

School District of Indian River County

Student Progression Plan



2021-2022

www.indianriverschools.org

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Introduction

The School District of Indian River County Student Progression Plan is designed to provide valuable information for school personnel, students, families, and interested citizens about student progression from grade to grade and graduation requirements. Satisfactory progress through the system depends on the combined efforts of students, parents, professional educators and the School Board.

This plan considers the best interest of our students and complies with state statutes and State Board of Education directives. As with all policy handbooks, periodic review and revision is undertaken to remain consistent with the intent of our local school board and legislative actions.

The document is divided into sections to facilitate location of specific information. The introduction provides information that is applicable to all grade levels.

This document along with School Board policies and district procedures guides our staff as we strive to educate and inspire every student to be successful.

The School District reserves the right to make changes that will help to clarify any technical guidance that is presented to the district from the Florida Department of Education.

Responsibilities Related to Student Progression

1. Principal

- a. Administer the plan within the school.
- b. Assist and supervise teachers in utilizing the State of Florida adopted curriculum standards, curriculum guides, scope and sequence charts, Florida Standards Assessment (FSA) item specifications, management systems, curriculum frameworks, course student performance standards, and to assist and supervise teacher preparation of additional subject goals and objectives.
- c. Make the final decision regarding the assignment of specific students.
- d. Inform parents/guardians of student progress and of the possible retention of their child as soon as possible.
- e. Make available to all parents/guardians and students a copy of the Student Progression Plan.

2. Teacher

- a. Use the State of Florida adopted curriculum standards, curriculum frameworks, and course standards.
- b. Align student evaluation to Florida Standards, FSA item specifications, and district programs.
- c. Utilize all available data including achievement and assessment test results, progress tests, daily assignments, teacher observations, portfolios, past performance and other available information to plan instruction and evaluate student performance.

- d. Determine a student's grades and follow established district and school procedures for reporting and recording them.
- e. Advise the principal regarding grade level assignment of students.
- f. Inform parents/guardians of student progress and seek their assistance in meeting student needs.
- g. Help students acquire study skills and self-discipline needed to complete coursework successfully.
- h. Schedule conferences with parents if progress reports indicate their child is having difficulty.
- i. Follow the Plan as it pertains to grade level assignment.

3. Parent/Guardian

- a. Require consistent school attendance by the student.
- b. Assist their child in developing good study and work habits, self-discipline and respect for school and school personnel.
- c. Review official grade reports from the school and schedule conferences with teachers if such reports indicate that the student is having difficulty.
- d. Honor requests for conferences from school officials whenever possible.
- e. Respond promptly to all requests from the school for information.
- f. Stay informed of their child (ren)'s progress through scheduled parent-teacher conferences, progress reports, report cards, and communications from the schools.

4. Student

- a. Try to accomplish all objectives in each subject.
- b. Maintain good attendance.
- c. Take home to parents/guardians all progress reports, report cards and other communications from the school.
- d. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school related problems.
- e. Make his/her best effort in taking all assessments.

General Information

Entrance Requirements

1. Mandatory School Age

Florida Law (s. 1003.21, F.S.) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

2. Kindergarten Admission

s. 1003.21(1)(a)2, F.S. specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year based on rules prescribed by the School Board. Students are eligible for kindergarten attendance provided they meet the age requirement. There is no early entry into kindergarten. Florida Statutes or State Board of Education Rules do not include any provision to waive the age requirement for kindergarten enrollment.

3. Proof of Residency

Verification of a parent or guardian's residence shall be required at the time the child registers for school. Verification of residence may also be required at any other time at the discretion of the Superintendent or designee.

4. Requirements to Enroll a Student in a Florida School

- a. Proof of age. A certified birth certificate for US citizens may be requested online at: <http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm>. If a birth certificate is not available refer to s. 1003.21, F.S., for other acceptable documentation.
- b. A Florida Certificate of Immunization, Form 680, completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the public. Information on Florida school immunization requirements is available at: http://www.doh.state.fl.us/Family/school/parent/parent_info.html.
- c. Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. If the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at: <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/documents/school-health-entry-exam-form-dh3040-chp-07-2013.pdf>
- d. Official documentation that the parent(s) or guardian(s) is a legal resident(s) of the school district attendance area.
- e. Please review School District of Indian River County Board Policy 51111.01 Homeless Students for requirements related to children who are experiencing homelessness.

5. First Grade Admission

Per s. 1003.21, F.S., any child who has attained the age of six (6) years on or before September 1st of the school year and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1st and has satisfactorily completed the requirements for kindergarten in a nonpublic school, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the District's Student Progression Plan.

Students transferring to first grade from a kindergarten program other than the one offered by the District will need written verification of satisfactory completion of kindergarten from the public or nonpublic school attended.

Students who were to begin Kindergarten in 2020-2021 but did not attend public school due to COVID-19 must begin 2021-2022 in Kindergarten. Within the first 30 instructional days, a parent may request the student to be referred to the school's child study team to evaluate whether the student would be academically successful in first grade, and a student may be promoted to first grade within the 1st quarter if it is determined [SD1]by the Child Study Team that the student is academically ready for first grade.

6. Underage Transfers from Out-of-State Kindergarten to First Grade

Per Rule 6A-1.0985, Florida Administrative Code (F.A.C.), entry into kindergarten and first grade by Out-of-State Transfer Students, kindergarten and first grade students transferring from another state who do not meet the Florida age requirements must comply with rules established by the Florida Department of Education.

- a. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (c).
- b. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the School Board. Prior to admission, the parent or guardian must also provide the data required in subsection (c).
- c. To be admitted to Florida schools, a student transferring from an out-of-state school must provide the following data:
 - i. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - ii. An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - iii. Evidence of immunization against communicable diseases as required in s. 1003.22, F.S.;
 - iv. Evidence of date of birth in accordance with s. 1003.21, F.S.; and
 - v. Evidence of a medical examination completed within the last twelve (12) months in accordance with s. 1003.22, F.S.

7. Initial Entry to Grades K to 8

Students transferring within county district schools in grades kindergarten through eight will be eligible for the previous district school's recommended grade placement if the district criteria for transfer are met.

- a. The principal shall require that any student entering a Florida school for the first time present a certificate of immunization that shall include: diphtheria, pertussis, tetanus (DPT), poliomyelitis, rubella, and mumps. However, any child shall be exempt from the requirement upon written request of the parent or guardian of such child stating objections on religious grounds, or if a competent medical authority certifies in writing that the child should be exempt for medical reasons.
- b. The principal shall require that any student entering a Florida school for the first time present a certification of a school entry medical examination performed within the twelve (12) months prior to enrollment in school. This medical examination shall be on a form provided by the Indian River County Health Department. A medical examination is acceptable based on a school record or out-of-state doctor's record but must be kept separate for review and certification by the school nurse.
- c. A child may be exempt from the required physical examination and/or immunization upon written request of the parent or guardian of such child stating objection to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.
- d. Children entering the District shall comply with s. 1003.21, F.S. and s. 1003.22, F.S.

8. Evidence of Birth

All students entering the District (K-12) for the first time will be required to submit evidence confirming date of birth. If the first prescribed evidence is not available, the next evidence in the order set forth below shall be accepted:

- a. Duly attested transcript of the child's birth record filed per law (birth certificate). A duly attested transcript of a certificate of baptism must show the date of birth and place of baptism of the child accompanied by an affidavit sworn to by the parent.
- b. An insurance policy on the child's life which has been in force for at least two (2) years.
- c. A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent.
- d. A passport or certificate of arrival in the United States showing the age of the child.
- e. A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth.
- f. If none of these evidences can be produced, an affidavit of age, sworn to by the parent, accompanied by a certificate of age signed by a public health officer or a licensed physician or county health official which shall state that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

Home Education – s.1002.01, F.S.

Per s. 1002.01, F.S. students enrolled in a home education program complete sequentially progressive instruction directed by his/her parent to satisfy the attendance requirements (s. 1002.41, F.S.). Residency verification rules apply per State law and Policy 5112 (Entrance Requirements), and parents shall comply with accountability requirements set forth in s. 1003.26(1, f), F.S. Notice of home education must be filed in the Superintendent's office within thirty (30) days of the establishment. Additional information or verification is required if a student chooses to participate in a District program or service. Parents must file a written notice of termination of the home education program and a copy of the student's Annual Educational Evaluation within 30 days of program completion.

- A. Portfolios – The parent must maintain a portfolio including educational activities logs and samples of work and materials used or developed by the student. The parent will preserve the portfolio for two (2) years and make it available upon fifteen (15) days' written notice.
- B. Annual Educational Evaluation – An academic teacher certified by the State of Florida, selected by the parent, shall evaluate the student's educational progress. The student shall take any national and State student achievement or assessment test in accordance with State policy. All evaluation measures will be approved by the Superintendent and evaluators shall hold valid licenses according to State law. The Superintendent shall notify the parent, in writing, if the student makes inadequate progress. The parent shall have one (1) year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the one (1) year probationary period, the student shall be reevaluated as specified in State law. Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with his/her ability at the end of the probationary period.
- C. Home Education Student Participation in Certain Activities – Participation may include interscholastic extra-curricular activities; dual enrollment programs; District virtual instruction programs; Career and technical courses and programs when the student enrolls in a public school solely for career and technical courses and programs (s. 1011.62, F.S. applies); and Industry certifications, national assessments, and statewide, standardized assessments offered by the District. Students may also enroll in one (1) or more courses provided by the District for students in grades K through 12 based on available space. If the student enrolls in one (1) or more courses, the student shall be subject to the rules and expectations that apply to all other enrolled students. Academic placement of the child for the current school term will be made by the school. Parents/Guardians are responsible for the transportation of students to and from the public school, with arrival and departure times established by the principal.
- D. Exceptional Student Education – Parents who suspect that their child has a disability should (1) contact the District's exceptional student education office and request testing or evaluation or (2) contact FLDOE's regional testing and resource center for testing and evaluation. For children meeting eligibility requirements for exceptional student education, his/her parent(s) may enroll the child in the District's ESE program, choose to educate the child in a home education program, or choose to access other educational options provided by State law (e.g., Personal Learning Scholarship Account, McKay Scholarship Program, or Virtual Education). The District is not obligated to provide services to students with disabilities who are served in any way other than in the District's ESE program. The District shall provide a free appropriate public education in accordance with the terms of Policy 2460 – Exceptional Student Education, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, and any other applicable Florida and Federal laws for any child enrolled full-time.

Early Warning System- s. 1001.42 (18) (b), F.S.

A school that serves any student in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The Early Warning System must include the following early warning indicators:

1. Attendance (excused and/or unexcused and including out of school suspension days) below 90%,

2. One or more suspensions (in-school and/or out of school),
3. A Level 1 on the statewide assessments in English Language Arts and/or Mathematics or for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25 (5) (a), F.S. and
4. A failing course grade in English Language Arts or Mathematics during any grading period. The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Interstate Compact Educational Opportunity for Military Children s. 1000.36 (3), F.S.

The Interstate Compact on Educational Opportunity for Military Children removes barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

The School Board of Indian River County works with U.S. Southern Command to ensure that students who are military dependents receive the necessary support as they transition into The School District of Indian River County. Special accommodations are made for dependents of active military personnel. (Documentation of “active” military status is required). SB 1060 – ss. 1000.36, 1000.37, 51000.38, and 1000.39, F.S.

Assistance to Transitioning Students from Military Families – s. 1003.05(3), F.S.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

Attendance

School attendance is the direct responsibility of the parent(s)/guardian(s). All students are expected to attend school regularly and to be on time for classes to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. A missed school day is a lost opportunity for students to learn.

No Academic Exemptions Based on Student Attendance- s. 1003.33, F. S.

There are no academic exemptions based on student attendance. A student may not be exempt from academic performance requirements 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.

Student Placement

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. 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 Office of Curriculum and Instruction 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.

ACCEL Opportunities for Advanced Students – s. 1002.3105, F.S.

Students who are ready for advanced academic challenges will find opportunities available in all Indian River County schools through Academically Challenging Curriculum to Enhance Learning (ACCEL). Academically challenging curriculum or accelerated instruction will be available for eligible students in grades K-12.

Each school will offer:

- whole grade and midyear promotion;
- subject matter acceleration; virtual instruction in higher grade level subjects; and
- Credit Acceleration Program (CAP) under s. 1003.4295, F. S.

Eligibility Options: The eligibility requirements for ACCEL Options include:

- demonstrate exceptionally high achievement in grades and daily performance;
- score the highest level of proficiency on the FSA in ELA and mathematics for students in grades 3-6 or exhibit a similar score on an approved equivalent test or
- score in the upper 10% of a district approved standards-based test or placement test;
- consideration of a student's grade point average (GPA);
- attendance at school for 90% of the time for the previous year;
- satisfactory conduct record;
- recommendation by at least one core curricular teacher;
- recommendation from the student's guidance counselor;
- kindergarten and first grade students must meet age requirements set forth in s. 1003.21, F.S.

Parent Request for Participation in ACCEL Options:

1. Requests by parents for ACCEL Options shall be referred to the school principal, who will confer with the school-based Problem Solving/Intervention Team. The team, with input from the parent, will determine appropriate interventions to accelerate learning using resources available through the school's Multi-Tiered System of Supports (MTSS). This process will include a review of information from appropriate school personnel who instruct the student, including but not limited to the student's teacher(s), school administrator(s), and the guidance counselor. If a student participates in an ACCEL Option by parent request, a performance contract must be executed and monitored using the progress monitoring method determined appropriate by the problem solving/intervention team.

2. If the ACCEL Option chosen is the assignment of a student to a higher grade which results in the student skipping a grade or part of a grade, the student's cumulative record should include the Problem Solving/Intervention development paperwork which includes the major reasons for the assignment, the name of the principal who has the responsibility for final grade placement decisions and the accelerated placement in the higher grade. If the movement to a higher grade level results in a student attending another school, the student and parent will meet with a counselor or administrator from the new school to discuss the social/behavioral maturity and work ethic required of the new grade placement and to assist with the transition.

Classroom Transfers

If a parent makes a written request to have his or her child transferred to another classroom teacher, the Principal must approve or deny the transfer within two weeks after receiving a request. If a request is denied, the Principal must notify the parent and specify the reasons for the denial. S. 1003.3101, F.S.

Grading

Per s. 1003.33, F. S., report cards must clearly depict and grade the student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level, the student's conduct and behavior, as well as the student's attendance, including absences and tardiness.

Grades are an indication of what students know and can do in relation to the standards. Grades should be balanced among the grading categories over the course of the nine weeks/semester.

As per statute, a student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Florida Standards

The standards that establish the core content of the curricula to be taught and the core content knowledge and skills that K-12 public school students are expected to acquire are the Florida Standards, as approved by the Florida Department of Education.

Specific Requirements of the Florida Standards include:

- Rigor and relevance.
- Progression that is logical and sequential and incrementally increases students' core-content knowledge and skills over time.
- For all subjects, integration, critical thinking; problem-solving and workforce literacy skills; communication, reading and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

- Distinct grade-level expectations for the core content and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8.
- Standards for grades 9 through 12 which may be organized by grade clusters for more than one grade. Visual and performing arts, physical education, health, foreign language standards may be organized by grade clusters of more than one grade level for grades 6 through 12.
- English Language Arts Florida Standards must establish specific curricular content for reading, writing, speaking and listening, and language.
- Science Florida Standards must establish specific curricular content for the nature of science, earth and space science, physical science, and life science.
- Mathematics Florida Standards must establish specific curricular content for algebra, geometry, statistics and probability, number and quantity functions, and modeling.
- Visual and performing arts, physical education, healthy, and foreign language Florida Standards must establish specific curricular content and include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards from grades 6 through 12 may be organized by grade clusters.

School participation in the state, standardized assessment program s. 1008.22 (4), F. S.

LOCAL ASSESSMENT OF STUDENTS PERFORMANCE ON STATE STANDARDS.

- Measurement of student performance is the responsibility of school districts except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks to improve instruction.

ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.

- Assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.
- By January of each year, the commissioner shall publish on the department's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next 2 school years. The uniform calendar must be provided to school districts in an electronic format that allows each school district and public school to populate the calendar with, at minimum, the following information for reporting the district assessment schedules under paragraph (d):
 1. Whether the assessment is a district-required assessment or a state-required assessment.
 2. The specific date or dates that each assessment will be administered.
 3. The time allotted to administer each assessment.
 4. Whether the assessment is a computer-based assessment or a paper-based assessment.
 5. The grade level or subject area associated with the assessment.
 6. The date that the assessment results are expected to be available to teachers and parents.
 7. The type of assessment, the purpose of the assessment, and the use of the assessment results.
 8. A glossary of assessment terminology.

9. Estimates of average time for administering state-required and district-required assessments, by grade level.
- The spring administration of the statewide, standardized assessments, excluding assessment retakes, must be in accordance with the following schedule:
 - The grade 3 statewide, standardized ELA assessment and the writing portion of the statewide, standardized ELA assessment for grades 4 through 10 must be administered no earlier than April 1 each year within an assessment window not to exceed 2 weeks.
 - Any statewide, standardized assessment that is delivered in a paper-based format must be administered no earlier than May 1 each year within an assessment window not to exceed 2 weeks, with the exception of the grade 3 ELA assessment and the writing portion of the ELA assessment for grades 4 – 10 referenced above [SD2].
 - All other statewide[SD3], standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year.

Each school district shall administer the statewide, standardized assessments no earlier than 4 weeks before the last day of school for the district.

- Each school district shall establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district shall publish the testing schedules on its website using the uniform calendar, including all information required under paragraph (b), and submit the schedules to the Department of Education by October 1 of each year. Each public school shall publish schedules for statewide, standardized assessments and district-required assessments on its website using the uniform calendar, including all information required under paragraph (b). The uniform calendar must be included in the parent guide required by s.1002.23(5).
- A school district may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments. The district must secure written consent from a student's parent before administering district-required local assessments that, after applicable statewide, standardized assessments are scheduled, exceed the 5 percent test administration limit for that student under this paragraph. The 5 percent test administration limit for a student under this paragraph may be exceeded as needed to provide test accommodations that are required by an IEP or are appropriate for an
- English language learner who is currently receiving services in a program operated in accordance with an approved English language learner district plan pursuant to s. 1003.56. Notwithstanding this paragraph, a student may choose within a school year to take an examination or assessment adopted by State Board of Education rule pursuant to this section and ss. 1007.27, 1008.30, and 1008.44.
- A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment.
- A school district must provide a student's performance results on district-required local assessments to the student's teachers within 1 week and to the student's parents no later than 30 days after administering such assessments, unless the superintendent determines in writing that

extenuating circumstances exist and reports the extenuating circumstances to the district school board.

- The results of statewide, standardized ELA and mathematics assessments, including assessment retakes, shall be reported in an easy-to-read and understandable format and delivered in time to provide useful, actionable information to students, parents, and each student's current teacher of record and teacher of record for the subsequent school year; however, in any case, the district shall provide the results pursuant to this paragraph within 1 week after receiving the results from the department. A report of student assessment results must, at a minimum, contain:
 1. A clear explanation of the student's performance on the applicable statewide, standardized assessments.
 2. Information identifying the student's areas of strength and areas in need of improvement.
 3. Specific actions that may be taken, and the available resources that may be used, by the student's parent to assist his or her child based on the student's areas of strength and areas in need of improvement.
 4. Longitudinal information, if available, on the student's progress in each subject area based on previous statewide, standardized assessment data.
 5. Comparative information showing the student's score compared to other students in the school district, in the state, or, if available, in other states.
 6. Predictive information, if available, showing the linkage between the scores attained by the student on the statewide, standardized assessments and the scores he or she may potentially attain on nationally recognized college entrance examinations.
- **CHILD WITH MEDICAL COMPLEXITY.** —In addition to the exemption option provided for under s. 1008.212, effective July 1, 2014, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection.
 - a) *Definition of child with medical complexity.* —A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.
 - b) *Exemption options.* —If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.
 1. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent shall report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.
 2. One- to three-year exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team's determination that the child is a child with

medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to 3 years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.

3. Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval of a permanent exemption; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FAA. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.
- c) *Reporting requirements.* —The Commissioner of Education shall annually report to the Legislature data, by district, related to the implementation of this subsection at the same time as results are reported regarding student performance on statewide, standardized assessments.

Assessment and Remediation

Each student must participate in the statewide assessment tests at designated grade levels, as determined by statute.

1. Pursuant to s.1008.25, F.S., a student who is not meeting the school district or state requirements for satisfactory performance in ELA and mathematics must be covered by one of the following plans:
 - a. A federally required student plan such as an individual education plan (IEP);
 - b. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the ELA and mathematics assessments may be exempted from participation by the principal or
 - c. An individualized progress monitoring plan (PMP)

A student who has a substantial reading deficiency must be covered by a federally required plan, such as an IEP or an individualized progress monitoring plan, or both, as necessary.

End-of-course (EOC) assessments. — EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

- EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a). Sections 1003.4156 and 1003.4282 govern the use of statewide, standardized EOC assessment results for students.

- A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit, as identified in s.1007.27(2), meets the requirements of this paragraph and does not have to take the EOC assessment for the corresponding course.

Students with disabilities; Florida Alternate Assessment. —

Each district school board must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

- A student with a disability, as defined in s. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for receiving a course grade or a standard high school diploma, as applicable.
- The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of assessment accommodations for students with disabilities and for students who have limited English proficiency.

Assessment scores and achievement levels

All statewide, standardized EOC assessments and ELA, mathematics, and Science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.

1. The state board shall designate by rule a passing score for each statewide, standardized assessment.
2. If the commissioner seeks to revise a statewide, standardized assessment and the revisions require the state board to modify performance level scores, including the passing score, the commissioner shall provide a copy of the proposed scores and implementation plan to the President of the Senate and the Speaker of the House of Representatives at least 90 days before submission to the state board for review. Until the state board adopts the modifications by rule, the commissioner shall use calculations for scoring the assessment that adjust student scores on the revised assessment for statistical equivalence to student scores on the former assessment. The state board shall adopt by rule the passing score for the revised assessment that is statistically equivalent to the passing score on the discontinued assessment for a student who is required to attain a passing score on the discontinued assessment. The commissioner may, with approval of the state board, discontinue administration of the former assessment upon the graduation, based on normal student progression, of students participating in the final regular administration of the former assessment. If the commissioner revises a statewide, standardized assessment and the revisions require the state board to

modify the passing score, only students taking the assessment for the first time after the rule is adopted are affected.

Student Progression and Progress Monitoring Plans

Florida Statutes require that students who score below achievement level 3 on the Florida Assessment of Standards in English Language Arts grades 3-10 and mathematics in grades 3-8 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.

Statewide, Standardized Assessment Program

Indian River Schools will not schedule more than 5 percent of a student's total school hours in a year to administer statewide and district-required local assessments. The 5 percent limit may be exceeded to provide test accommodations required by an IEP or for ELL students s. 1008.22(7)(d), F.S. Below is a list of the statewide assessments that are currently in use for our elementary students:

1. Florida Kindergarten Readiness Screener (FLKRS)

The Star Early Literacy assessment is a state mandated kindergarten assessment that must be given within the first 30 days of school. It is the state adopted Florida Kindergarten Readiness Screener (FLKRS) to meet s. 1002.69, F.S. The assessment is based on Voluntary Prekindergarten standards adopted by the FLDOE. **Star Early Literacy assessment** is used to calculate the kindergarten readiness rate for students who were enrolled in VPK. The kindergarten screener is a formative assessment for kindergarten teachers to identify each child's areas of strength and weakness related to preparation for mastery of the kindergarten standards. The assessment covers 3 main domains: Word Knowledge and Skills, Comprehension Strategies and Constructing meaning, and Numbers and Operations.

2. Florida Standards Assessment (FSA)

The state assessment of reading shall begin in grade 3, reading and writing in grades 4 – 5, and math in grades 3-5. s. 1008.25, F.S. requires mandatory retention for students in grade 3 who score level 1, or any eligible students who do not participate in FSA ELA assessment.

3. Annual English Language Proficiency Assessment: All English Language Learners (ELL)

K – 12 will be assessed using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessment in the areas of language acquisition: reading, writing, listening, and speaking. In addition to ACCESS for ELLs, the Alternate ACCESS for ELLs assessment will be available for eligible ELLs with significant cognitive disabilities. Both ACCESS 2.0 and Alternate ACCESS for ELLs will be administered as paper-based tests.

4. Florida Standards Alternate Assessment

Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment program (Florida Standards Assessments, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Access Points (FS–AP) in Language Arts, Mathematics, Science, and Social Studies. Access Points are academic expectations written specifically for students with significant cognitive disabilities.

5. The National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress is a periodic national assessment of America's students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. History.

6. Other International Assessments

The Florida Commissioner of Education has the authority to identify additional international assessments.

Virtual Instruction Program – s. 1002.45, F.S.

The District School Board shall provide students with access to courses available through a virtual instruction program option, including Indian River Virtual and/or Florida Virtual School, and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment.

Students enrolled in the District are subject to District policies relating to student progression. If the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, the District shall have the authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified.

Physical Education – s. 1003.455, F.S.

Physical Education Statutory Requirements Elementary: s.1003.455, F.S., requires 150 minutes of physical education each week for students in grades K-5. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided.

Florida's physical education standards are grade-specific for grades K-8 and arranged by grade band for grades 9-12. The standards are based upon established physical education theories and evidence-based research and are derived from the national standards for physical education. They provide the framework for alignment of curriculum, assessment and instruction at the local school-district level. All of Florida's state standards, course descriptions and other applicable resources can be found at www.cpalms.org.

The requirement shall be waived for a student who meets one of the following criteria:

Elementary

1. The student's parent indicated in writing that the child is participating in physical activities outside of the school day which are equal to or more than the mandated requirement.

Middle

1. The student's parent indicated in writing that the child is participating in physical activities outside of the school day which are equal to or more than the mandated requirement.
2. The student is in physical activity class that requires participation in marching band activities as an extracurricular activity.

High School

1. The student participates and completes two seasons of an interscholastic sport at the junior varsity or varsity level.
2. The student is enrolled in two full years of JROTC courses. This will also waive the requirement for one credit of performing arts course.

3. The student is enrolled in a physical activity class that requires marching band activities as an extracurricular activity to satisfy the one-half (.5) credit for PE. The student must still take the one-half credit (.5) in a personal fitness course to complete the PE requirement.
4. The student is enrolled in a dance class to satisfy the one-half (.5) credit for PE. The student must still take the one-half (.5) credit in a personal fitness course to complete the PE requirement.

Each school shall notify the student's parent of the options available before scheduling the student to participate in physical education.

Pledge of Allegiance Waiver

HB 7029, section 39, parents have the right to request permission for their child to not participate in reciting the Pledge of Allegiance, including standing and placing the right hand over his or her heart. Parents must request this permission in writing to the school Principal each year

Moment of Silence^[SD4]

Principals must require first-period teachers in all SDIRC schools to provide a one to two-minute moment of silence every day. Students cannot interfere with other students in their use of this moment of silence, and it is up to the student to determine how he or she wishes to use the time.

Interscholastic Extracurricular Eligibility – s. 1006.15, F.S.

Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

To participate in interscholastic, extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation per s. 1003.43(1), F.S.

A student must fulfill the requirements of an academic performance contract between the student, the District School Board, the appropriate governing association, and the student's parents. If the student's cumulative GPA falls below 2.0, or its equivalent, on a 4.0 scale in courses required for high school graduation specified in s. 1003.43(1), F.S., the contract shall require the student to attend summer school—or its equivalent—between grades 9 and 10, or grades 10 and 11, as necessary.

A student must have a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required for high school graduation, specified in s. 1003.43(1), F.S., during his or her junior year.

The content and the format of the academic performance contract are determined by the school district and the appropriate governing association. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon School Board policy.

Any student who is exempt from attending a full school day based on rules adopted by the District School Board for double sessions or programs, experimental schools, or schools operating under emergency conditions, must maintain a 2.0 GPA, or its equivalent, on a 4.0 scale and pass each class.

A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:

The student must meet the requirements of the home education program per s. 1002.41, F.S. During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal, which may include:

- Review of the student's work by a certified teacher chosen by the parent.
- Grades earned through correspondence.
- Grades earned in courses taken at a community college, university, or trade school.
- Standardized test scores above the 35th percentile, or any other method in s. 1002.41, F.S.

The student must meet the same residency requirements as other students in the school at which he or she participates.

The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.

The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.

Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, s. 1006.15(3)(a)2, F.S., to become eligible to participate as a home education student.

Elementary Grades K-5

This document contains the SDIRC implementation plan establishing student progression guidelines in math, reading, writing, science, and social studies proficiency for grades K-5.

Comprehensive Program for Student Progression

The SDIRC incorporates the standards and benchmarks of the Florida Department of Education in the curriculum. s.1003.41, F.S. and Rule 6A-1.09401, F.A.C.

The Florida Standards are a collection of concepts that students are expected to know, understand and put into practice as they progress through school. State standards for Language Arts, Mathematics, Science, Social Studies, the Arts, Health and Physical Education, and Foreign Languages were developed in consultation with teachers, administrators and parents. The standards serve as a guide to inform teachers and parents what students are expected to know and must be able to do.

Reading Assessments K-3

Each elementary school shall regularly assess the reading ability of each K-3 student to determine mastery of the standards. The assessment calendar will be approved by the School Board annually.

Statewide Assessment Program

The Florida Standards Assessment (FSA) measures a student's content knowledge and skills in reading, writing, and mathematics. The content knowledge and skills assessed by the FSA must be aligned to the core curricular content established in the Florida Standards. Comprehensive state assessments of reading and mathematics shall be administered annually in grades 3 through 5. Science assessments shall be administered in grade 5.

Assessment for English Language Learners is completed annually using the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners in the areas of listening, speaking, reading and writing as per Rule 6A-1.09432, F.A.C., Assessment of Limited English Proficient Students.

Elementary Report Cards – s. 1003.33, F.S.

Report cards must clearly depict and grade:

- a. The student's academic performance in each class or course, in which grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or non-performance at his or her grade level.
- b. The student's conduct and behavior
- c. The student's attendance, including absence and tardiness.

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

For students in grade three who have not met the requirements for promotion and are awaiting ELA FSA scores to meet grade 3 promotion requirements, a letter will be sent home notifying the parents of such.

The letter will include the requirement to earn a passing ELA FSA score or a good cause exemption and the pending ELA FSA results as well as an expected date of arrival. No grade placement decision will be made until ELA FSA scores are received.

Reading Deficiency and Elimination of Social Promotion- s. 1008.25 (5), F.S.

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored, and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. [1008.22, F.S.](#) for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. [1008.22, F.S.](#) for grade 3, the student must be retained.

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

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, 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 intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. 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.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.

The statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

1. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.
2. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

ELIMINATION OF SOCIAL PROMOTION. —

- (a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion
- (b) The district school board may only exempt students from mandatory retention for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:
 - 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
 - 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. [1008.212](#).
 - 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
 - 4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
 - 5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
 - 6. Students who have received intensive reading intervention 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. A student may not be retained more than once in grade 3.
 - 7. Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.

Parents of third grade students enrolled in the SDIRC receive a letter at the beginning of the year, outlining third grade promotion criteria. Promotion decisions regarding third grade students are made only after ELA FSA scores are received from the State.

Successful progression for retained third grade students- s. 1008.25 (7), F.S.

Students retained must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

- 1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic

awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:
 - a. Integration of content-rich texts in science and social studies within the 90-minute block.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. More frequent progress monitoring.
 - e. Tutoring or mentoring.
 - f. Transition classes containing 3rd and 4th grade students.
 - g. Extended school day, week, or year

Each school district shall:

1. Provide written notification to the parent of a student who is retained that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
2. Implement a policy for the midyear promotion of a student retained who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is enough to master appropriate grade 4 level reading skills.
3. Provide students who are retained, including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher as determined by the teacher's performance evaluation under s. [1012.34](#), and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.
4. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
 - a) Uninterrupted reading instruction for most student contact time each day and opportunities to master the grade 4 Standards in other core subject areas through content-rich texts.
 - b) Small group instruction.
 - c) Reduced teacher-student ratios.
 - d) The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
 - f) A read-at-home plan.

Rule 6A-1.094221(1)(a), F.A.C., authorizes the use of the following nationally norm-referenced tests in the determination of a good cause exemption for promotion to fourth grade: Stanford Achievement Test, Tenth Edition (SAT 10). The rule also provides that a district may request to use a different standardized reading assessment following the procedures outlined in the Technical Assistance Paper SBE 6A-1.094221, F.A.C.: Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion.

Third Grade Good Cause Exemption Documentation

Requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- (a) Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of the existing PMP; IEP, if applicable; report card; or student portfolio.
- (b) Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.
- (c) The classroom teacher must provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 Accommodation Plan and/or PMP, the report card, or the student portfolio. Documentation for exemptions shall be consistent with s.1008.25 (6)(c), F.S.
- (d) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- (e) To promote a student during-the-schoolyear using a locally selected standardized assessment there must be evidence that the student scored at or above grade level.

Grading - Academic Achievement Grade

When reporting a student's academic achievement grade the evaluation shall relate to:

- 1. level of mastery of the current K-12 FLDOE Standards,
- 2. performance on school/class/curricular assessments and
- 3. teacher knowledge of students' performance on standards. The academic achievement grade shall be representative of the student's level of mastery of standards based on data collected throughout the grading period for which the student is being evaluated.

Grading and Reporting for Kindergarten to Fifth Grade

A report shall be made to parents each grading period concerning the academic achievement, work habits, attendance, and conduct of students in kindergarten through grade five.

The report will be based upon the student's classroom work, observations, assessments, and other relevant information as per s. 1008.25, F.S.

It shall be the teacher's responsibility to determine grades based on student mastery of the current K-12

FLDOE Standards. The nine-week evaluation shall reflect all academic performance to determine a final evaluation that reflects the students' progress toward mastery of the standards in all subjects.

Progress shall be indicated in Kindergarten through 5th grade on the report card by assessing skill attainment and mastery of the standards for each grade. In grades two through five, letter grades shall be entered on the report cards to indicate academic achievement and mastery of the standards for each grade along with work habits.

Work Habit Grade/Behaviors That Affect Learning

When determining a student's work habit grade the evaluation shall relate to:

1. learning practices that lead to the mastery of current K-12 FLDOE standards
2. behaviors and personal responsibilities that contribute to student success.

The work habit grade shall be based on measurable evidence such as, but not limited to the following:

Actively Listens	Organization
Attendance	Punctuality
Class work/Homework Completion	Preparedness
Conduct/Behavior	Respect for property, self, and others
Honesty	Shows Effort
Individual and Group Participation	

Kindergarten and First Grade Report Cards

Kindergarten and First Grade teachers will grade students by the progress toward mastery of the standards. The standards assessed each quarter will be the ones that will show on the report card with all standards expected to be assessed by the end of the year.

ACADEMIC SCALE	
M Mastering – Proficient understanding of the skills needed	Special and Behaviors
D+ Developing understanding of skills, but moving towards mastery	E Exceeding Expectations
D Developing understanding of skills/needs support	S Successfully Meeting Expectations
L+ Limited understanding, but moving towards developing	P Progressing, But Needs Support
L Limited understanding and/or not demonstrating skills needed	N Not Meeting Expectations
	** Y – Standard Assessed
	**X – Area of Concern
	Receiving Support Services

Second through Fifth Grade Report Cards

Second grade through fifth grade will use the academic scale A-F. Below is the academic grading scale for grades 2-5.

Scale for Grades 2-5	
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F
IN	Incomplete

Special Area teachers will use the ESPN grading scale.

Scale for Special Area Classes for Grades K-5		
E	=	Exceeding Expectations
S	=	Successfully Meeting Expectations
P	=	Progressing, But Needs Support
N	=	Not Meeting Expectations
X	=	Area of Concern

The letters NG (No Grade) may be substituted for a grade when a student has been in attendance for 21 days or less during a nine-week grading period.

1. The student had a serious illness or had been absent through no fault of his own and is unable to make up the work.
2. A transfer student has been enrolled for less than 21 days and grades have not been received from the previous school.

If records are received later, the NG should be changed to the appropriate grade. An “NG” is not to be used as a substitute for an incomplete. An “NG” requires principal’s approval. 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. Student midterm progress reports will be sent home each grading period.

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 s. 1008.25 F.S., and the School District of Indian River County Student Progression Plan will be referred to the school’s Promotion Review Committee for promotion with a 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 s. 1008.25(6)(a) F.S.

To be eligible for promotion a student must:

Demonstrate satisfactory performance with grade level curriculum in reading, writing, mathematics and science. Grade level curriculum is built on a continuum of the Florida Standards and BEST Standards that

are necessary for successful grade-to-grade progression and high school graduation. Satisfactory performance shall be measured based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information as per s. 1008.25 F.S.

Participate in and performance on statewide assessment as defined in s. 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) to determine promotion with a PMP or retention. 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, parent notification will occur throughout the year. The teacher will provide to the Promotion Review Committee a form that reviews a student's academic history including but not limited to:

1. Attendance
2. Performance on district assessments
3. Intervention services
4. Performance on state assessments
5. Promotion history
6. Work samples
7. Report Cards

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 the 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 a PMP 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 a PMP or retained.

Promotion with a Progress Monitoring Plan (PMP)

Students who are promoted with a PMP must continue to be provided with targeted instructional supports 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 considers the student's learning style. When the teacher's classroom assessments, evaluation of the 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 s. 1008.25(2)(b) F.S..

Requirements for Promotion to Grade 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under section s. 1008.22, F.S., for grade 3 s.1008.25(5)(b), F.S.

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 Educational 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 based on the initial date of entry into a school in the United States.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who participate in the statewide, standardized English Language Arts assessment and who have an individual Educational Plan or a section 504 plan that reflects that the student has received the intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency, 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. A student may not be retained more than once in grade 3 s. 1008.25 F.S.
7. Students who have received intensive remediation in reading or English Language Arts for 2 or more years, but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers - with implementing reading strategies that research has shown to be successful in improving reading among low-performing readers.

Requests for good cause exemptions for students from the mandatory retention requirement as described in items 3 and 4 above 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 of the Individual Educational Plan, if applicable, report card, alternative assessment results and/or the Indian River County Third Grade student portfolio (either completed during the school year through the District created benchmark assessments and iReady assessments or after the summer with the state approved portfolio assessments). 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 or retained. If the school principal determines that the student should be promoted through a good cause exemption, the school principal shall make such recommendation in writing to the district school superintendent/designee. The district school superintendent/designee shall accept or reject the school principal's recommendation in writing s. 1008.25 (b)(c) F.S.

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 need significant remediation in reading. 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 on the statewide, standardized reading assessment in third grade must be retained. These students can demonstrate reading proficiency at level 2 or higher through a portfolio. Students who are not exempted from retention through these or other good cause exemptions can continue to accumulate evidence for a portfolio throughout summer reading camp. Reading Summer School students will have an opportunity to demonstrate reading proficiency by scoring at state designated levels on the state approved digital assessment "iReady." If evidence is accumulated during summer school, it will be reviewed by an administrator or designee for verification. When performance is verified, the student's home school will be notified. 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 based on State approved assessments.

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

Mid-Year Promotion prior to November 1

a) By Standardized Assessment

Students can be promoted during that period by demonstrating reading proficiency on an alternate form of reading comprehension test. SDIRC will use the Florida DOE approved digital assessment. The State determines proficiency scores.

Mid-Year Promotion after November 1 a)

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 to fourth grade during the month of December would require a minimum grade level equivalent score of 4.4 (4th grade 4th month)).

Retained Third Graders

Students who score at level one in the reading section of the Florida Standards Assessment 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:

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

The notification must comply with the provisions of s. 1002.20 (14) F.S., 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, assistant principal, reading coach and classroom teacher will meet to review each retained student's progress. 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.

Middle School Grades 6-8

Course Placement

Requests for advanced courses will be contingent upon school staff data review. This data will include, but is not limited to, teacher recommendations, assessment results, and the final grade in previous comparative course.

Guidelines for Grades 6 to 8

1. Middle School Promotion Requirements s. 1003.4156, F.S.
Promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:
 - a. Three (3) middle school or higher courses in English Language Arts (ELA), emphasizing literature, composition, and complex text.
 - b. Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
 - i. To earn high school credit for Algebra 1, a middle school student must pass the course and take and earn a passing score on the Algebra 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. If the middle school student does not pass the EOC in middle school, the student will have opportunities in high school to retake the EOC to meet high school graduation requirements. All students must pass the Algebra 1 EOC or receive a concordant score on an approved assessment to graduate from high school. Students who take the Algebra 1 EOC are not required to take the corresponding grade-level mathematics FSA.
 - ii. To earn high school credit for Geometry, a middle school student must pass the course and take the Geometry EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take Geometry are not required to take the corresponding grade-level mathematics FSA.
 - c. Three (3) middle school or higher courses in science. To earn high school credit for Biology 1, a middle school student must take the Biology 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take Biology are not required to take the corresponding grade-level statewide science test.
 - d. Three (3) middle school or higher courses in social studies, one semester of which must include the study of State, Federal and Civics education.
 - i. Students must complete a one-semester civics education course in accordance with s. 1008.22(3)(c), F.S. that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

- ii. To earn middle school credit for Civics, a middle school student must take the Civics EOC Assessment and pass the course. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn middle school credit.
- iii. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.
- e. One course in career and education planning to be completed in grades 6, 7, or 8. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. [445.07](#). The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. [1003.4285](#) F.S.; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. [1003.492](#) or s. [1008.44](#), F.S. The course may be implemented as a stand-alone course or integrated into another course or courses.
- f. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8, unless otherwise exempted through the waiver process.

Students completing grade 8 will be promoted to grade 9 following successful completion of the above requirements. A student will be retained in grade 8 if the student has not completed the above requirements. A student retained in grade 8 may be promoted to grade 9 within the first 30 instructional days if the student completes the above requirements using district approved credit recovery courses.

Students who complete one of the required courses with a passing grade have met the successful completion requirements. In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has completed the course through a virtual school program or comparable computer-based program.
- Mastery of course standards are documented through a student portfolio.
- Student has scored an acceptable level on subject related FSA or EOC.
- Student has completed the course through a summer or tutorial program.

- With prior approval of the school principal, mastery of course standards are substantiated by written documentation from a Florida certified teacher (certified in the applicable subject area).

If a middle grades student scores Level 1 or Level 2 on statewide, standardized ELA and/or Math FSA assessment, the student may enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. The school shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing below grade level.

s. 1008.25(6)(a), F.S. prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for mastery of the Florida Standards.

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

Physical Education	Required for one semester each year (unless exempted through the waiver process)
Career and Technology	Elective
Art	Elective
Band/Orchestra	Elective
Chorus	Elective
Computer Literacy	Elective
Drama	Elective
Foreign Language	Elective

Cape Digital Tools Certificates

Middle school students may have the opportunity to earn a digital tool certificate. Such digital skills include, but are not limited to word processing, spreadsheets, and digital arts taught through courses available at the middle schools.

Grading and Report Cards

No student shall be exempt from academic performance requirements 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 s. 1003.33(2), F.S.

Achievement will be measured per the following state grading scale. Only letter grades will be entered on the report cards to indicate student progress. Our electronic grading system employs the numerical values listed below.

A	=	89.50 - 100	Outstanding Progress
B	=	79.50 - 89.49	Above Average Progress
C	=	69.50 - 79.49	Average Progress
D	=	59.50 - 69.49	Lowest Acceptable Progress
F	=	0- 59.49	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	
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” and requires a principal’s approval.

High School Credit Earned in Middle School

A middle school student may earn credits toward high school graduation through courses offered while in middle school. Specific courses may also be used to satisfy requirements for the Florida Bright Futures Scholarship.

Students have an opportunity to take high school credits during middle school. The chart below presents the courses offered for high school credit in middle schools.

Course	Grade offered	Appropriate lower level course placement
Algebra 1	8 th	
Algebra 1 Honors	7 th and 8 th	Algebra 1 _[SD5]
Geometry Honors	8 th	Regular Geometry
Spanish 1	8 th	Elective
Marketing Essentials	8 th	Elective

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.

Credit Acceleration Program (CAP)

CAP allows a student to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment whether the student is enrolled in the course or has completed the course. Course credit shall be awarded if the student takes the standardized end-of- the-course assessment and makes a passing proficient score. The standardized EOC assessment will be taken during the regular administration of the assessment.

High School Grades 9-12

High School (grades 9 – 12) Definition of Credit and Transfer of Credit Guidelines

For the purposes of requirements for high school graduation, one full credit represents a minimum of 135 hours of instruction in a designated course of study which contains board approved student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the District School Board. Districts may offer courses of more than 135 hours for credit.

School districts may determine the hours of attendance by students to receive a credit or half credit. A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Florida Standards as provided by the school District's Student Progression Plan. This clarification includes awarding credit for courses taken via alternate methods (e.g. online, credit recovery).

The State Board of Education shall determine the number of postsecondary credit hours and/or earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement per s. 1003.235, F.S., and that equals one full credit of the equivalent high school course identified in s. 1007.271(6), F.S.

The school district maintains a one-half credit earned system that includes courses provided on a full- year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course. This does not include courses with statewide End of Course Exams (EOCs).

State Uniform Transfer of High School Credits - Rule 6A-1.09941, F.A.C.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (3) of this rule.
2. If a student's transcript shows a credit in high school reading or ELA, the student must successfully earn a proficiency score on the ELA FSA or earn concordant scores on the SAT or ACT.
3. If a student's transcript shows an Algebra 1 credit (requiring a passing state assessment), then the student must pass the assessment, unless the student earned a comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state Algebra assessment.
4. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course, the student must take the Algebra 1 EOC at least one time, unless the student earned a

comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state Algebra assessment.

5. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
6. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - 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 mastery in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated mastery on nationally normed standardized subject area assessments;
 - e. Demonstrated mastery on the ELA FSA and/or EOCs for the courses;
 - f. Written review of the criteria utilized for a given subject provided by the former school.

A school may accept credits or grade placement from a non-accredited school when validated by one or more of the following procedures:

1. a review of the student's academic record;
2. an analysis of a sending school's curriculum;
3. a review of a portfolio of student work; or
4. an assessment of scholastic performance. The receiving school must maintain policy and procedures to govern the acceptance of credit or grade placement from a non-accredited source.

Home Education students transferring into the School District of Indian River County must be full-time enrolled students during their last academic year prior to graduation and must earn a minimum of seven credits during their School District of Indian River County high school enrollment to receive a diploma from the district. These seven credits must include one credit for ELA, one credit for math, and one credit for science.

Students with credit awarded for Home Education programs shall be eligible to be ranked in their graduating class only if they have been enrolled in a specific Indian River high school for a minimum of one year earning seven credits. No ranking in the Top-10 students of a graduating class shall be permitted for a transferring Home Education student with less than a minimum of two years (14 credits) earned in a specific Indian River high school.

Credits will be accepted from an accredited virtual instruction program.

High School credit will be awarded to middle school students who successfully complete high school courses and pass the End of Course (EOC) exam where applicable.

Credit Requirements

The requirements of the Board shall not be retroactive for a transfer student provided the student has met all requirements of the district or state from which he/she is transferring.

Students who enter a Florida public school in 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 to meet the high school requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English may 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 GPA and pass the grade 10 Florida Assessment for ELA, required in s. 1008.22(3), F.S., or an alternate assessment (concordant score) as described in s. 1008.22(10), F.S.

Students may transfer credit for classes that met two or three times a week in compliance with the time requirements as determined by the principal of the school.

Students may transfer any graduation requirement and elective requirement from one School District of Indian River County high school to the other. The requirements shall be the same at all high schools, but the elective program may differ per the school site.

In-county or out-of-county students must attend the same School District of Indian River County high school for the last two semesters or eight credits to be placed in class rank. A transfer student has the option to be unranked without prejudice at the written request of the parent if his/her transfer grades are numerical. Transfer students not meeting the requirements for ranking may be given an approximate rank.

In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course. This excludes courses with an End of Course (EOC) exam that require passing the course to earn credit. Additional requirements such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

District Grading Scale

A	B	C	D	F
90-100	80-89	70-79	60-69	0-59

FSA Algebra 1 EOC Assessment

The FSA Algebra 1 EOC assessment was first administered in spring 2015. School districts received passing information for students who took the FSA Algebra 1 EOC in spring 2015. Passing status was determined by linking student performance on the FSA Algebra 1 EOC to student performance on the NGSSS Algebra 1 EOC, using a linked passing score of 399 on the NGSSS Algebra 1 EOC assessment. These students, as well as students who took the assessment in summer, fall, or winter 2015, are eligible for an alternate passing score of 489. Students taking the assessment for the first time after performance standards were set must pass the Algebra 1 EOC by earning the passing score of 497, adopted in State Board of Education rule in January 2016. For more information on the FSA Algebra 1 EOC, please see the FSA End-Of-Course Assessments Fact Sheet on the Florida Department of Education's Website.

Algebra 1 Assessment Requirement and Passing Score by Implementation Year

Implementation Year	Assessments	Passing Score for the Required Assessment
2014-15 and beyond	FSA Algebra 1 EOC Assessment	497

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 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.

Schools will not exempt students from academic performance requirements 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.

s. 1003.437 and s. 1003.33(2). F.S.

Grading of Courses with an End-of-Course Assessment

EOC courses receive a final grade at the end of each semester. Each semester grade for a course with an EOC, must include the EOC as 30% of the final grade calculation. Students who must take the EOC at the end of the course, will not receive a final grade until the issuance of the final report card for that course. If a student does not take the EOC, a final grade cannot be calculated. If after two administrations of the EOC, the EOC for the course in which a student is enrolled is not taken, the EOC grade will become an "F" and the "F" will be averaged in as 30% of the final grade. (Exception: Algebra 1 EOC must be taken and passed to meet graduation requirements for all students including transfer students) s.1003.4282(7) F. S.

Grade forgiveness does apply for courses that have an EOC attached. If the student's final average with the EOC assessment included as 30% results in a course grade of "D" or "F," the options for the student include one of the following:

- Retake a semester of the course;
- Retake the entire course;
- Retake the EOC assessment for that course; and
- Retake both the course and the EOC assessment to improve the student's final course grade.

Standard Diploma Requirements – EOC Assessments

Algebra 1 EOC Assessment	Geometry EOC Assessment	US History EOC Assessment	Biology I Assessment
Course required and results are 30% of the final course grade. Students must pass or have concordant score in order to graduate.	Results are 30% of the final course grade	Course required and results are 30% of the final course grade	Course required and results are 30% of course grade

Grading of Dual Enrollment Coursework

If a student is awarded a “W” by a post-secondary institution with which the School District has a 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.

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. International Baccalaureate (IB), Advanced Placement (AP), and Dual Enrollment courses will be weighted at an additional 1.0 grade point.
 - b. Honors courses will be weighted at a 0.5 grade point.
 - c. 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.
 - d. “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. 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 ~~more than~~ 50% time in a weighted class and less than 50% of time in an unweighted class the student will receive weighted credit. Conversely, a student who has more than 50% time in an unweighted class and less than 50% of time in a weighted class will not receive a weighted grade.
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 changes in weighted grade policy would become effective with the incoming freshman class s. 1003.437 F.S.

Student Mid-Term Progress Reports

Student mid-term progress reports will be sent using Focus each grading period.

Grade Forgiveness- s. 1003.4282 (5), F.S.

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

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

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

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced per a District School Board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

If a student attempts Credit Recovery for an F, and earns a D in the credit recovery attempt, the F would be excluded from the GPA calculations and replaced by the D.

Grade Averaging- s. 1003.436 (2), F.S.

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

In the School District of Indian River County, grades are averaged using the traditional four-point scale: A=4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit.

Promotion and Grade Classification

To be promoted to the next grade in high school, a student must attain the following criteria:

9 th grade	Student must have been promoted from 8th grade a minimum of 6 credits a minimum of 12 credits a minimum of 18 credits
10 th grade	
11 th grade	
12 th grade	

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

To assist students to meet all graduation requirements, mid-year grade level promotions to 10th, 11th and 12th grade will be made for those students retained from the previous year who have met the criteria mid-year.

Diplomas

School districts must notify students and their parents in writing as to the standard diploma graduation requirements. The letter must include:

- Standard diploma requirements
- Available designations
- State scholarship programs and postsecondary admissions eligibility requirements

Credits may be earned through successful completion of courses approved by the Department of Education as specified in the course code directory available in all secondary guidance offices.

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 s. 1003.429(1)(a) and s. 1003.429, F.S.

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 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.

Scholar Graduate Designation

A student may qualify as a scholar graduate by meeting the requirements of the 9th grade cohort in which they enter high school. This designation is determined by the state if the student successfully passes: earn one credit in Algebra II, or an equally rigorous course; pass the Biology I EOC assessments; earn a credit in chemistry or physics; earn a credit in a course equally rigorous to chemistry or physics; pass the statewide standardized United States History EOC; earn two credits in the same foreign language; earn at least one credit in an Advanced Placement (AP), an International Baccalaureate, dual enrollment course or an approved industry certification.

Merit Graduate Designation

A student may qualify as a merit scholar graduate by meeting the requirements of the 9th grade cohort in which they enter high school. The student earns this designation if they obtain one or more industry certifications from the list established under s. 1003.492, F.S. Students can earn both a scholar and merit designation if they complete all requirements for each designation.

Florida Seal of Biliteracy

A student may qualify for a Florida Seal of Biliteracy when the attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages, in addition to English, has been obtained. Beginning in the 2016-2017 school year, a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency) will be awarded by the Commissioner of Education to high school graduates meeting this requirement. The purpose of this program is to encourage students to study foreign languages, provide postsecondary institutions with a method of recognizing a bilingual student who is seeking admission, recognize, and promote foreign language instruction in public schools, affirm the value of diversity, honor multiple cultures and foreign languages and strengthen the relationships among multiple cultures in a community. The seal will be affixed to the diploma of graduating high school students who earn four foreign language course credits in the same foreign language, with a cumulative 3.0 grade point average or higher on a 4.0 scale, achieve a qualifying score on a foreign language assessment or satisfy alternative requirements as determined by the State Board of Education. (s. 1003.432, F.S.).

Passing Concordant scores

Passing Concordant scores for students entering grade 9 in the 2018-19 school year and beyond.

Cohort	Scheduled Graduation Date	Concordant Scores
Those who entered 9th grade in 2018-2019 and beyond	Spring 2022 and beyond	Students can <u>only</u> use newly adopted scores For Grade 10 FSA ELA: 480 on SAT EBRW or An average of 18 on ACT English and Reading For Algebra 1 EOC: 430 on PSAT/NMSQT* or 420 on SAT Math** or 16 on ACT Math
Those who entered 9th grade between 2010-2011 and 2017-2018	Spring 2021 Spring 2020 Spring 2019 Spring 2018 Spring 2017 Spring 2016 Spring 2015 Spring 2014	Students can use last-adopted scores For Grade 10 FSA ELA: 430 on SAT EBRW*** or 24 on SAT Reading subtest or 19 on ACT Reading for Algebra 1 EOC: Students can also use the newly adopted scores

* Administered in 2015 and beyond. Students may use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

** Administered in March 2016 or beyond. Students may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

*** Administered in March 2016 or beyond. Students may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016.

Retaking the Statewide Assessments

Students can retake the standardized statewide assessments as many times as they like until they pass it and can enroll for a “free” 13th year of public education should they need additional instruction to successfully pass the assessment. Students currently have up to five opportunities to pass the Grade 10 English Language Arts (ELA) assessments prior to their scheduled graduation. Students who do not pass the Grade 10 standardized statewide ELA assessment in the spring of their sophomore year may retest in fall and spring of their junior and senior years. In order to earn a high school diploma, a student who has not earned a passing score on the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score as described on the Concordant Score table above. In addition, if students do not pass the required Florida Algebra 1 EOC Assessment, they will not earn course credit and must retake the assessment until they pass it.

State-Wide Assessment and GPA Requirements for Accelerated Graduation Options

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

1. Earn a passing score on the standardized statewide assessment as defined in s.1003.4282, F.S., or scores on a standardized test that are concordant with passing scores on the standardized statewide assessment as defined in s.1003.4282, F.S.
2. Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent, in courses required for the college preparatory accelerated 3-year high school graduation option.
3. 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.
4. 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).
5. 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.
6. 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 and un-weighted courses for them to count for this graduation option).

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 passing score of 3 or higher on the grade 10 standardized statewide assessment
4. Has not completed the credit, grade point average, and testing requirement specified in s. 1003.429(1), and (6), F.S., by the end of grade 11.

A student who meets all 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 s. 1003.429, F.S.

Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma Rule 6A-6.0212, F.A.C.

The Performance-Based Exit Option Model is not to be a preferred or accelerated means of completing high school. Thus, this model is not a vehicle for the early exit of students and may only be exercised for students who are off-track to graduate with their kindergarten cohort due to being overage for grade, behind in credits or having a low-Grade Point Average (GPA). Students participating in the Performance-Based Exit Option Model may not graduate prior to their kindergarten cohort. Participation in this model is voluntary and requires parental notification and consent. Entry and exit policies must conform to state compulsory attendance requirements, as well as district, daily attendance policies.

The district shall identify a Performance-Based Exit Option Model administrator who will be responsible for verifying that candidates are authorized to apply for this diploma type.

1. Participants must be at least 16 years of age
2. Enrolled at a school that is approved for this diploma
3. Meet the testing criteria (pass the ELA FSA, Algebra I EOC/FSA and all 4 sections of the GED test).
4. Be enrolled in the GED program and attending 20 hours per week.
5. Have all necessary approvals and meet the State of Florida's criteria to take the GED test and apply for the Performance Based Exit Option.
6. Will graduate from Treasure Coast Technical College, if testing is not completed by April 1 of the graduating year. If testing is completed by April 1 of the graduation year, then the candidate may graduate with their last school of enrollment in SDIRC.

Career and Professional Education (CAPE) Academies

The Career and Professional Education (CAPE) Act provides a rigorous and relevant career themed track for students interested in pursuing post-secondary coursework or careers in select fields. CAPE Academies also provide students an opportunity to earn industry certifications in these fields that allows them to be immediate candidates for employment. CAPE Academies are research-based programs that integrate an academic curriculum with industry-specific standards and coursework aligned directly to the workforce needs. The School District of Indian River County offers a variety of CAPE Academies at each of the traditional high schools. Students must receive a standard high school diploma and highest available industry certification offered for that field to complete a CAPE Academy program per s. 1003.491, F.S., s. 1003.492, and s.1003.493, F.S.

Industry Certifications

Students enrolled in in a CAPE Academy or "career-themed course" which includes an industry specific curriculum aligned to the workforce will have an opportunity to earn an industry certification. Students will complete an industry certification assessment issued by an independent entity for the specific area of interest that evaluates their knowledge and skills. The industry certification is a credential that is nationally recognized and applicable to a chosen occupation. There is no cost to the student to participate in the certification exam. A student who earns an industry certification for **which there is a statewide college credit articulation agreement** approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for up to one science credit, except for Biology I.

Types of Diplomas

D	Requirements
Standard	<ul style="list-style-type: none"> • 24 credits³ • State Student Performance Standards • Attainment of State determined score on Florida State Assessments • Cumulative Grade Point Average (GPA) 2.0
Standard with Merit designation	<ul style="list-style-type: none"> • Same as Standard³ • One or more Industry Certifications on the State Funding List
Standard with Scholar designation	<ul style="list-style-type: none"> • Same as Standard • One credit in Algebra 2 • One credit in statistics or equally rigorous course (9th grade in 2014-15) • One credit in Chemistry or Physics • One credit in a course equally rigorous to Chemistry or Physics • Two credits in the same World Language³ • One credit in AP, AICE, IB, or dual enrollment (any subject area)– • Pass Biology 1 EOC • Pass the U.S. History EOC
International Baccalaureate	<ul style="list-style-type: none"> • English - 4 credits • Science - 4 credits • Mathematics – 4 credits • Social Studies – 4 credits • World Language³ – 2 credits • Electives – 8 credits
ACCEL	<ul style="list-style-type: none"> • Same as Standard except 18 credits³ (although the student may earn more) • One PE is not required • Three electives, not eight • Cumulative GPA of 2.0 on a 4.0 scale
CTE Pathway Option for Standard High School Diploma	<ul style="list-style-type: none"> • At least 18 credits are required • 4 elective credits instead of 8 <ul style="list-style-type: none"> ○ 2 credits in CTE courses, must result in program completion and industry certification ○ 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy • Physical Education is not required • Fine and Performing Arts, Speech and Debate or Practical Arts is not required • Online course is not required
Certificate of Completion	<ul style="list-style-type: none"> • Students meet all the requirements of a Standard diploma • Fails to pass the grade 10 ELA FSA and/or earn a cumulative GPA of 2.0 • Note: Student may elect to remain in high school as a full or part time student for up to one additional year to receive remedial instruction
Performance-Based Diploma	<ul style="list-style-type: none"> • Participants must be at least 16 years of age • Enrolled at a school that is approved for this diploma Meet the testing criteria (pass the ELA FSA, Algebra I EOC/FSA and all 4 sections of the GED test) • Be enrolled in the GED program
Graduate Equivalency Diploma (GED)	<ul style="list-style-type: none"> • Must pass all parts of the High School Equivalency Exam approved by the Department of Education

See Exceptional Student Education (ESE) section for ESE diplomas

A student who has earned four world language credits in the same world language may be eligible for the Florida Seal of Bilingualism. Review

“Florida Seal of Biliteracy Program” section for eligibility requirements.

Graduation Requirements for Students entering Grade 9 in 2014-15 and forward.

Standard Diploma Requirements Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade+:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

+Special note: Thirty percent not applicable if the student is not enrolled in the course but passed the EOC (through the credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in program completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

24-Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** course may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<ul style="list-style-type: none"> • Students must meet the state assessment requirements • Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

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

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

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the Credit Acceleration Program (CAP)?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per the [Board of Governors \(BOG\) Regulation 6.008](#)
- 16 credits of approved college preparatory academic courses per [BOG Regulation 6.002](#)
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships, including the [Florida Bright Futures Scholarship Program](#). To learn more, visit the [Office of Student Financial Assistance](#) website.

August 2019

Explanations of Required Classes for Credit

1. Biology 1 or a series of courses equivalent to Biology 1 as approved by Department of Education.
2. Chemistry or Physics or a series of courses equivalent to Chemistry or Physics as approved by the Department of Education.
3. An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1 or higher level) or mathematics requirement (except Algebra 1 or higher-level).
4. Industry certifications that lead to college credit be may substituted for up to two mathematics credits (except for Algebra 1 and Geometry).
5. Successfully achieving one or more of the following industry certifications enable students enrolled in a specified "Career and Technical Education" (CTE) course to earn Statewide articulated credit:
 - Microsoft Office Specialist
 - ServSafe Food Protection Manager
 - Biotility
 - Adobe
 - Certified Nurse Assistant
 - ASA & FADA
6. Students who are program concentrators (three or more courses in a single CTE program) may earn articulated college credit through the local university and college.
7. Schools are to inform parents of the potential educational Return on Investment (ROI) of students earning industry certifications.
8. Requirements for students entering grade 9 in 2014-2015 and later:
 - a. One-credit in performing or fine arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory. A student who earns credit upon completion of an apprenticeship or pre-apprenticeship program registered with the Florida Department of Education (FLDOE) may use such credit to satisfy the credit requirement for one (1) fine or performing arts, speech and debates, or practical arts, or two (2) electives.
 - b. One-credit in physical education to include integration of health (HOPE) or .5 credit of personal fitness and .5 Credit of PE and .5 Credit Health (other eligible courses or eligible course substitutions). Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A District School Board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan. Completion of two years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit

may not be used to satisfy the HOPE requirement or the requirement for adaptive physical education under an IEP or 504 plans.

- c. Eight credits in electives.
9. At least one course within the 24 credits required must be completed through online learning. A student that earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List and offered by the School District of Indian River County pursuant to s. 1008.44, F.S. or passing the information technology certification examination without enrolling in or completing the corresponding course or courses, as applicable. However, an online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by a virtual instruction program an online course offered by the high school, or an online dual enrollment course offered pursuant to a district interinstitutional articulation agreement pursuant to s.1007.235, F.S. A student who is enrolled in a full-time or part time virtual instruction program under s. 1002.45, F.S. meets the requirement. An online driver education course also satisfies this requirement.
10. The online course requirement does not apply to a student who has an IEP that indicates it would not be appropriate or an out-of-state student transfer student, enrolled in a public school, who has one year or less remaining. Additionally, the school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.
11. The 24 credits required for a standard high school diploma may be earned through equivalent, applied, integrated, or career education courses, including work-related internships approved by the State Board of Education and identified in the course code directory under s. 1003.4282, F.S.
12. High School Course Substitution Credit (1 credit) – Students in grades 9 – 12 who enroll in and complete a certain vocational job preparatory program may substitute credit for a portion of the required credits in English, credits in mathematics and credits in science (excluding Algebra, Biology, and Geometry).
13. Vocational Course substitutions shall not exceed one (1) credit in each subject area. Additionally,
a program which has been used to substitute in one area may not be used to substitute for any other subject area.
14. Adult Credit: Any appropriately coded course in English, Math, Science, World History, Economics, American Government, American History, Performing Fine Arts, Life Management, Physical Education and any elective area approved by the principal and the Director of Secondary, Adult, and Community Programs.
15. Alternative Programs to Earn Credit: The following alternatives are available to govern the grade placement and graduation of students from high school. These alternatives set the number of credits for grade placement and create the possible avenues of earning credit from an Indian River County high school. These programs shall be explained in detail in each high school student/parent handbook:
 - Early admission
 - Community college on-site program

- Dropout Prevention Programs
- Homebound Program
- Adult Education
- G.E. D
- Part-time enrollment

Dual Enrollment Programs – s. 1007.271, F.S.

Dual enrollment provides an opportunity for secondary students in a Florida public or private school or home education program to enroll in postsecondary course(s) creditable toward high school completion and an Associate or Baccalaureate degree. A student who is enrolled in postsecondary course(s) not creditable toward a high school diploma is not classified as a dual enrollment student. Eligible students may enroll in dual enrollment courses conducted during school hours, after school hours and during the summer term(s). However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not enroll for the course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, fees and cost for instructional materials if the student meets the postsecondary institution's admission requirements.

Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, laboratory fees and instructional material costs. Vocational and/or college preparatory courses, physical education courses and other forms of pre-collegiate instruction are ineligible for the dual enrollment program.

Students in the School District of Indian River County must register and complete all components of the registration process by the published deadline dates or they may forfeit their eligibility for that term.

Students must maintain full-time status. Please refer to the Dual Enrollment Articulation Agreement between the SDIRC and IRSC for all information regarding dual enrollment.

Early College Program (formerly known as the **Collegiate High School Dual Enrollment**) – s.1007.273, F.S.

The Early College Program is a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree. The early college program must prioritize courses applicable as general education core courses under s. 1007.25 for an associate degree or a baccalaureate degree. [SD6] Courses available for dual enrollment shall be all courses included in the FLDOE dual enrollment course-high school subject area equivalency list excluding:

- Physical education courses
- Courses categorized as college preparatory
- Private music lessons
- Correspondence courses from institutions that are accredited by the Southern Association of Colleges and Schools or other regional accrediting associations
- Credit by examination (available at post-secondary institutions)
- Virtual Schools

- Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript

Notes:

1. Required instruction as defined in Florida Statutes will be included in the above.
2. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs:
 - a. More than a total of nine elective credits in remedial and compensatory program.
 - b. More than one-half credit in Exploratory Vocational Courses.
 - c. Any Level I 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 educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.
3. The principal/designee may approve an adjustment to course placement.

Character Education [SD7]

Beginning with the 2016-2017 school year, character development curriculum is required for grades 9 – 12 which must include: Instruction on developing leadership skills, interpersonal skills, organization skills and research skills; creating of a resume; developing and practicing skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing personal skills in resiliency and self-motivation s. 1003.42, F.S.

Adult Education High School Classes

Although there is no full time Adult High School, a limited number of high school credit recovery courses will be offered through the Adult Education Program to students who 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.

Requirements for International Baccalaureate Diploma

The International Baccalaureate diploma curriculum may be substituted to meet state graduation requirements. The International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by s. 1007.23(1), F.S. the cutoff scores and International Baccalaureate Examinations which will be used to grant postsecondary credit at community colleges and universities.

Any changes to the articulation agreement which have the effect of raising the required cutoff score or of changing the International Baccalaureate Examinations which will be used to grant postsecondary credit, shall only apply to students taking International Baccalaureate Examinations after such changes are adopted by the State Board of Education and the Board of Governors. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student may receive such credit shall be specified in the statewide articulation agreement required by s.1007.23(1), F.S.

Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination. Students must complete all IB components that make them eligible for the diploma, including: complete courses that make them eligible for the IB Diploma (six testing courses with one from each of Groups 1-5); sit for all components of the six exams; complete and document CAS activities to meet all Learning Outcomes to satisfy CAS requirement for the IB Diploma; complete and submit for grading the Extended Essay; and complete and submit for grading all internal assessment components of testing courses.

- English - 4 credits
- Science - 4 credits
- Mathematics – 4 credits
- Social Studies – 4 credits
- Foreign Language – 2 credits
- Electives – 8 credits

If a student withdraws from the IB program prior to IB graduation requirements, the student must take all required courses under the traditional 24 credit diploma option.

GED/Adult Education Diplomas

General Education Developmental Diploma (GED) Standard Diplomas, and Certificates of Completion are available to students in Adult Education Programs.

Accelerated Graduation

Early Admission/Advanced Study Programs

Eligible students may be excused from attendance for all or part of their remaining high school program and may be graduated in less than three years in grades 10-12. Approved programs must meet the following conditions:

1. Board approval.
2. Acceptance of the student by a post-secondary institution authorized by Florida Law or accredited by AdvancED.

When these conditions have been met, students may be awarded a standard diploma with their regular class or at a time convenient to the principal, provided that: (1) students have completed two college semesters or equivalent with normal class load and maintained at least a C average or equivalent, or the student has earned sufficient college credits to fulfill district graduation requirements; (2) students' high school record contains adequate notations covering the work accomplished while in college.

Early Graduation

If a student has met all the graduation requirements as prescribed by the State of Florida and the Indian River County School Board and wishes to graduate before the end of the academic year, the following are required:

1. Notification in writing of the student's intent to graduate early.
2. Approval of the principal.

Per s. 1003.4281, F.S., a student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies including access to the school facilities and grounds during normal operating hours.

A student will be allowed to participate in the regular graduation ceremony at the end of the school year at his/her own discretion. If the student chooses to participate in the regular graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school.

Extracurricular Scholastic Requirements – Current School Year

To be eligible to participate in interscholastic extracurricular student activities, a student entering grade 9 must be regularly promoted and thereafter must maintain a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale after one year of academic progress. Students in grades 9 and 10 may participate without having a cumulative 2.0 grade point average, if they agree to an Academic Performance Contract as prescribed by State Statute. Middle school students must be regularly promoted to be eligible and meet the 2.0 grade point average as noted below for extracurricular participation. Additionally, a student must maintain satisfactory conduct and, if a student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by any adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities may be denied by the principal.

Extracurricular Grade Point Average Requirement

To participate in any extracurricular activity, high school students must maintain a minimum unweighted grade point average of 2.0 for the semester immediately preceding participation.

Florida's Bright Futures Scholarship Program and Florida Gold Seal Programs

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on academic achievement and community service earned in grades 9-12 (see chart on Page 64). Students should see their counselors or visit the Bright Futures website. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements. <http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>.

Community service that will meet the Florida Bright Futures Award criteria is referred to as identifying a social or civic issue or a professional area in the community and developing a plan for the student's personal involvement in addressing the issue or learning about the area of interest. Examples of appropriate community service work include, but are not limited to, business/government internships and activity on behalf of a nonprofit community service organization or candidate for public office. Protests, work that earns pay or reward, work for family members, court-ordered community service would not be acceptable examples of community service.

- Florida Academic Scholars- 100 hours of community service
- Florida Medallion Scholars- 75 hours of community service
- Florida Gold Seal Vocational- 30 hours of community service

Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bfbfnain.htm>

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

Bright Futures Initial Eligibility (Columns A-D) and Scholarship Award Information (Columns E-I) by High School Graduation Year								
FAS = Florida Academic Scholars			FMS = Florida Medallion Scholars			GSV = Gold Seal Vocational Scholars GSC = Gold Seal CAPE Scholars		
A	B	C	D	E	F	G	H	I
Initial Eligibility				Scholarship Award Information				
Student's High School Graduation Year ¹	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award ²	Service Hour Requirements	Number of FAS/FMS Hours of Funding Available ^{3,4}	Number of GSV/GSC Hours of Funding Available ⁵	Number of Years to Reinstate an Initial Award ⁶	Number of Years of Funding Available ⁷	Restoration Opportunity
2016-2017 and Thereafter	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV / GSC = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding <u>only</u>
2015-2016 thru 2013-2014	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding <u>only</u>
2012-2013	1280 SAT / 28 ACT	1020 SAT / 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding <u>only</u>
2011-2012	1270 SAT / 28 ACT	980 SAT / 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 3 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding <u>only</u>
2010-2011	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 3 years of high school graduation	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding <u>only</u>

¹ High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2017 and August 31, 2018 graduated in the 2017-2018 academic year.

² Home-educated students who were unable to document a college-preparatory curriculum and wished to earn an FMS award, had to earn a 1070 SAT or 23 ACT prior to 2013-14; and earn a 1220 SAT or 27 ACT for 2013-14 and 2014-15. Beginning with the 2015-16 high school graduates, all home-educated students must earn a 1170 SAT or a 26 ACT for FMS and a 1290 SAT or 29 ACT for FAS award. High school transcripts are not required for home-educated students graduating 2015-16 and thereafter.

³ Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.

⁴ FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive one term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.

⁵ Beginning with the 2016-17 high school graduates, students who earn a Gold Seal CAPE (GSC) award and attain an AS or AAS degree may receive an additional 60 hours of funding toward a qualifying BS or BAS degree program.

⁶ Exception to the maximum number of years to begin receiving funding is made for students who are active military or those engaged in a religious or service obligation.

⁷ For students graduating high school in 2010-11 and thereafter, if annual renewal requirements were not met due to a verifiable illness or other documented emergency (as reported by the postsecondary institution), an exception of one academic year to the renewal timeframe may be granted if a course of study is not completed after five academic years.

Articulated Acceleration Mechanisms – s. 1007.27, F.S.

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 or remains for a fourth year must complete the standard twenty-four credit option.

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a subject. This shall include, but not be limited to, dual enrollment, early admission, Advanced Placement (AP), and the International Baccalaureate (IB) Program. Credit earned through the virtual instruction programs shall provide additional opportunities for early graduation and acceleration as outlined in s.

1003.4281, F.S. and s. 1003.429, F.S. Additionally, each school district must offer rigorous industry certifications that are articulated to college credit.

Home education students may participate in dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of s. 1002.41, F.S.

Early admission shall be in the 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 the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. (Students retaking courses must do so at their own expense.)

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether the student achieves a passing score on the examination.

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations without completing the course. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination.

Any student who earns nine or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

Acceleration Courses – s. 1003.4295, F.S.

Each high school shall advise each student and parent of programs through which a high school student can earn college credit, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment courses, Advanced International Certificate of Education (Not currently offered in Indian River County), early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction.

Each high school shall offer an IB Program, AICE Program, or a combination of at least four courses in dual enrollment or AP, including one course in each English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit,

as determined by Department of Education, and for which a standardized EOC assessment, as approved by Department of Education, is administered.

Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, F.S., definition of "credit", a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, on the corresponding statewide, standardized EOC assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular administration of the assessment.

Virtual Instruction Program

Virtual instruction is defined as instruction provided in an online interactive learning environment. Students residing within Indian River County have two opportunities for participating in virtual instruction programs. Students enrolled in the School District of Indian River County are subject to district policies relating to student progression. While the district may not artificially limit a student's enrollment in virtual instruction program courses if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student was not academically qualified.

s. 1003.428, F.S. requires at least one course required for high school graduation to be completed through online learning. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S. which indicates that an online course would be inappropriate or a student in a Florida high school and has less than 1 academic year remaining in high school. Additionally, an online course taken during grades 6 through 8 fulfills this requirement.

This requirement shall be met through an online course offered by a virtual instruction program, an online course offered by the high school, or an online dual enrollment course offered pursuant to a district interinstitutional articulation agreement pursuant to s. 1007.235, F.S. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S. meets requirements.

Completion of a course in which a student earns a nationally recognized industry certification in information technology certification that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List pursuant to s. 1008.44, F.S., or passage of the information technology certification examination without enrollment in or completion of the corresponding courses can also be used to satisfy the online course graduation requirement.

Accepting High School Foreign Exchange Students

The School District of Indian River County will accept High School Foreign Exchange Students under the following conditions:

1. The School District will only accept students who affiliated with programs that are on the Council on Standards for International Educational Travel (CSIET) Advisory List. (This list can be found at www.csiet.org).
2. Each high school may accept a maximum of five (5) foreign exchange students at any given time.

3. Each high school may accept a maximum of two (2) foreign exchange students from the same company at a given time.
4. Due to the difficulty in meeting the graduation requirements of the state of Florida in a single year, students will not be accepted as graduating seniors.
5. To plan and schedule appropriately, the programs must receive school approval to place a student by July 1, preceding the start of school.
6. The School District will not issue I-20 forms.

MTSS

Multi-Tiered System of Support (MTSS)

The School District of Indian River County is committed to the implementation of an evidence-based framework of instruction, supports, and interventions, referred to as a Multi-Tiered System of Supports (MTSS), aimed at maximizing educational outcomes by supporting the academic, behavioral, social, and psychological needs of all students within a school community. Additionally, MTSS provides a framework for a single system of continuous school improvement. The district's framework is referred to as the Multi-Tiered System of Supports (MTSS).

Through the implementation and ongoing improvement of a comprehensive MTSS framework, the district will ensure that all students are provided with levels of instruction and associated supports that are matched in direct proportion to the levels of intensity of student needs. The MTSS framework involves on-going problem solving and data-driven decision making at all levels of instruction to systematically guide instructional improvements and to identify the specific nature of general education or exceptional student education resources that are needed to optimize student progress.

A comprehensive MTSS framework includes the following essential components:

1. High quality, evidence-based core, supplemental, and intensive instruction and supports.
2. Interventions and supports matched to student needs.
3. Ongoing progress monitoring of student performance.
4. Flexible tiers of evidence-based service delivery.
5. Ongoing, data-driven problem-solving to guide decisions about instruction, supports, and interventions needed to improve educational outcomes.
6. A data system to support decision-making at all levels of problem solving.

The District has established a framework represented by a three-tiered model and specially designed instruction (i.e., exceptional student education supports and services) to address student needs identified by school-based teams. The organization of the framework for intervention into three tiers of increasingly intensive supports enables school personnel to effectively organize and allocate support resources, provide appropriate levels of intervention and support, and systematically evaluate school, grade level, and student performance data including data disaggregated by subgroups to meaningfully address the continuum of student needs.

Exceptional Student Education

The student progression plan for students with disabilities has been designed to meet the varied needs of students who require specially designed instruction, accommodations, or modifications to master Florida Standards or Florida Standards Access Points. This plan will ensure that students with disabilities who receive a standard high school diploma or certificate of completion demonstrate mastery of state standards. Likewise, this plan addresses the needs of students who enrolled in the 9th grade prior to the 2014-2015 academic year and who continue to have the option of receiving a standard diploma, special diploma, or special certificate of completion if they meet the criteria required for that diploma or certificate option.

Course Adaptions for Students with Disabilities

Adaptations to courses may be defined as:

- **Accommodations**—changes that can be made in the way the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), F.A.C.). Accommodations involve the use of different strategies, assistive technology, changes in the schedule or environment, or support from a person to increase, maintain, or improve the performance of students with disabilities.
- **Modifications**—changes in what a student is expected to learn; may include changes to content, requirements, and expected level of mastery (Rule 6A6.03411(1)(z), F.A.C.) Modifications change what a student is expected to learn. If modifications are used, a student will be working toward different expectations and diploma outcomes. Modifications are specified in the IEP and require signed parent permission per s. 1003.5715, F.S.

Note: Students receiving accommodations are typically following the same Florida Standards as those required of general education students. Students receiving modifications are typically following the Florida Standards Access Points.

Accommodations are provided as outlined in a student's individualized education plan in basic and career readiness courses as necessary to ensure students with disabilities the opportunity to meet graduation requirements for a standard diploma. Accommodations do not include modifications to the curriculum frameworks or Florida 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 communication 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, F.A.C., to accommodate the student with special needs.

Accommodations that negate the validity of the statewide standardized assessments are not allowable during these test administrations under s. 1008.22(8), F.S. For a student to receive classroom instructional

accommodations not available or permitted on the statewide assessments, a parent must provide signed consent on the student's Individual Education Plan (IEP), which acknowledges in writing that he or she understands the implications of the use of such instructional accommodations. Students using instructional accommodations not permitted on statewide assessments may have the statewide standardized assessment requirements waived in accordance with the requirements of s. 1003.428(8)(b) or s. 1003.43(11) (b), F.S.

Program requirements or student performance standards for career and technical education courses may be modified for students with significant cognitive disabilities pursuing a standard diploma via Access Points courses based on IEP team decisions. Outcomes and student performance standards are specified in the IEP to provide students with significant cognitive disabilities the opportunity to complete a modified program and develop marketable skills leading to competitive employment.

On-Line Instruction

Under s. 1003.428(4) F.S. students entering Grade 9 in the 2011-2012 school year or thereafter, must complete at least one online course within the 24 credits required for graduation with a standard diploma. This requirement does not apply to a student who has an IEP under s. 1003.57, F.S. which indicates that an online course would be inappropriate, or a student is enrolled in a Florida high school and has less than one academic year remaining in high school.

Schools providing a full-time virtual instruction program under s. 1002.37 or s. 1002.45, F.S., must fulfill the obligations of a school district under this section for public school exceptional students who are enrolled in a full-time virtual instruction program. A student with a disability whose IEP indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

Promotion of Students with Disabilities

Students with disabilities who are following the Florida Standards/ Next Generation Sunshine State Standards are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels (see General Education Requirements for Promotion). Students with disabilities who follow a modified curriculum, as determined by the IEP, must master the appropriate Florida Standards Access Points for Standard High School Diploma. 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 s. 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 a Progress Monitoring Plan or retention.

At the elementary level the Promotion Review Committee in each school will consist of the principal or a designee, the classroom teacher, the Exceptional Student Education teacher of record, and may include another member of the instructional staff. This team will review evidence of the student's progress toward proficiency with grade level curriculum in reading, writing, mathematics and science including, but not limited to a review of classroom performance; school-based, district, and (for grades three through five) state assessments; and the student's IEP.

Student promotion for all students in grades six through eight, including students with disabilities, 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 promotion criteria have been met.

Student promotion for all students in grades nine through graduation, including students with disabilities, is based upon earning the required number of credits.

Retention/Assignment of Students with a Disability

When a student with an IEP is recommended by the Promotion Review Committee for retention, a school-based ESE case review team consisting of relevant exceptional student education personnel will gather and provide relevant data to assist in making the retention recommendation. If it is determined by the school-based ESE case review team that additional data should be considered for a final decision to be made, the ESE case review team will request an IEP review and will request and gather the needed information prior to making a final decision regarding promotion or retention. Retention of students with a disability will be based on a review of classroom performance; to include the provision of specially designed instruction; work samples; report card; attendance; intervention services; promotion history; school-based, district, and (when available) state assessments; and documented lack of progress toward the students' IEP goals and objectives. In addition, the IEP Team may consider a student's progress toward developmental milestones as a factor and give consideration for developing a comprehensive program, allocating resources, assessment and remediation to ensure access to, involvement, and progress within the general education curriculum, extended school year services (as determined by the IEP Team) may be provided for any student as demonstrated by supporting documentation to include the objectives on the IEP or a summary of skills s. 1008.25, F.S..

Retention in Grade 3 Based Upon Reading Deficiency and Good Cause Exemptions

The school district may exempt students with disabilities in grade 3 who have not achieved promotion criteria from mandatory retention only for good cause. These good cause exemptions are specified in s. 1008.25(6) (b), F.S. and refer to students with disabilities being limited to the following:

1. Students with disabilities, whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
2. Students with disabilities who participate in the statewide, standardized the English Language Arts assessment and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts for more than two years but still demonstrate a deficiency in reading and was previously retained in kindergarten or grades 1, 2, or 3.

Extended School Year

Under 6A-6.03028 F.A.C., extended school year services (ESY) may be provided for any student with a disability, if it is determined by the student's Individual Education Plan (IEP) team, for each individual student, that ESY services are necessary to ensure the provision of a Free Appropriate Public Education (FAPE). The type, amount, or duration of services provided through ESY are determined through a data-based decision-making process by the individual student's IEP team.

Graduation Options for Students with Disabilities (High School)

Due to changes in state statute, the options of special diploma or certificate of completion will continue to be available only to students with disabilities who entered the 9th grade prior to the 2014-2015 academic year. For students with disabilities who entered 9th grade during the 2014-2015 and thereafter, the

transition planning process shall involve the parents' declaration of intent for his/her student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirement will be awarded a certificate of completion.

Standard Diploma

A standard high school diploma will be awarded to students who meet the designated credit requirements for their 9th grade cohort and demonstrate mastery of the State Standards that apply, have the state required grade point average, and meet the state standardized assessment requirements (or meet waiver requirements for state standardized assessment results)

1. A student with a disability who passes a standard diploma course(s) can apply that course(s) to fulfill the requirements for other diploma options.
2. Students with disabilities may be enrolled in alternate courses that address their specific needs, which will be counted as electives.

Waivers of State Standardized Assessment Requirements

A student with a disability for whom the individual education plan (IEP) team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, may receive a waiver of assessment results. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable. s. 1008.22, F.S.

Any waiver of the statewide, standardized assessment requirements by the student's IEP team, must be approved by the parent and is subject to verification for appropriateness. s. 1003.4282, F.S.

Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (Ennobles Act)

The School District of Indian River County will provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

The ENNOBLES Act provides for the waiver of the Florida Standards Assessment FSA requirement for graduation with a standard diploma for certain students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FSA. For the FSA graduation requirement to be waived, the IEP team must meet during the student's senior year to determine whether the FSA can accurately measure the student's abilities, taking into consideration allowable accommodations if the student:

1. Completes the minimum number and distribution of credits and has attained the minimum cumulative grade point average required for the standard diploma.
2. Does not meet the FSA testing requirements after at least two opportunities at periods in the high school progression as defined by the state.

"Senior year" refers to the first time that a student has enough credits to be classified as a senior, and for students with disabilities who have elected to remain enrolled in order to seek a standard diploma.

End of Course (EOC)

A student with a disability for whom the IEP team determines that an end of course assessment cannot accurately measure a student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credits s. 1008.22(8), F.S.

Special Diploma Options

For students with disabilities who have entered 9th grade prior to the 2014-2015 academic year, there continues to be the option to work towards a special diploma s. 1003.438, F.S.

The Florida Department of Education has created Florida Standards Access Points as a way for students with significant cognitive disabilities to access the general education curriculum. These Access Points are designed to reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The Access Points for the Florida Standards are assessed using the Florida Standards Alternate Assessment.

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

Intellectual Disability	Other Health Impairment
Orthopedic Impairment	Dual-Sensory Impairment
Deaf or Hard-of-Hearing	Language Impairment
Traumatic Brain Injury	Visual Impairment
Emotional/Behavioral Disability	Autism Spectrum Disorder

Documentation to determine mastery of Access Points for each course will be the responsibility of the teacher(s) and may be included in the student's permanent records (checklists, etc.). The teacher certifying mastery must date and sign the standard when mastery is achieved.

Minimum Subject Area Requirements for other than Standard Diploma

Special Diploma Option 1

Special Diploma Option 1 may be awarded upon mastery of Florida Standards Access Points and completion of 19-24 credits including:

SUBJECT AREAS Exceptional Education Courses

English	3 credits	2 credits of reading may be substituted
Mathematics	2 credits	
Science	1 credit	
Life Management and Transition (ESE)	1 credit	
Career Readiness OR Life Management	2 + credits	
Post-school Adult Living	2 credits	1 credit of Social Studies may be substituted
Employability Skills	1 credit	
Additional Career Readiness OR Elective Courses	7 + credits	

General education courses may be substituted for exceptional education courses. Exceptions to requirements can only be made with approval from the Director of Exceptional Student Education.

Special Diploma Option 2

The 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. It may be awarded 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 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 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.
 - d. A description of the supervision to be provided by school district staff.

Student mastery of performance standards may be documented through tracking sheet checklists, 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 Special Diploma 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 Special Diploma Option 2 section of School District of Indian River County Exceptional Student Education Admissions and Placement manual.

Certificate of Completion

A student who has been identified as a student with an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; and other health impairment; a traumatic brain injury; an emotional/behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard-of-hearing, or dual-sensory impaired may be issued a Certificate of Completion when the student has met all special requirements of the district school board, but is unable to meet the appropriate special state minimum requirements s. 1003.438, F.S.. Special requirements of the district school board include that the student has demonstrated to the satisfaction of a review committee consisting of Parent, Principal, and ESE Administrator that the basic life skills have been mastered and are being applied.

Post-Secondary Transition

A student with a disability may continue to work towards mastery of their IEP goals and requirements for graduation with a standard diploma, or special diploma, consistent with the diploma options available to them as related to the academic year in which they entered 9th grade, through the end of the school year in which they turn 22 if they have an IEP that prescribes special education, transition planning, transition services, or related services through 21 years of age s. 1003.4282, F.S..

Beginning with students entering grade 9 in the 2014-2015 school year, a student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student s. 1003.4282, F.S.:

1. Has an individual education plan that prescribes special education, transition planning, transition services, or related services through age 21; and
2. Is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

*Option available to students who enrolled in the 9th grade prior to the 2014-2015 academic year.

English for Speakers of Other Languages (ESOL)

ESOL Program Overview

The primary goal of the ESOL program is to develop, as effectively and efficiently as possible, each student's English language proficiency and academic potential. The ESOL program should also provide positive reinforcement of the self-image and esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities. The ESOL program functions in accordance with the district's general education program, the META Consent Decree, federal guidelines, state statutes, and the state-approved district English Language Learner (ELL) plan. Basic ESOL programming shall include instruction to develop enough skills in speaking, listening, reading, and writing that increase the student's level of English language proficiency.

Eligibility for ESOL Services

Upon a student's enrollment, if any of the three Home Language Survey (HLS) questions are answered with a "yes" response on the district student enrollment form, the student will be evaluated to determine eligibility for the ESOL program. Initial Listening, Speaking, Reading and Writing assessment is completed using the LAS (Language Assessment Scale)/ LAS Links assessment as soon as possible after initial enrollment and shall be completed within a four-week (20 school days) period. Students in grades K-2 will be tested with the Listening/Speaking (oral) sections only. Grades 3-12 will complete the entire Listening/Speaking/Reading/Writing assessment within the same four-week (20 school days) period. The test is administered by designated school district personnel at the student's school of enrollment. Formal requests to secure school records/transcripts from prior districts, states, or countries will be made, and when received, this information will be utilized to assist in determining eligibility for the ESOL program.

Provision to Notify Parent/Guardian in Home Language When Testing is Delayed

A district letter shall be sent to the parent/guardian in the child's home language, when feasible, advising that their child's English language assessment has not been completed within the required time period (20 school days).

English Language Learner (ELL) Committee

The ELL committee advocates for the best educational programming of ELL students. Data including but not limited to levels of English language proficiency, reading levels, grades, and progress monitoring information are reviewed. An established ELL committee is required at every school for continued articulation of the state-approved district ELL plan. Participants may include, but are not limited to parents/guardians, school administrators, teachers, guidance counselors, ESOL resource teachers, advocates, resource specialists, bilingual interpreters, or other pertinent school staff.

In accordance with 6A-6.0902 FAC, the ELL Committee makes recommendations regarding the placement and progress of ELL students. Decisions shall not be based solely on the score of any single assessment instrument nor the student's English language proficiency level. The ELL committee takes into consideration the following factors:

- Prior educational and social experience and parent/student interview;
- Written recommendation and observation by current and/or previous instructional and support staff;
- Skill level in English;
- Grades from current or previous years;
- Test results

ESOL Program Eligibility Criteria

LAS Links Assessment Levels

GRADES	SUBTEST	ELIGIBLE	INELIGIBLE
K-2	Listening/Speaking	LAS or LAS Links Levels 1, 2 ,3	LAS or LAS Links Levels 4 or 5
3-12	Listening/Speaking Reading/Writing	LAS Links Levels 1, 2 ,3	LAS Links Levels 4 or 5

ELL Committee Determination

GRADES	ELIGIBLE/ INELIGIBLE
K-12	ELL Committee recommendation

Programmatic Assessment

Existing school records and educational history of the student are reviewed. Age is an important factor in determining appropriate grade level placement. Interviews with the parent and student are also conducted to help determine the most appropriate grade level and course placement. The following shall be considered to determine appropriate grade level placement:

- Age
- Academic records/report card
- Transcripts
- Parent/student interview (with bilingual assistance when necessary and feasible)
- Other evidence of educational experience

Equal Access to Appropriate Programming for English Language Learners (6A-6.0904 FAC)

English Language Learners shall have equal access to all appropriate programs. This shall include but is not limited to instruction in basic subject areas that is understandable to English Language Learners and equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.

English Language Learners with special needs and/or in need of additional services shall be provided equal and comparable services to those provided to English proficient students in a timely basis and appropriate to the student's level of English proficiency.

Statewide Assessment of English Language Learners

According to 6A-1.09432 FAC, all ELL students must participate in the statewide assessment program. Florida's Every Student Succeeds Act (ESSA) state plan, approved September 26, 2018, indicates that all ELLs will be tested on the FSA ELA in each year they are enrolled in the tested grade levels. Districts do not have flexibility to exempt first-year ELLs from ELA testing.

In accordance with 6A-6.09021 FAC, all English Language Learners (ELL) K–12 classified as ELLs on the first day of test administration will be assessed annually using a statewide language proficiency assessment. The statewide annual English Language Proficiency Assessment measures the areas of language acquisition: listening, speaking, reading, and writing. The statewide English Language Proficiency Assessment, Assessing Comprehension and Communication to English State-to-State for English Language Learners (Kindergarten ACCESS for ELLs, ACCESS for ELLs) assessment is administered by designated school-based personnel. In addition to Kindergarten ACCESS for ELLs and ACCESS for ELLs, the Alternate ACCESS for ELLs assessment will be available for eligible ELLs with significant cognitive disabilities. Kindergarten Access for ELLs, ACCESS for ELLs and Alternate ACCESS for ELLs are administered as paper-based tests. All ELLs must participate in the annual statewide English Language Proficiency test as there is no categorical exemption from participation.

Accommodations for ELL Students in the Administration of Statewide Assessments

Teachers will utilize and document the ESOL instructional strategies and accommodations that are being used with ELL student(s). In addition, they must ensure that ELL students are learning and progressing towards grade level academic standards.

- Test accommodations are provided as indicated in the state test administration manuals and will be based upon what the students are receiving and utilizing in the classroom settings throughout the school year.
- Test accommodations may include any one or combination of the following: flexible setting, flexible scheduling including additional time, limited assistance in heritage language, and the use of an approved translation dictionary and/or glossary (6A-6.09091 FAC).

Extension of Services

Per 6A-6.09022 FAC three years after the date of an ELL's initial enrollment in a school in the United States, an ELL committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States and no later than the anniversary date, except if the student's anniversary date falls within the first two weeks of any school year. The ELL Committee may convene no later than October 1st. This process shall be completed annually thereafter.

Any student being considered for extension of services shall be assessed on at least one instrument that measures all four domains of listening, speaking, reading and writing. The Date Entered US School (DEUSS) will be used to monitor Extension of Services for students who have entered a Florida school in the 2012-2013 school year or after. The ELL Committee shall convene to determine appropriate programming. If the student's anniversary date falls between the release of the annual statewide English Language Proficiency

Assessment and applicable Florida Standards Assessment (FSA) scores in a given school year and October 1st of the following school year, the student's English Language Proficiency Assessment results and applicable Florida Standards Assessment (FSA) scores will suffice, and a more recent assessment is not required. The ELL committee shall review the student's academic record holistically and consider the assessment results along with two of five criteria listed below to determine if the student is English language proficient.

- Prior educational and social experience and parent/student interview;
- Written recommendation and observation by current and/ or previous instructional and/or support staff
- Skill level in English;
- Grades from current or previous years;
- Other test results

ESOL Program Exit Options (6A-6.0903 FAC)

ESOL support may last if the student has difficulty meeting the state's academic standards for exit. Students exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

The ELL Committee may consider the following criteria when the annual statewide English Language Proficiency Assessment and/or Florida Standards Assessment (FSA) test scores that do not meet state exit criteria. The ELL committee must document 2 of the 5 criteria:

- extent and nature of prior educational and social experiences and student interview;
- written recommendation and observation by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English per appropriate local, state and national criterion-referenced standards;
- grades from the current or previous year; and
- test results other than those used in initial language proficiency assessment

GRADES	EXIT OPTION	BASIS OF EXIT	Statewide English Language Proficiency Assessment PROFICIENCY CRITERIA
K-2	Exit by Test Scores	Proficient on Statewide English Language Proficiency Assessment: Kindergarten ACCESS for ELLs and ACCESS for ELLs. Alternate ACCESS for ELLs Grade 1-2	Kindergarten ACCESS for ELLs and ACCESS for ELLs: Overall minimum proficiency level of 4.0 and minimum proficiency of 4.0 in Reading Alternate ACCESS for ELLs: overall minimum proficiency score of P1
3-9	Exit by Test Scores	Proficient on Statewide English Language Proficiency Assessment (ACCESS for ELLs /Alternate ACCESS for ELLs) AND Proficient on Florida Standards Assessment - English Language Assessment	ACCESS for ELLs: Overall minimum proficiency level of 4.0 and minimum proficiency of 4.0 in Reading Alternate ACCESS for ELLs: overall minimum proficiency score of P1
10-12	Exit by Test Scores	Proficient on Statewide English Language Proficiency Assessment (ACCESS for ELLs /Alternate ACCESS for ELLs) AND Proficient on Florida Standards Assessment English Language Assessment that satisfies graduation requirements, or an equivalent concordant score pursuant to s. 1008.22, F.S.	ACCESS for ELLs: Overall minimum proficiency level of 4.0 and minimum proficiency of 4.0 in Reading Alternate ACCESS for ELLs: overall minimum proficiency score of P1
K-12	ELL Committee	ELL Committee Recommendation	Note: ELL Committee may be convened at any time throughout the year

An exit letter, in the home language when feasible, will be sent to the parents. Former ELL students will be monitored for two years after exit from the ESOL program. The two-year monitoring phase reviews student progress after the first report card, at the end of the 1st semester, at the end of the first year, and then again at the end of the second year.

Report Cards

Report cards for ELL students shall reflect grades based on appropriate classroom accommodations and ELL strategies that support the student's level of English language proficiency while addressing the grade level State Standards. If an ELL student needs additional support to make instruction comprehensible, an ELL committee meeting shall be convened to determine the needs of the student.

Retention

An ELL Committee meeting must be convened to determine whether a student should be retained. The ELL Committee, including an administrator and an ESOL program designee functioning in accordance with ESOL state rules and the META Consent Decree, together shall make the decisions regarding proper grade

placement. Parents are invited to attend all ELL Committee meetings. Parents of ELL students must be notified in the native language, when feasible s. 1008.25, F.S.

During the ELL Committee meeting, evidence of the strategies and accommodations made to the curriculum, materials, and assessments throughout the year to ensure comprehensible instruction shall be reviewed. No promotion or retention decision may be made for any ELL student based solely on any single assessment, where such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an ELL student may be made through the action of an ELL committee meeting 6A-1.09432 FAC. It is best practice for the ELL Committee to consider exempting an ELL student from retention who has been in a US school for 2 years or less based upon his or her Date Entered US School (DEUSS). An ELL student should not be retained solely based upon the lack of language proficiency in English.

Virtual Instruction

s. 1002.455, F.S. Student eligibility for K-12 virtual instruction. —All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

1. School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45(1)(b), F.S.
2. Full-time virtual charter school instruction authorized under s. 1002.33, F.S to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31, F.S
3. Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498, F.S
4. Florida Virtual School instructional services authorized under s. 1002.37, F.S.

Virtual instruction is defined as instruction provided in an interactive learning environment created through technology in which the student and teacher are separated by time, space or both. The virtual instruction options include;

1. School district operated part-time or full-time Kindergarten through grade 12 virtual instruction programs under s. 1002.45, F.S for students enrolled in the school district.
2. Full-time virtual charter school instruction.
3. Courses delivered in the traditional school setting by personnel providing direct instruction through a virtual environment or through a blended virtual and physical environment pursuant to s. 1003.498 , F.S.

Students residing within Indian River County have opportunities to participate in virtual education programs, they include, Indian River Virtual School, K12 Virtual School Edgenuity, and FLVSfull and part time ss. 1011.61(1) (c) 1.b. (III) and (IV) , F.S.

Indian River Virtual School

The School District of Indian River County has established the Indian River Virtual School (IRVS) to provide students with a high-quality virtual program. All district policies and procedures applying to student progression and academic achievement apply to students enrolled in Indian River Virtual School.

The IRVS offers of a full-time program for students in grades K-12. Initiating enrollment in Indian River Virtual School is through <https://virtual.indianriverschools.org/>

Grade Placement Procedures

Students enrolling in the IRVS shall be administratively placed in the appropriate grade level. This placement will be based on the most recent school records on file with the District, or another approved education provider the curriculum provider and District administration will determine final grade placement.

Criteria to be considered may include age, school readiness, ability to work independently, standardized achievement test results, state assessments, previous performance in public and private schools, progress towards graduation standards, and (when applicable) compliance with home education program requirements. In no instance, shall placement in a grade be based solely on the recommendation of the parent/guardian or a non-approved curriculum provider.

The provisional placement decision is subject to screening and review of the student's work and performance. After appropriate screening, the student shall be allowed to remain in the assigned grade or placed in the most appropriate grade.

Attendance

The School Board attendance policy will apply to the IRVS. The K-12 IRVS full-time program follows the same school calendar as all other Indian River County public schools. Attendance in the program is expected to be for the entire school year.

Extracurricular and Enrichment Activities

Virtual school is a school of choice and therefore certain programs and activities offered at traditional schools may not be available to virtual students. The District has made every attempt possible to create equity between traditional and virtual instructional programs, however, there are activities and events that are impossible to replicate in an individual, online instructional environment.

Students in grades 6-12 may participate in interscholastic extracurricular activities providing they adhere to the requirements, as specified in s. 1006.15, F.S. Students who want to participate in an interscholastic extracurricular activity must meet the same residency requirements as other students in the school where they participate. The residency requirement is based on the District student assignment plan. Therefore, all Indian River Virtual School (IRVS) students who want to participate in an interscholastic extracurricular activity must go through School Assignment and be assigned a school. IRVS students participating in interscholastic extracurricular activities must meet the requirements of participation as set forth by the Florida High School Athletic Association Policy 26 Section C. All Florida High School Athletic Association requirements must be met, as specified in s. 1006.15, F.S.

Retention/Credit Retrieval

Elementary School

Elementary students (K-5) who do not successfully complete grade level requirements will not be permitted to continue in the virtual program for the following year. Instead, students who did not complete the grade level must enroll the following year in a traditional school location to repeat the grade.

Middle School

Middle School students (6-8) who do not successfully pass a course must retake that course before being promoted to high school.

High School

High School students (9-12) must successfully complete the graduation requirements, as specified in ss. 1003.4, F.S. or 1003.429, F.S.

Promotion/Graduation

The IRVS is a public school in Indian River County and therefore students will be held to all promotion and graduation requirements of Indian River County and the State of Florida. IRVS students will receive an Indian River County School District diploma.

Florida Virtual School

Student may take courses through the Florida Virtual School that is an accredited school funded by the Department of Education. The Florida School Code establishes Florida.

Virtual School (FLVS) as an educational choice and an acceleration option for parents and students. Students enrolled in district elementary schools, middle schools and high schools may choose to enroll in courses available through Florida Virtual School. Students will receive credit for successful completion of such courses. 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 before or after school hours in addition to the regular school day or through summer school enrollment. A student may not enroll in the same course concurrently at two different public schools, such as their district school and Florida Virtual School. Initiating enrollment in virtual coursework is through www.FLVS.net. ss. 1002.37 (1) (b) 1, 2 and 1002.37(2)(g), F.S.

Part-Time Program

Some of the students who may benefit from enrolling for courses at FLVS are:

1. Students who might need to make up credits in order to graduate on schedule
2. Students who want to enrich their academic program.
3. Students who want to take a course(s) not offered at their school.
4. Students who need a more flexible schedule.

Virtual/On-Line Course Requirement

Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. However, an online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course (Beginning August 1, 2014 an Online Driver's Education course does satisfy the Virtual Online course requirements beginning with the 2014-15 9th grade cohort). A student who is enrolled in a full-time or part-time virtual instruction program meets this requirement. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester s. 1003.428, F.S.

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

Florida Standards Assessments (FSA) and Other Mandatory Assessments

Students enrolled in Indian River Virtual School, Florida Virtual School, K12, are public school students and are therefore required to participate in all District and State mandated testing, including but not limited to the FSA and End-of-Course Assessments. District and State mandated tests will be administered at the student's zoned school.

Glossary of Terms^[SD8]

Acceleration – Remediation and homework help provided by district personnel or virtually, inside or outside of the traditional school day.

Academically Challenging Curriculum to Enhance Learning (ACCEL) - Acceleration choices developed to address the need to provide academically challenging curriculum opportunities for students in kindergarten through twelfth grade. The acceleration choices are grouped into two categories, Content Enrichment and Grade Advancement.

Credit Recovery – Credit recovery services are provided for students during the school day, before and after school and during the summer.

Kindergarten ACCESS for ELLs, ACCESS for ELLs and Alternate ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) the statewide annual English Language Proficiency Assessments that measure the areas of language acquisition: listening, speaking, reading, and writing. The Alternate ACCESS for ELLs assessment is available for eligible ELLs with significant cognitive disabilities.

Access Points for Students with Significant Cognitive Disabilities – The Florida Standards Access Points are expectations written for students with significant cognitive disabilities to access the general education curriculum and reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations.

Accommodations – Changes to the way a student is taught or how a student is tested.

Accreditation – Indian River County Public High Schools are accredited based on the standards set by the Southern Association of Colleges and Schools (SACS).^[SD9]

Alternate Assessment – The Florida Standards Alternate Assessment is an alternate achievement, performance-based test that is aligned with the Florida Standards Access Points for students with significant cognitive disabilities who, as determined by the IEP team, meet the two exemption criteria defined by state legislation (determined by responses of “yes” on each of four questions on the Florida Alternate Assessment Participation Checklist) for whom participation in state- and district- wide assessments is deemed to be inappropriate.

Alternative Assessment – An assessment, other than the -FSA, that is given to third grade students to show proficiency in the tested benchmark areas (examples: SAT 9/10, portfolio, etc.).

Florida’s Career and Professional Education (CAPE) Act provides rigorous and relevant career-themed courses that articulate to post-secondary level coursework and lead to industry certification.

Credit Acceleration Program (CAP) - A student who is not enrolled in or has not completed the related course can take the standardized EOC during the regular administrations of the assessments, a passing score equates to earning credit in the class.

ELL (English Language Learners) – ELL and Limited English Proficient (LEP) are frequently used interchangeably to describe a student whose first language is not English while ESOL refers to the program itself.

ESE (Exceptional Student Education) – This is the name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called special education.

End of Course Assessments (EOC) - EOC assessments are rigorous, statewide, standardized assessments developed and approved by the Florida Department of Education. EOC assessments for a subject are administered in addition to the comprehensive assessments. The content knowledge and skills assessed by EOC assessments are aligned to the core curricular content established in the Next Generation Sunshine State Standards.

ESOL (English for Speakers of Other Language) – This is a program for students whose first language is not English. Special teaching materials, techniques, strategies, and testing accommodations are used to assist these students in achieving English proficiency.

Extended School Year Services (ESY) –Individualized instructional services beyond the regular 180-day school year for eligible students with disabilities receiving Exceptional Student Education services.

Florida Standards – The Florida Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students, fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Good Cause Exemption – One of six possible reasons defined in Florida Statutes for a third-grade student who has not scored Level 2 on FCAT 2.0 Reading to be promoted to fourth grade.

IEP (Individual Education Plan) - A written, legal plan required by the Individuals with Disabilities Act that is developed, reviewed, and revised in a meeting with an IEP team, not less than annually, for a student with a disability.

Intensive Reading – Intensive reading instruction or reading intervention for students who scored a Level 1 or Level 2 disfluent on FCAT Reading in grades 6 – 12. This is in addition to the regular English class.

Language Assessment Scale (LAS) - This test is administered to assess the English language proficiency skills of a student for whom English is a second language. Students in grades K-2 will be tested with the Listening/Speaking (oral) sections only. Students in grades 3-12 will complete the entire Listening/Speaking/Reading/Writing assessment.

Mid-Year Promotion - Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

Modifications – Changes to what a student is expected to learn. If a course is modified, there is a reduction to the amount of material a student must master to pass the course. Modifications to core academic grade level standards are reflected as Special Standards.

Portfolio – The student portfolio contains a systematic collection of evidence used by a teacher or home school parent to monitor the student’s academic growth over a period.

Progress Monitoring Plan (PMP) – A school-wide or individualized student plan to target instruction and to identify methods to assist the student or school in meeting state and district expectations for proficiency. Students with an IEP, or ELL Plan which addresses deficits in reading, writing, science, and/or mathematics meet the requirements of a progress monitoring plan for a documented deficit.

APPENDIX A — Semester Grade Chart for Non-EOC Courses

2021	-	2022	Semester	Grade	Chart
This chart will be used to calculate semester grades for non-EOC Courses					

		Quarter Grade									
		A+	A	B+	B	C+	C	D+	D	F	
Quarter Grade	A+	A	A	A	A	B	B	B	B	C	Quarter Grade
	A	A	A	A	A	B	B	B	B	C	GPA Points
	B+	A	A	B	B	B	B	C	C	C	A+
	B	A	A	B	B	B	B	C	C	C	A
	C+	B	B	B	B	C	C	C	C	D	B+
	C	B	B	B	B	C	C	C	C	D	B
	D+	B	B	C	C	C	C	D	D	D	C+
	D	B	B	C	C	C	C	D	D	D	C
	F	C	C	C	C	D	D	D	D	F	D+
											D
											D+
											D
											D
											F
											F

APPENDIX B- Grade Chart for All EOC Courses

Nine Weeks Grades	EOC Exam Grade				
	A	B	C	D	F
A+ & A+	A	A	A	B	B
A+ & A	A	A	B	B	B
A+ & B+	A	A	B	B	B
A+ & B	A	B	B	B	B
A+ & C+	B	B	B	B	C
A+ & C	B	B	B	C	C
A+ & D+	B	B	B	C	C
A+ & D	B	B	C	C	C
A+ & F	B	C	C	C	D
A & A	A	A	B	B	B
A & B+	A	B	B	B	B
A & B	A	B	B	B	C
A & C+	B	B	B	C	C
A & C	B	B	B	C	C
A & D+	B	B	C	C	C
A & D	B	B	C	C	C
A & F	B	C	C	C	D
B+ & B+	B	B	B	B	C
B+ & B	B	B	B	C	C
B+ & C+	B	B	B	C	C
B+ & C	B	B	C	C	C
B+ & D+	B	C	C	C	C
B+ & D	B	C	C	C	D
B+ & F	C	C	C	D	D
B & B	B	B	B	C	C
B & C+	B	B	C	C	C
B & C	B	B	C	C	C
B & D+	B	C	C	C	D
B & D	B	C	C	C	D
B & F	C	C	C	D	D
C+ & C+	B	C	C	C	C
C+ & C	B	C	C	C	D
C+ & D+	C	C	C	C	D
C+ & D	C	C	C	D	D
C+ & F	C	C	D	D	D
C & C	B	C	C	C	D
C & D+	C	C	C	D	D
C & D	C	C	C	D	D
C & F	C	C	D	D	D
D+ & D+	C	C	D	D	D
D+ & D	C	C	D	D	D
D+ & F	C	D	D	D	F
D & D	C	C	D	D	D
D & F	C	D	D	D	F
F & F	D	D	D	F	F

Weighting of Quarter and EOC Exam Grades		
1st Quarter	2nd Quarter	EOC Exam
35%	35%	30%

End Of Course State Assessments
Algebra I
Biology
Civics (7th Grade)
Geometry
U.S. History (11th Grade)

Numeric Scale for Quarter grades	
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

SEMESTER GRADE

APPENDIX C - The International Baccalaureate Diploma Program

The International Baccalaureate Diploma is rigorous pre-university course of studies, leading to internationally standardized examinations that meet the needs of highly motivated high school students. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems.

Diploma candidates are required to select one subject from each of six subject groups. At least three and not more than four are taken at the higher level (HL), the others at standard level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. Students explore subjects in depth more broadly over a two-year period. IB diploma candidates demonstrate mastery by passing a battery of comprehensive written, and in some cases, oral examinations in the subject area.

The six subject groups include:

Language A1:	4 credits	student's first language, including the study of selections from world literature.
Language A2, B, ab initio:	2 credits	second modern language
Individual and Societies:	3 credits	history, geography, economics, philosophy, psychology, social anthropology, business and organization, information technology in a global society, history of the Islamic world.
Experiential Sciences:	3 credits	biology chemistry, physics, environmental systems, design technology
Mathematics:	3 credits	mathematics HL, advanced mathematics SL, mathematics studies, mathematical methods
Theory of Knowledge:	1 credit	
Arts and Electives:	8 credits	must include at least one AP or IB course.
Other requirements:		
1) Extended essay that includes original research and a 4000-word essay. Creativity, Action, Service (CAS) requires a minimum of 150 hours outside the world of scholarship to be divided with an equal distribution between the areas.		