

STUDENT PROGRESSION GRADES 9-12

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

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

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

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

F.S. 1003.235, 1007.271

HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

A student who entered grade 9 during the 2006-07 school year and thereafter may select, upon receipt of each consent required by this section, one of the following high school graduation options: the general 24 credit program; an International Baccalaureate curriculum (see **Appendix D**); the three year standard college preparatory program; or the three year career preparatory program.

GENERAL 24 CREDIT PROGRAM

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

English	4 credits	A major concentration in composition and literature
Mathematics	3 credits	Algebra I or a series of course equivalent to Algebra I, or a higher level mathematics must be completed
Science	3 credits	Two courses must have a lab Component Agri-Science Foundations I may count as one science credit
Social Studies	3 credits	1 World History 1 American History .5 Economics .5 American Government
Life Management	.5 credits	To include topics listed in <i>F.S. 1003.43(1)(i)</i>
Physical Education	1 credit*	To include assessment, improvement, and maintenance of physical fitness. Students completing two full seasons of an interscholastic sport at the junior varsity or varsity level shall satisfy the one credit requirement in Physical Education provided the student passes a competency test in physical fitness developed by the Florida Department of Education with a “C” or better. Either coursework or interscholastic sports will satisfy the Physical Education and Personal Fitness requirement but not a combination. If the student satisfies the Physical Education requirement through the interscholastic sport option, a one credit elective must be substituted for the Physical Education requirement. Completion of one semester with a grade of “C” or better in marching band or in a physical activity class that requires participation in marching band activities as an extra curricular activity in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drill, may satisfy one-half of the one credit requirement for physical education but will not receive additional credit for the same course. This half credit may not be used to satisfy the personal fitness requirement nor the requirement for adaptive physical

Student Progression Plan

		education under an individual education plan (IEP) or 504 Plan.
Practical Arts/ Performing Fine Arts	1 credit	Students may either earn 1 credit in Practical Arts or 1 credit in Performing Fine Arts or .5 credits in each.
Electives	8.5 credits	for students entering 9 th grade during the 1999-2000 school year and thereafter
Total Credits required	24 credits	

F.S. 1003.43(1)

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

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

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

Student Progression Plan

- Assignment of the exceptional student to an exceptional class for a basic course with the same student performance standards as those for non-exceptional students
- Assignment of the exceptional student to a basic education class for instruction, which is modified to accommodate the student's exceptionality
- The district shall determine which strategy to employ based on an assessment of the student's needs and shall reflect this decision on the student's individual education plan.

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

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

F.S. 1006.02(4)

THREE YEAR COLLEGE PREPARATORY PROGRAM

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

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

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

THREE YEAR CAREER PREPARATORY PROGRAM

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

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

F.S. 1003.429(1)

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

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

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

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

F.S. 1003.429

SELECTION OF AN ACCELERATED GRADUATION OPTION

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

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

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

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

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

THREE-YEAR GRADUATION OPTIONS FCAT AND GPA REQUIREMENTS

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

- Earn a passing score on the FCAT as defined in *S 1008.22(3)(c) F.S.* or scores on a standardized test that are concordant with passing scores on the FCAT as defined in *s 1008.22(9), F.S.*
- Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in courses required for the college preparatory or the career preparatory accelerated 3 year high school graduation option.
- For students entering grade 9 in the 2006-07 school year, achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated 3-year high school graduation option; and a 3.5 on a 4.0 scale, or its equivalent, in courses

required for the college preparatory accelerated 3 year high school graduation option

- Receive a weighted or un-weighted grade that earns at least 3.0 points or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated program. (A “B” or better in an un-weighted course, a “C” or better in a weighted course for it to count toward graduation)
- Receive a weighted or un-weighted grade that earns at least 2.0 points or its equivalent, to earn course credit toward 18 credits required for the 18 credits required for the career preparatory accelerated high school graduation option.

Weighted grades shall be applied to those courses specifically listed or identified by the department as rigorous or weighted by the district school board for class ranking. Students must earn a “C” or better if the district does not weight the course and the weighted equivalent of a “C” or better if the district weights the course in each course that applies toward graduation. The School District of Indian River County does not give additional weight for a “D”, so a student must earn at least a “C” in both weighted or un-weighted courses for them to count for this graduation option)

At the end of grade 10, a student who is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, will have their parent/guardian contacted by the school. They will be notified of the following:

1. The requirements the student is not currently meeting
2. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements
3. The right of the student to change to a four-year program

A student who selects one of the accelerated three-year graduation options shall automatically move to the four-year program if the student:

- Exercises his/her right to change to the four year program
- 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
- Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment

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

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

REQUIRED GRADE POINT AVERAGE FOR STANDARD HIGH SCHOOL GRADUATION

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

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

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

F.S. 1003.43

ADDITIONAL REQUIREMENTS FOR STANDARD HIGH SCHOOL DIPLOMA

A student must pass each part of the 10th grade high school level Florida Comprehensive Assessment Test (FCAT) at levels determined by the state in order to earn a regular high school diploma or earn scores on a standardized test that are concordant with passing scores on the FCAT as defined in s 1008.22(9), F.S. The passing score on the 10th grade FCAT is designated by the State Board of Education.

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

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

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

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

A dependent child of a member of the United States Armed Forces who enters a public school at grade 12 from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for the standard high school diploma

A student who completes the minimum number of credits prescribed by statute, but who is unable to meet the required grade point average or pass the 10th grade reading and mathematics sections of the Florida Comprehensive Assessment Test or a concordant standardized test at levels determined by the state shall be awarded a certificate of completion in the form prescribed by the state board. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the high school either as a full-time student or a part-time student for up to one additional year and receive special instruction to remedy the identified deficiencies. A student who receives a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. The awarding of a certificate of completion is limited to those students selecting the 24-credit general high school graduation option and is not applicable to the three-year accelerated graduation programs.

The District Superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post secondary educational institutions *F.S. 1008.22(3)(c)5, 1008.221, F.S. 1003.43(5)(a)(10)(11), F.S. 1003.433(4)*

ADDITIONAL INSTRUCTION TO MEET HIGH SCHOOL GRADUATION REQUIREMENTS

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

- Participation in an accelerated high school equivalency diploma program during the summer
- Upon receipt of the certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. To assist community colleges in identifying these students during the admission process, the certificate itself will bear the designation of “CPT eligible”
- Participate in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other course required for high school graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.

Students who have been enrolled in an ESOL program for less than two school years and have met all of the requirements for the standard high school diploma except for the passage of the grade 10 FCAT or an alternative assessment may receive immersion English language instruction during the summer following their senior year. Students taking such instruction are eligible to take the FCAT or alternative assessment and receive a standard a standard high school diploma upon passage of the grade 10 FCAT or the alternative assessment.

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

F.S. 1003.433(1)(2)

GRADING AND REPORT CARDS

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

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

3. teacher evaluation based on mastery of performance standards and exit criteria.

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

A report of student academic progress in each subject area, conduct and behavior, and attendance shall be made each nine weeks during the school year. Only letter grades shall be entered on the report cards to indicate student academic progress. Letter grades shall be averaged to determine a semester grade. The symbol for plus may be affixed to the letter grade as an incentive to the student and shall be used in averaging semester grades. However, no plus may be affixed to the final semester grade. Each nine weeks grade will determine two-fifths (40%) of the semester grade.

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

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

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

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

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

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

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

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

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

WEIGHTED GRADE POLICY

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

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

4. For students entering high school during the 2000-01 school year and thereafter, all grades will be used in the calculation of the weighted GPA except grades of “D” or “F” that are subsequently retaken for forgiveness and a grade of “C” or better has been earned.
5. A student whose schedule changes in the middle of a semester from a weighted to an unweighted class will have the following apply: If the student has one quarter in a weighted class and one quarter in an unweighted class and takes the semester exam in the unweighted class the student will not receive weighted credit since 60% of the grade is unweighted. Conversely, a student who has one quarter in an unweighted class and one quarter in a weighted class and takes the semester exam in the weighted class may receive a weighted grade since 60% of the grade was in a weighted class. In order to receive extra weight, the final semester grade must be a C or better.
6. Weighting will apply for the purposes of Class Rank (valedictorian, salutatorian, top 10%, etc.) Spring awards will be based on calculations at the end of the 7th semester .
7. Any School Board policy, plan, or approved waiver that modifies this weighted grade policy must be made prior to the end of the first semester of the preceding year in order to give parents and students ample time to consider course selections for the following year. No change in this policy will become effective during the course of any school year. Changes will only become effective for the following school year.
8. Any changes in weighted grade policy would become effective with the incoming freshman class.

F.S. 1003.437

PROMOTION AND GRADE CLASSIFICATION

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

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

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

STUDENT MID-TERM PROGRESS REPORTS

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

REMEDIATION

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

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

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

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

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

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

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

If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s.1011.62(8) shall include instructional support services to be provided to meet the desired levels of performance. The district school

board may require low-performing students to attend remediation programs held before and after regular school hours or during the summer if transportation is provided.

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

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

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

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

HONOR GRADUATE DESIGNATION

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

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

HOME EDUCATION STUDENTS PART TIME ENROLLMENT

Students who are participating in a Home Education Program in accordance with Florida Statutes may be admitted to the public high schools of the district on a part-time basis. Students in home education who wish to attend public school must have met the

criteria for a home education program during the entire semester immediately prior to the time of admission.

In addition, they must meet the same registration requirements as full time students, including immunizations, and enroll for and attend at least one regularly scheduled class at the school. Students must register prior to the start of the semester they wish to attend. However, students who are enrolled in the public schools full time will be given priority in course registration.

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

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

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

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

PERFORMANCE BASED DIPLOMA REQUIREMENTS

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

1. Successfully pass the Florida Comprehensive Assessment Test (FCAT) with performance items for students in ninth grade during the 1999-2000 school year or thereafter.
2. Successfully pass GED.
3. Successfully complete six vocational courses, including certification in one area, which indicates that the student is proficient for employment in a specific work area.

While this state approved program is not credit based, credits and grades are recorded for the Performance Based Diploma Program. In the event a student returns to the

regular credit-earning program, credit will be earned when a teacher certifies that a student has satisfactorily met the District Student Performance Standards for that course. The student's progress of performance is recorded and filed as "satisfactory" or "unsatisfactory." The unsatisfactory remains until the student masters the skills and obtains a "satisfactory grade" for the course.

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

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

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

THE FLORIDA VIRTUAL SCHOOL

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

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

ADULT EDUCATION HIGH SCHOOL CLASSES

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

ARTICULATED ACCELERATION

It is the intent of the Legislature that a variety of acceleration mechanisms be available for secondary and post secondary students attending public educational institutions. It is intended that the articulated acceleration serve to shorten the time necessary for a student to complete the requirements associated with the awarding of a high school

diploma and a post secondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. Among the mechanisms for accelerated articulation are: 1) Dual Enrollment; 2) Early Admission; 3) Advanced Placement; 4) the International Baccalaureate Program; 5) Credit by Examination, and 6. the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for acceleration. At the beginning of each school year, the parents of all students in or entering high school will be informed of the opportunities and benefits of accelerated articulation.

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

INTERINSTITUTIONAL ARTICULATION AGREEMENT

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

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

- A ratification of all existing agreements
- Courses and programs available to eligible dual enrollment students
- Eligibility criteria for student participation in dual enrollment
- The process by which students and their parents exercise their option to participate in an articulated acceleration program
- High school credits earned for completion of each dual enrollment course
- Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of s1003.43 F.S.
- Eligibility criteria for student participation in dual enrollment courses and programs
- Institutional responsibilities regarding student screening prior to enrollment and monitoring student progress
- Identification of the instructional quality criteria dual enrollment courses and programs are to be judged

- Delineation of the institutional responsibilities of the costs of dual enrollment courses and programs including responsibilities for student instructional materials
- Responsibility for providing transportation if the dual enrollment is conducted at a facility other than the high school campus
- Process for converting college credit hours earned through dual enrollment and early admission program to high school credit based on mastery of course outcomes
- Beginning with students entering grade 9 in the 2006-07 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International baccalaureate and Advanced International Certificate of Education courses when grade point averages are calculated.

F.S. 1007.235(1)(2)

DUAL ENROLLMENT

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

In addition, college level courses that lead to an associate degree or vocational certification will be available on one of the campuses of Indian River Community College. Students enrolled in co-sponsored classes shall earn both high school credits from the Indian River County School Board and college credit from Indian River Community College if they meet at least the minimum requirements for satisfactory completion of such classes. No fees will be assessed for high school students enrolled in these co-sponsored classes. The State Articulation Coordinating Committee (ACC) will determine the approved list of courses and the high school subject area where the course may be applied. The list of courses will be part of the annual Inter-institutional Acceleration Agreement.

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

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

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

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

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

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

F.S. 1007.271

EARLY ADMISSION FULL TIME DUAL ENROLLMENT

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

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

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

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

1. Consideration of any application by the principal will be based on the following requirements:
 - a) The student must have an un-weighted GPA of 3.0 based on a 4.0 scale
 - b) The student must be accepted by a post-secondary institution authorized under Florida law; or accredited by the Southern Association of Colleges, and Schools or a comparable regional accrediting agency.
2. The principal is authorized to approve the fulfillment of graduation requirements and to award a diploma of graduation to the student at the graduating of his regular class or at a later convenient time pursuant to the state board of education regulations.
3. The School District of Indian River County is not responsible for tuition, fees, books or supplies for students who are enrolled in an early admission program through a college or university with which the district has no inter-institutional articulation agreement.

ADVANCED PLACEMENT

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

F.S. 1007.27(6)

DUAL ENROLLMENT AND ADVANCED PLACEMENT INSTRUCTION

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

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

F.S. 1007.272(1)

THE INTERNATIONAL BACCALAUREATE PROGRAM

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

F.S. 1007.27(8)

CREDIT BY EXAMINATION

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

F.S. 1007.27(7)

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION

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

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

F.S. 1007.27(9)

STATE BOARD OF EDUCATION REVIEW

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

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

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

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

F.S. 1007.27 (11)

TRANSFER STUDENTS

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

1. Evidence of work or credits offered for acceptance shall be based on an official transcript or cumulative folder and shall be accepted at face value subject to validation for school's accreditation. If validation is necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period, as outlined in Section 2.
2. Validation of credits shall be based on performance at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in Section 3.
3. If validation based on performance is not satisfactory or is not an option because a course is not part of a sequence, or the student is not continuing the sequence, then one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:
 - a. Portfolio evaluation by the Superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area tests;
 - e. Demonstrated proficiencies on the FCAT; or
 - f. Written review of the criteria utilized for a given subject provided by the former school.
4. Credits earned by a home education student through the Florida virtual School or through a Florida community College will be accepted at face value. Home education students are eligible to participate in dual enrollment, vocational dual enrollment, early admission and credit by examination.
5. Work and credits transferred from other states shall be evaluated in terms of the requirements of the state where such credit was earned, and district graduation requirements are not retroactive. Students who enter a Florida public high school at the eleventh or twelfth grade from out-of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if they would have met graduation

Student Progression Plan

requirements from the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT specified in s 1008.22(3), or an alternate assessment as specified in s 1008.22(9).
F.S. 1003.433 (1), 6A-1.09941 F.A.C.