) may be issued an Option 2 Diploma and may participate in commencement exercises when the following requirements are met:

- successful employment in the community for a minimum of one semester, at or above minimum wage.
- achievement of annual goals and short-term objectives related to employment and community and community competencies specified on their Employment and Community Competencies Plan.

A student in 9th grade may begin the course of study that may lead to graduation under Option 2. A letter of explanation regarding diploma options will be sent to parents prior to the IEP meeting where Option 2 will be considered. Parent participation in the decision for a student to begin this course of study will be solicited through standard IEP procedures for parent involvement.

Mastery of community and employment competencies listed on the Plan will be certified by a team of teacher/educators. This certification will require the date of certification and the signature of the persons certifying the competencies.

A student may transfer from Special Diploma Option 1 to Option 2 if the Transition IEP team determines a need for competency based educational placement. An assessment of competencies gained in previous credit based classes will be documented on the Plan.

The School Board's requirements for demonstration of mastery of specified employment and community competencies ensure:

1. The student has achieved all the annual goals and short-term objectives, which were specified on the IEP, related to the employment and community competencies.
2. The student is employed in a community-based job, for the number of hours per week specified in the training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.

3. The student has mastered the employment and community competencies specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
 - a. The expected employment and community competencies
 - b. The criteria for determining and certifying mastery of the competencies
 - c. The work scheduled and minimum number of hours to be worked per week; and
 - d. A description of the supervision to be provided by school district staff.

4. Student mastery of performance standards may be documented through tracking sheet checklist, grades, or samples of student work. Written documentation of student mastery must minimally include the date each standard was mastered, and the sign off by the teacher who verified mastery. Written documentation shall be maintained until the student has graduated.

A student may transfer from Option 2 to Special Diploma Option 1 or a Standard Diploma with the understanding that 19-24 credits are required for Special Diploma Option 1 and 24 credits are required for Standard Diploma graduation. (See Special Diploma to Standard Diploma transfer requirements.)

A student may graduate prior to his/her peers with the permission of the principal.

For more specific information, see School District of Indian River County Special Diploma Option II procedural manual.

FS 1003.438

Student Progression Plan

Appendix A

Indian River County

Semester Grades - Grade 6

Nine Week Grades	Semester Grade
A+ & A+	A
A+ & A	A
A+ & B+	A
A+ & B	A
A+ & C+	B
A+ & C	B
A+ & D+	B
A+ & D	B
A+ & F	C
A & A	A
A & B+	A
A & B	A
A & C+	B
A & C	B
A & D+	B
A & D	B
A & F	C
B+ & B+	B
B+ & B	B
B+ & C+	B
B+ & C	B
B+ & D+	C
B+ & D	C
B+ & F	C
B & B	B
B & C+	B
B & C	B
B & D+	C
B & D	C
B & F	C
C+ & C+	C
C+ & C	C
C+ & D+	C
C+ & D	C
C+ & F	D
C & C	C
C & D+	C
C & D	C
C & F	D
D+ & D+	D
D+ & D	D
D+ & F	D
D & D	D
D & F	D
F & F	F

Numeric Scale	
100-98	A+
97-90	A
89-88	B+
87-80	B
79-78	C+
77-70	C
69-68	D+
67-60	D
59-0	F

*Note - A nine week or unit test will be given during the scheduled time for semester exams

Student Progression Plan

Appendix B

Indian River County

Semester Grades - Grade 7

Nine Week Grades	Exam Grade					SEMESTER GRADE
	A	B	C	D	F	
A+ & A+	A	A	A	A	A	SEMESTER GRADE
A+ & A	A	A	A	A	A	
A+ & B+	A	A	A	B	B	
A+ & B	A	A	B	B	B	
A+ & C+	B	B	B	B	B	
A+ & C	B	B	B	B	B	
A+ & D+	B	B	B	B	C	
A+ & D	B	B	B	C	C	
A+ & F	C	C	C	C	F	
A & A	A	A	A	A	B	
A & B+	A	A	B	B	B	
A & B	A	B	B	B	B	
A & C+	B	B	B	B	B	
A & C	B	B	B	B	B	
A & D+	B	B	B	C	C	
A & D	B	B	C	C	C	
A & F	C	C	C	C	F	
B+ & B+	A	B	B	B	B	
B+ & B	B	B	B	B	B	
B+ & C+	B	B	B	B	C	
B+ & C	B	B	B	C	C	
B+ & D+	B	C	C	C	C	
B+ & D	C	C	C	C	C	
B+ & F	C	C	C	C	F	
B & B	B	B	B	B	B	
B & C+	B	B	B	C	C	
B & C	B	B	C	C	C	
B & D+	C	C	C	C	C	
B & D	C	C	C	C	C	
B & F	C	C	C	D	F	
C+ & C+	B	C	C	C	C	
C+ & C	C	C	C	C	C	
C+ & D+	C	C	C	C	D	
C+ & D	C	C	C	C	D	
C+ & F	C	D	D	D	F	
C & C	C	C	C	C	C	
C & D+	C	C	C	C	D	
C & D	C	C	C	D	D	
C & F	D	D	D	D	F	
D+ & D+	C	C	D	D	D	
D+ & D	C	D	D	D	D	
D+ & F	D	D	D	D	F	
D & D	D	D	D	D	D	
D & F	D	D	D	D	F	
F & F	F	F	F	F	F	

Numeric Scale	
100-98	A+
97-90	A
89-88	B+
87-80	B
79-78	C+
77-70	C
69-68	D+
67-60	D
59-0	F

Students must earn a passing grade in 2 of the 3 areas reported in order to receive a passing grade for the semester.

Student Progression Plan

Appendix C

Indian River County

Semester Grades - Grade 8-12

Nine Week Grades	Exam Grade						SEMESTER GRADE
	A	B	C	D	F	FF	
A+ & A+	A	A	A	A	B	B	SEMESTER GRADE
A+ & A	A	A	A	A	B	B	
A+ & B+	A	A	B	B	B	B	
A+ & B	A	A	B	B	B	B	
A+ & C+	B	B	B	B	B	C	
A+ & C	B	B	B	B	B	C	
A+ & D+	B	B	B	C	C	C	
A+ & D	B	B	B	C	C	C	
A+ & F	B	C	C	C	F	F	
A & A	A	A	A	B	B	B	
A & B+	A	A	B	B	B	B	
A & B	A	B	B	B	B	B	
A & C+	B	B	B	B	B	C	
A & C	B	B	B	B	C	C	
A & D+	B	B	B	C	C	C	
A & D	B	B	C	C	C	C	
A & F	C	C	C	C	F	F	
B+ & B+	B	B	B	B	B	C	
B+ & B	B	B	B	B	B	C	
B+ & C+	B	B	B	C	C	C	
B+ & C	B	B	B	C	C	C	
B+ & D+	B	C	C	C	C	C	
B+ & D	B	C	C	C	C	C	
B+ & F	C	C	C	C	F	F	
B & B	B	B	B	B	C	C	
B & C+	B	B	B	C	C	C	
B & C	B	B	C	C	C	C	
B & D+	B	C	C	C	C	C	
B & D	C	C	C	C	C	D	
B & F	C	C	C	D	F	F	
C+ & C+	B	C	C	C	C	C	
C+ & C	B	C	C	C	C	C	
C+ & D+	C	C	C	C	D	D	
C+ & D	C	C	C	C	D	D	
C+ & F	C	C	D	D	F	F	
C & C	C	C	C	C	C	D	
C & D+	C	C	C	C	D	D	
C & D	C	C	C	D	D	D	
C & F	C	D	D	D	F	F	
D+ & D+	C	C	D	D	D	D	
D+ & D	C	C	D	D	D	D	
D+ & F	D	D	D	D	F	F	
D & D	C	D	D	D	D	F	
D & F	D	D	D	D	F	F	
F & F	F	F	F	F	F	F	

Numeric Scale

100-98	A+
97-90	A
89-88	B+
87-80	B
79-78	C+
77-70	C
69-68	D+
67-60	D
59-0	F

Students must earn a passing grade in 2 of the 3 areas reported in order to receive a passing grade for the semester.

FF = "Effortless F" for Semester Exam Grade \leq 33% (Not used for 9 weeks grades).