Hearing Officer Review, if necessary, will be held at 5:30 p.m. in the Large Personnel Conference Room to be followed by Business Portion of Meeting at 6:00 p.m.

Indian River County District School Board
Business Meeting Agenda
November 13, 2012 at 6:00 p.m.

It is hereby advised that if a person decides to appeal any decision made by the Board with respect to any matter considered at this meeting, he/she will need to ensure that a verbatim record is made that includes the testimony and evidence upon which the appeal is to be made.

I Call Meeting to Order – Chairman Pegler
(Announcement: Please turn off all cell phones. Cell phones, even when set to a silent mode, can cause loud disturbances within the room's audio enhancement system.)

II. INVOCATION

III. PLEDGE OF ALLEGIANCE TO THE FLAG AND PRESENTATION OF COLORS BY: Vero Beach High School Air Force Junior ROTC Detachment 043, under the Direction of Wade E. Dues, Chief Master Sergeant (Ret) USAF

IV. ADOPTION OF AGENDA

V. PRESENTATIONS

A. Treasure Coast Elementary School's Designation as a Project CHILD National Demonstration Site – Dr. Adams
Treasure Coast Elementary School has been named as one of seven CHILD National Demonstration Sites for the 2012-2013 school year by The Institute for School Innovation. These sites will host visitors to showcase innovative methods for school improvement and reform.

VI. CITIZEN INPUT

VII. CONSENT AGENDA

A. Approval of Hearing Officer's Recommendation – Dr. Adams
It is recommended that the District School Board accept the Hearing Officer's Findings of Fact, Conclusions of Law, and recommendations in regard to Hearing Number 11-119. Superintendent recommends approval.

B. Approval of Minutes – Dr. Adams
1. Student Progression Plan Workshop held 10/23/2012
2. Land Use and Acquisition Workshop held 10/23/2012
3. Regular Business Meeting held 10/23/2012

Superintendent recommends approval.

C. Approval of Personnel Recommendations – Ms. Roberts

Attached is a list of personnel recommendations, which includes personnel additions, terminations, and/or changes. Superintendent recommends approval.

D. Approval of Donations – Mr. Morrison

1. Fellsmere Elementary received a donation in the amount of $3,000 from Fellsmere Frog Leg Festival, Inc. The funds will be used for Art, Music, and PE at Fellsmere Elementary.
2. Storm Grove Middle School received a donation in the amount $1,000 from Best Buy for the 2012 Run for Autism 5K. The donation will be distributed to the following schools that participated in the 5k: Storm Grove Middle, Sebastian River High, Vero Beach High, Sebastian River, Pelican Island Elementary, Liberty Magnet, and Citrus Elementary School.

Superintendent recommends approval.

E. Approval of Amendment to Outside Contractor Agreement (Additional Consulting Services) – Dr. Adams

This Amendment allows the Assistant Superintendent for Human Resources and Risk Management position to be filled for the remainder of the fiscal year (December 1, 2012 through June 30, 2013) for $9,516.07 per month, which is 1/12th of the salary, plus benefits, for this unfilled position. Using contracted services for this unfilled position will allow the Superintendent to continue her evaluation and restructuring of District Administration. Superintendent recommends approval.

VIII. ACTION AGENDA

A. Approval to Amend the 2012-2013 Salary Schedules – Dr. Adams

On April 28, 2009, the School Board approved the Superintendent's Budget Reduction Action Plan in response to an estimated $14 million loss in state and local revenues. In addition to the elimination of positions, all twelve-month, non-bargaining positions' contract days were reduced by 6 days or an equivalent of 2.46%. Again, on April 29, 2010, the School Board approved the Superintendent's Budget Reduction Action Plan in response to an estimated loss of $12.6 million in state and local revenues and to avert a financial crisis caused by a significant decline in the District's unreserved fund balance. In addition to the elimination of positions, all non-bargaining personnel, with the exception of confidential managerial staff, had their salaries further reduced by 5%. Any personnel who had received greater than a 5% reduction in the prior year received a 2.5% salary reduction instead. This item seeks to restore all non-bargaining positions that were severely and disproportionately impacted by these budget reductions. It is estimated that the net cost of this restoration is approximately $500,000 or 0.41% of the District's 2012-2013 unassigned fund balance.

Approval is requested to amend the 2012-2013 salary schedules for all non-bargaining positions to the rates that were in effect in fiscal year 2008-2009, as approved by the School Board on June 24, 2008. It is requested that the amendment to the salary schedule be effective July 1, 2012. In addition, approval is requested that any non-bargaining employee who is currently receiving a hold harmless differential will have their differential adjusted accordingly. Superintendent recommends approval.

B. Approval of Alternative Calendar Due To Hurricane Sandy – Dr. Adams

As authorized in Section 1011.60(2), Florida Statutes, schools must operate for 180 actual teaching days or the equivalent on an hourly basis to participate in the Florida Education Finance Program. Rule 6A-1.045111, Florida Administrative Code, specifies the hourly equivalent as not less than 720 net instructional hours for kindergarten through grade 3 and not less than 900 hours for grades 4 through 12. Provided that this statutory requirement is met, School Boards have the authority to adopt an alternative calendar without authorization or approval by the Florida Department of Education. An alternative calendar will not affect the District's funding through the Florida Education Finance Program, nor will it affect the survey count of full-time equivalent students. The recommendation is to approve a 179 day alternative calendar, as well as to approve October 26, 2012, as a Paid Holiday. Superintendent recommends approval.

C. Approval to Accept Construction Attestation Reports for Phases 1, 2 and 3 Vero Beach High School Renovation Project – Mr. Morrison

On August 12, 2008, the School Board approved District staff to engage the firm of Carr, Riggs & Ingram, LLC, to perform agreed upon procedures relative to the construction costs and related contract for the construction of the Alternative Education Center. Subsequently, under the Superintendent's purchasing authority, this firm was engaged to perform construction attestation services for the various construction phases of Vero Beach High School. The purpose of this engagement is to affirm that the contract terms were properly applied to the job costs of the project and to ensure the District did not overpay for any items during the billing process. The cost of this will be paid for out of the capital projects fund. In the event any project costs are recovered, the proceeds will be used to offset the fee. Based on the attestation procedures performed, the following is a reconciliation of the guaranteed maximum price (GMP) versus total amounts paid:

Construction phases:	
Phase 1	**Amounts**
Billed and stored to date from pay applications	$ 12,034,422
Adjusted GMP based on attestation procedures	$ 11,996,350
Owed to the district	$ 38,072
Phase 2	
Billed and stored to date from pay applications	$ 20,638,249
Adjusted GMP based on attestation procedures	$ 20,555,550
Owed to the district	$ 82,699
Phase 3	
Billed and stored to date from pay applications	$ 2,732,875
Adjusted GMP based on attestation procedures	$ 2,725,052
Owed to the district	$ 7,823
Total owed:	$ 128,594
Total paid:	$ (128,594)
Balance owed to district for phases 1-3	$ -
Total Certified	$ 35,276,952

The amount of $128,594 has been received from Proctor Construction via check #18483 dated November 5, 2012, in full settlement of the amounts owed to the District for phases 1-3 of the Vero Beach High School Renovation Project. Superintendent recommends approval.

D. Approval of Certificate of Completion for Vero Beach High School Replacement Project and Direction to Trustee to Transfer Funds. – Mr. Morrison

On September 27, 2005, the School Board approved the issuance of approximately $81 million in Certificates of Participation via resolution COP-2006-02, to finance the replacement of Vero Beach High School, demolition and reconstruction of an Gifford Alternative School, construction of a new space at Sebastian River Middle School to house the music program, new practice and chorus rooms, a keyboard lab, an office for technology coordination with associated equipment, smart boards, and repair and server rooms. In addition, the 700 wing of the school which housed the music program was to be converted to classroom and computer lab space. In addition, proceeds from the certificate sale were earmarked for the acquisition of approximately 152 acres of land located in the central area of the School District to be used for future educational facilities. Pursuant to section 6.03(g)(ii)(b) of the Master Trust Agreement, the School Board now certifies

as to the completion of the Vero Beach High School Replacement project and directs the trustee to transfer the excess funds of approximately $1,790,787.09 remaining in the project account to the interest account for the next (2) payment dates and second to the principal accounts. Superintendent recommends approval

E. Approval to Award Term Contract for Custodial Supplies, Bid 2013-01 - Mr. Morrison

The purpose and intent of this bid is to secure firm prices and to establish a term contract for the purchase and delivery of custodial supplies district wide. The estimated annual financial impact is $40,000. Award of Section I is recommended to Buckeye Cleaning Center, Calico Industries, Inc., Cypress Supply, Inc., Janitorial Depot of America, Inc., and Southern Janitor Supply as best bidders meeting specifications, terms, and conditions. Award of Section II is recommended to Buckeye Cleaning Center, Calico Industries, Inc., Cypress Supply, Inc., Dash Medical Gloves, Interboro Packaging Corp., Janitorial Depot of America, Inc., Pyramid School Supplies, and Southern Janitor Supply. Superintendent recommends approval.

F. Approval of Release of Final Payment to the Barth Construction, Inc., for the Osceola Magnet School New Parent Pick-up/Drop-off Loop and Outside Lighting Improvements Project (2009-22 Project 17) – Mr. Morrison

Approval is recommended for the release of Final Payment in the amount of $40,525.43 to Barth Construction, Inc., for the completion of the New Parent Pick-up/Drop-off Loop and Outside Lighting Improvements Project (#2009-22 Project 17). On April 10, 2012, the Board approved the Owner/Contractor Construction Agreement for this project with a Contract amount of $341,988.64 ($305,347.00 Contractors Bid Price / $36,641.64 Owner Added Contingency). In addition, change orders (#1-4) totaling $64,052.00, were Board approved on June 26, 2012, bringing the total contract amount to $406,040.64. The final construction cost for this project totals $405,962.00. The unused portion of the owner added contingency, in the amount of $78.64, is a savings to the District. Final payment of this project is being brought to the Board for approval in accordance with Florida Statute 1013.50. The final payment to the contractor consists of the project retainage, which is held until project completion. Superintendent recommends approval.

G. Approval of Revised Contract with Learning Sciences International – Ms. Roberts

The revised contract with Learning Sciences International will provide intensive, year-long, inter-rater reliability for professional development for all administrators through on-site, web-based, and coaching opportunities for the observation of teachers using the new teacher evaluation framework. Additional training will be provided for teacher leaders to ensure fidelity in the implementation of this process. The cost to the District has been reduced $2,000.00 to $46,500.00, which will be paid with Race to the Top Grant Funds. Superintendent recommends approval.

H. Approval of Revisions to Student Progression Plan 2012-2013 – Mrs. D'Albora

The State Board of Education requires each District to maintain a Student Progression Plan that outlines policies and procedures related to promotion and retention. The District Student Progression Plan helps to ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive; thereby, providing accountability for all students. The School District of Indian River County's Student Progression Plan has been revised to reflect legislative changes and has been edited for clarification. Superintendent recommends approval.

I. Public Hearing for Approval of Revisions to School Board Policy 10.04 Smoking in Buildings – Dr. Adams

On September 25, 2012, the Board moved approval to set the Public Hearing date for revisions to School Board Policy 10.04 Smoking in Buildings. The purpose of the revisions is to eliminate outdated language and to specify that the policy applies to all property owned, leased, or occupied by the School System. The policy title was changed to Smoking/Tobacco Products Prohibited. The policy change process was followed in accordance with Florida Administrative Procedures Act, Statute Statutes, and School Board Policy #1.06. Superintendent recommends approval.

IX. SUPERINTENDENT'S REPORT

X. DISCUSSION

XI. SCHOOL BOARD MEMBER MATTERS – Chairman Pegler

XII. INFORMATION AGENDA

XIII. SUPERINTENDENT'S CLOSING

XIV. ADJOURNMENT – Chairman Pegler

Anyone who needs a special accommodation for this meeting/workshop may contact the School District's American Disabilities Act Coordinator, at 564-3060 (TTY 564-8507) at least 48 hours in advance of meeting. NOTE: Changes and amendments to the agenda can occur 72 hours prior to the meeting. All business meetings will be held in the Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 1990 25th Street, Vero Beach, unless otherwise specified. Meetings may broadcast live on Comcast Ch. 28. The agenda can be accessed by Internet at http://www.indianriverschools.org.

This Page Intentionally Left Blank

The Indian River County District School Board met on Tuesday, October 23, 2012, at 9:00 a.m. The workshop was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Vice Chairman Carol Johnson and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present. Chairman Jeff Pegler was not present

Student Progression Plan Workshop

I. Called Workshop to Order – Vice Chairman Johnson

II. Purpose of the Workshop – Dr. Adams
Dr. Adams said that the purpose of the workshop was to go over the changes since the last time the School Board reviewed the Plan.

III. Presentation – Mrs. D'Albora
Mrs. D'Albora introduced Mrs. Long, Mrs. Jody Idlette-Bennett, Dr. Christina Hayes, and Dr. Jamie Robison.

Mrs. Idlette-Bennett reviewed sections pertaining to elementary education. Mrs. Long addressed secondary. Some of the highlights were:

- Wording was changed to include the new Common Core State Standards (CCSS). The CCSS was required to be fully implemented in grades K-12 in the 2013-2014 school year. The curriculum would include all topics and subject matter required by the State Board of Education.
- Throughout the document, the word "proficiency" was changed to "satisfactory performance on FL DOE standards", as directed by the Department of Education (DOE).
- Response to Intervention (Rt^1 was changed to Multi-tiered System of Support (MTSS).
- New language was added pertained to Academically Challenging Curriculum to Enhance Learning (ACCEL).
- The names of the four virtual schools were included and the eligibility list item (f) was added.
- Language redundancies were removed and dates were updated to appropriate year.
- Virtual online course requirement had new language to begin with students entering grade 9 in 2011-2012 school year to reflect the requirement to take an online course.
- Limited English Proficiency (LEP) program changed from two years to one year.
- Work Habit Grade for K-5 was changed from not graded to not evaluated.
- No Child Left Behind ended; therefore, Annual Yearly Progress (AYP) went away.

- Civics replaced World Geography and Foreign Language was replaced with World Language; and Electives were changed from 3 credits to 2 credits; and Career/Technical was changed from 5 credits to 3 credits and 1 Elective credit.
- Promotion, high school credit, graduation choices, dual enrollment, and graduation requirements were updated to reflect current requirements.
- End of Course (EOC) assessment requirement language was added, Virtual On-line Course requirement was added, and FCAT was replaced with FCAT 2.0.

Dr. Christina Hayes, and Dr. Jamie Robison reviewed changs to the Exceptional Student Education progression plan highlighted as follows:

- Handicapped was changed to disabled and vocational was changed to career readiness.
- FACT 2.0 accommodations language was added.
- Online Instruction language was updated.
- Promotion language and Extended School Year (ESY) was updated.
- FCAT 2.0 Waiver, End of Course (EOC), Special Diploma, and Special Certificate of Completion were updated.

Mrs. D'Albora explained that courses were not weighted by colleges and universities until the third year of a particular course. There was no weighting for years one and two of a course.

IV. Questions – Vice Chairman Johnson
Board Members were given an opportunity to ask questions during the workshop.

V. ADJOURNMENT – Vice Chairman Johnson

With no further business, the meeting adjourned at approximately 10:35 a.m.

The Indian River County District School Board met on Tuesday, October 23, 2012, at 1:00 p.m. The workshop was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Vice Chairman Carol Johnson and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present. Chairman Jeff Pegler attended by telephone.

Land Use and Acquisition Committee Workshop

I. Workshop was called to order by Vice Chairman Johnson
Vice Chairman Johnson stated that the Committee was here to report to the Board on several properties owned by the School District of Indian River County.

II. Purpose of the Workshop – Dr. Adams
Dr. Adams thanked everyone for the work that they have done. Attending the workshop was: Scott Sanders, Director of Facilities; and Land Use and Acquisition Committee Members Scott Chisholm, Chris Bieber, Amy Thoma, and Frank Schlitt. Bill Marine, Land Use and Acquisition Committee Member, was not in attendance.

III. Presentation by the School Board's Land Use and Acquisition Committee Members
Mr. Chisholm said that the purpose of the workshop was to present to the Board what they worked on this year as a Committee. The Committee took a comprehensive look at all District owned properties, and was here to present what they thought as a Committee that the Board could do in regard to those properties. He said that they looked at all properties but would limit today's presentation and recommendations to four properties.

20th Avenue South County Property (Oslo)

Mr. Chisholm gave a short history of the property that was originally purchased to build a south county high school. A portion of the property was sold to the County for a retention pond, with 55 acres remaining. He reported on the Committee's findings. The Committee's recommendation was to hold onto the property and decide within the next 4-5 years whether to sell, trade, or build. Board Members supported the recommendation.

Fellsmere Elementary School Site

Mr. Bieber explained a potential joint venture between the City of Fellsmere, the School District, and St. John's Water Management District that would benefit both entities. The first part of the proposal was to utilize property owned by the City to construct a storm water park on the City's property, in lieu of building a retention pond ten feet from Fellsmere Elementary School. The School Board would pay for the retention pond on City property, rather than on the school site; and the storm water park would benefit the City by providing additional storm water capacity for their streets and developments. Mr. Sanders said that it was

estimated to cost approximately $60,000 more to move the drainage across the street; however, the City had offered to offset the additional cost with the possibility of grants.

The second part of the proposal was for a possible donation of land to the School District from the acquisition of foreclosure property adjacent to the school. This would offset the cost of the storm water park expense. The Committee's recommendation was to pursue a joint venture possibility with the City of Fellsmere, St. John's River Water Management District for the addition of an offsite storm water retention area. Board Members supported the recommendation.

Old Osceola Magnet School Site at 665 20th Street, Vero Beach

Mr. Bieber reviewed the significant challenges on the site that was currently under demolition. The Committee considered the idea of whether or not to sell or keep the property. Mr. Bieber said that the property was a 15-acre site but the portion that could be reused by the School District was only 5 acres located on the corner of Route 60 and 6th Avenue, with limited access and traffic pattern difficulties. The Committee's recommendation was to pursue any joint venture possibilities with the City of Vero Beach, the County, and St. John's Water Management District to utilize the portion of the property that floods to create a storm water retention area, and also to hold a portion of the property that does not flood for possible future use. Board Members supported the recommendation.

Two Properties Located North East of Alternative Center for Education

The Committee was approached by IMG Citrus located adjacent to one piece of property owned by the School District (2.5 acres) on Old Dixie Highway, in order for IMG Citrus to build a cool fruit packing plant. In their investigation, the Committee noted that the District would be best served by including the second adjacent property (2.5 acres of wetlands) in the potential sale as a package. Mr. Bieber stated that the sale could be negotiated at the buyer's expense, including the cost of two appraisals required by law. The Committee's recommendation was to sell the property to IMG Citrus Company for their expansion project. Board Members supported the recommendation.

IV. Future Recommendations

Mr. Chisholm said that the Committee evaluated additional properties owned by the School District that would be presented at another workshop. He asked Board Members to let the Committee know what the Board wanted them to take a look at by contacting District Staff, who would contact the Committee.

V. ADJOURNMENT – Vice Chairman Johnson

With no further discussion, the workshop adjourned at approximately 2:10 p.m.

The Indian River County District School Board met on Tuesday, October 23, 2012, at 6:00 p.m. The business meeting was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Jeff Pegler, Vice Chairman Carol Johnson, and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present.

Business Meeting

I. Meeting was called to order by Chairman Pegler.

II. Invocation was given by Vice Chairman Johnson.

III. PLEDGE OF ALLEGIANCE TO THE FLAG AND PRESENTATION OF COLORS by: Sebastian River High Schools' Naval Junior ROTC under the Direction of James O'Neal, MGySgt USMC (Ret)

IV. ADOPTION OF AGENDA

Chairman Pegler announced that the Board Attorney had requested to add an item concerning the scheduling of the Administrative Hearing. Chairman Pegler called for a motion. Mrs. Johnson moved approval of the Orders of the Day with the addition of Action G. concerning the scheduling of the Administrative Hearing. Mrs. Disney-Brombach seconded the motion and it carried unanimously, with a 5-0 vote.

V. PRESENTATIONS

A. Florida Association for Pupil Transportation and Florida Department of Education's Recognition to Vero Beach Elementary Student as the 2nd Place Winner, Division One, Poster Contest, "Stand Back from the Yellow and Black", for National School Safety Week, October 22-26, 2012 – Mr. Millar

The District School Board recognized Adriana Mendez, a third-grade student at Vero Beach Elementary, as the 2nd Place Winner, Division One, Poster Contest.

B. 2012-2014 Florida Healthy School Districts, Bronze Award to School District of Indian River County – Mr. Stern

Mr. Stern, Executive Committee Member for Florida Action for Healthy Kids, presented an Official Banner from the State of Florida in recognition of the Bronze Award. Recognition is determined by submission of a self-assessment based on sustainable infrastructure, policy, programs, and practices identified from National and state guidelines, best practices, and Florida statutes.

C. 2013 National Merit Scholarship Semifinalists – Dr. Adams

The following students were recognized by the District School Board for their outstanding academic achievement:
Caroline Colbert – Sebastian River High School
Meredith S. Baker – Vero Beach High School
Thomas L. Beasley – Vero Beach High School
Harshonnati Jain – Vero Beach High School
Kimberly Zerega – Vero Beach High School

VI. CITIZEN INPUT

Elizabeth Cannon requested to speak on reading in middle school.
Amy Houseknecht requested to speak on step and equity.
Luke A. Flynt requested to speak on VAM.

VII. CONSENT AGENDA

Chairman Pegler called for a motion. Mr. McCain moved approval of the Consent Agenda. Ms. Jiménez seconded the motion and it carried unanimously, with a 5-0 vote.

A. Approval of Minutes – Dr. Adams

1. FERPA Discussion held 10/2/2012
2. Employee Health Center Workshop held 10/9/2012
3. Round Table Discussion held 10/9/2012
4. Business Meeting held 10/9/2012

Superintendent recommended approval.

B. Approval of Personnel Recommendations – Ms. Roberts

Attached was a list of personnel recommendations, which included personnel additions, terminations, and/or changes. Superintendent recommended approval.

C. Approval of Updated School Resource Officer Agreement with Indian River County Sheriff's Department – Ms. Roberts

The purpose of the agreement was to continue to provide law enforcement, counseling, and law-related educational service programs to the schools of Indian River County as defined in F.S. 1006.12. The attached agreement was updated by removing the reference to the Community Oriented Policing Services Federal Grant that no longer existed under Article IV.A and to update other references to reflect current practice. This was a continuing contract. The District was responsible for 50% of the salaries of the SROs, funding for the DARE Program, and 50% of conference expenses, not to exceed $5,000 annually. Superintendent recommended approval.

D. Approval of Donation – Mr. Morrison

Sebastian River High School received a donation in the amount of $3,000 from FHSAA Fred E. Rozelle Sportsmanship Award. The funds would be used in athletics and towards a trophy case. Superintendent recommended approval.

E. Approval of Extension of Current Early Learning Coalition Contract with Extended Day Program – Mrs. D'Albora

This was an Extended Day Program request for the extension of the current contract with the Early Learning Coalition to provide services for the before and after school care. This contract was effective January 2013 through June 30, 2013. No cost to the District. Superintendent recommended approval.

F. Approval of 2012-2013 School Improvement and Differentiated Accountability Plans – Mrs. D'Albora

School Improvement and Differentiated Accountability Plans were respectfully submitted with recommendations for approval. Each School Improvement Plan may be accessed at the following location: http://www.flbsi.org/1213_SIP/Login.aspx. No login was necessary. Click to "View School Improvement Plan (Read-Only)". Attached was a list of schools that have submitted plans approved by their School Advisory Councils and a District Review Committee. Superintendent recommended approval.

VIII. ACTION AGENDA

A. Approval of Greater Florida Consortium's 2013 Legislative Program – Mrs. Disney-Brombach

The proposed Greater Florida Consortium of School Boards' 2013 Legislative Program was attached. The Consortium bylaws required each School District to approve the Program. The bylaws stipulated that if any issue contained in the proposed Program drew an objection from any one of the member Boards, the issue was removed from the final Program. This bylaw ensured that all the issues in the final Program had the support of all members. Superintendent recommended approval.

Mr. McCain moved approval of the Greater Florida Consortium's 2013 Legislative Program. Ms. Jiménez seconded the motion and it carried unanimously, with a 5-0 vote.

B. Approval to Award Contract for Engineering Testing Services, Bid 2012-16 - Mr. Morrison

The Facilities Department requested that an RFQ be promulgated for professional, engineering testing service that consisted of geotechnical/ foundation studies, construction materials testing, structural/threshold inspections, environmental audits/assessments, and other engineering services for miscellaneous projects on an as needed basis. It was the intent of the District to award continuing contracts to multiple firms to provide services as assigned by the Facilities Department on a rotating and/or best fit selection. The net financial impact, as estimated by the Facilities Department, was $300,000 annually. It was recommended that negotiations proceed per Chapter 287.055 F.S. to obtain continuing contracts with Andaman & Associates, Inc.; Dunkelberger Engineering and Testing, Inc.; GFA International, Inc.; GLE Associates, Inc.; KSM Engineering & Testing;

MBV Engineering, Inc.; Nutting Engineers of Florida Inc.; Professional Services Industries, Inc. (PSI); and Universal Engineering Sciences, Inc. Superintendent recommended approval.

Mrs. Johnson moved approval of the award of contract for Engineering Testing Services, Bid 2012-16. Mr. McCain seconded the motion and it carried unanimously, with a 5-0 vote.

C. Approval of Release of Partial Retainage Payment to Proctor Construction Company for Sebastian River High School Part II Freshman Learning Center Addition Project (2010-12) – Mr. Morrison

Approval was recommended for the release of partial retainage in the amount of $169,385.01 to Proctor Construction Company for the Sebastian River High School Part II Freshman Learning Center Addition (#2010-12). On May 10, 2011, the Board approved the Guaranteed Maximum Price (GMP) for this project in the amount of $6,875,052.98. Retainage held to date for this project totals $338,770.03, with a remaining balance of $169,385.02 after approval of partial retainage payment. The remaining retainage balance would be brought to the Board at a later date, upon completion of the project as approval of final payment to the contractor in accordance with Florida Statute 1013.50. Superintendent recommended approval.

Mr. McCain moved approval of release of partial retainage payment to Proctor Construction Company for Sebastian River High School Part II Freshman Learning Center addition project (2010-12). Mrs. Johnson seconded the motion and it carried unanimously, with a 5-0 vote.

D. Approval of Employers Group Waiver Plan (EGWP), with a Wrap – Ms. Roberts

The Centers for Medicare and Medicaid Services policy was to provide plan sponsors with maximum flexibility and minimum administrative burden so employers would continue to offer retirees, qualified to receive Medicare or Medicaid, a better selection of high-quality prescription drug coverage that was available worldwide. This was made possible with an Employers Group Waiver Plan (EGWP). The District, along with consultants Brown and Brown, searched for a third-party Benefits Administrator. The research found AMWINS that would administer the EGWP at no cost to the District. A copy of the policy would be available prior to the meeting. Superintendent recommended approval.

Citizen Input:
Carolyn Sheppard requested to speak.

Dr. Adams spoke to Mrs. Sheppard's concern. She confirmed that the policy contained a wrap. Ms. Roberts stated that the policy does wrap around the

plan. She said that the title of the Agenda item and the motion should state "with a wrap".

Mrs. Johnson moved approval of the Employers Group Waiver Plan (EGWP), with a Wrap. Mr. McCain seconded the motion and it carried unanimously, with a 5-0 vote.

E. Approval to Terminate Four 2012-2013 State-Approved Supplemental Education Services (SES) Provider Contracts – Mrs. D'Albora

Supplemental Education Services (SES) were offered to eligible students attending Title I schools to provide tutoring by State-approved independent contractors. SES Provider contracts were Board approved on 8/28/12. The termination of the School District of Indian River County's contractual agreements between Brain Hurricane, LLC; and Kinetic Potential Scholars was recommended due to noncompliance issues with the contracts. The termination of the School District of Indian River County's contractual agreements between Rocket Learning Partners, LLC; and Smart Kids was recommended based on the SES Providers' request. Superintendent recommended approval.

Ms. Jiménez moved approval to terminate four 2012-2013 State-Approved Supplemental Education Services (SES) Provider contracts. Mr. McCain seconded the motion and it carried unanimously, with a 5-0 vote.

F. Approval of Agreement with University of Central Florida to Participate in Science Understanding, Math Mentoring Integrated with Technology Grant (SUMMIT) – Mrs. D'Albora

The School District of Indian River County was pleased to partner with Dr. Larry Chew from the University of Central Florida (UCF) in the Science Understanding, Math Mentoring Integrated with Technology Grant (SUMMIT), as part of the Florida Department of Energy's Math Science Partnership for a second year. The purpose of the District's participation was to train and prepare elementary teachers on the implementation of the Federal Science, Technology, Engineering, and Math (STEM) Initiative. The District's participation would include teacher attendance at a five-day training event; opportunity for teachers to conduct lesson study at their own school (2 ½); and a two-day, follow-up workshop for all participating teachers. Funds would be used for professional development stipends; substitute teachers to cover participants' classrooms while attending partnership events; and training kits for each participant. The workshops would be conducted under UCF's prime award from the Florida Department of Education. The School District of Indian River County was eligible to receive $45,084.00. There would be no cost to the District. All project activities were fully funded by the grant. The grant period begins September 1, 2012, and extended through May 31, 2013. Superintendent recommended approval.

Ms. Jiménez moved approval of the agreement with the University of Central Florida to participate in Science Understanding, Math Mentoring Integrated with Technology Grant (SUMMIT). Mr. McCain seconded the motion and it carried unanimously, with a 5-0 vote.

G. Approval of Scheduling Change for Administrative Hearing – Chairman Pegler

Mrs. D'Agresta stated that she received a written request to continue the Administrative Hearing. The purpose of the request was from the employee's Attorney, who needed additional time to prepare and since the Hearing was scheduled for the day after Thanksgiving, his staff was previously scheduled for time off. Mrs. D'Agresta said that the Superintendent had no objection. She asked the Board to consider dates during the week of December 17.

Mrs. Johnson moved approval to continue the Administrative Hearing. Mr. McCain seconded the motion and it carried unanimously, with a 5-0 vote. Mrs. Disney-Brombach moved approval to set the Administrative Hearing date for Tuesday, December 18, 2012. Mrs. Johnson seconded the motion and it carried unanimously, with a 5-0 vote. Mrs. D'Agresta said that she would prepare a revised order.

IX. SUPERINTENDENT'S REPORT

Dr. Adams thanked the Vero Beach Museum of Art for the "Evening for Educators" event held October 18, 2012. She congratulated the Sebastian River High School Marching Band for being the Grand Champions in the Diamond Division. Dr. Adams also thanked Vero Beach High School for hosting the event. She also reported on her classroom visits.

X. DISCUSSION

No items.

XI. SCHOOL BOARD MEMBER MATTERS – Chairman Pegler

Ms. Jiménez thanked the Sheriff's Department for their continued services to schools and the DARE Student Program. She talked about the School Improvement Plans and how to access the Plans on line. Ms. Jiménez mentioned the NOPE vigil planned for October 24 in memory of the 38,000 people who died last year from drug overdoses. Upcoming was the Parent Academy "Finding Kind" bullying through the eyes of girls on November 5 that included dinner. Please contact Ms. Jiménez through her email, if you plan to attend.

Mrs. Disney-Brombach reported that Governor Scott just released a report on how he would like the direction of education to go and that he was holding a moratorium on education funding.

Mrs. Johnson reported on the Land Use and Acquisition Committee Workshop held today.

Chairman Pegler thanked those who spoke under Citizen Input this evening. He said that it gives the Board an example of how to effectively argue for our teachers.

XII. INFORMATION AGENDA

A. Monthly Facilities Report – Mr. Morrison
Attached was the Report.

B. Financial Report for Month ending July 31, 2012– Mr. Morrison
Attached was the Financial Report for the month ending July 31, 2012.

XIII. SUPERINTENDENT'S CLOSING

Dr. Adams congratulated Justin Riney, from the Class of 2000 at Vero Beach High School, for his 165-mile journey to raise awareness of water quality issues and the protection of our delicate estuary along the shorelines. Dr. Adams also reported on an article in today's paper regarding "It's a Home Run". An agreement was signed to host the Girls' Softball Finals in May 2013. There would be 32 teams participating. This was a partnership between Florida High School Athletic Association (FHSAA), County Commission, and both of our High Schools. Dr. Adams said that the School District was proud to host the event.

Mrs. Johnson would like to thank the news coverage regarding the cooperation between our two High Schools. She stated that the community was realizing that there was a new error of cooperation, rather than competition. She commended Dr. Adams for her leadership.

Chairman Pegler asked everyone not to forget to vote on November 6, 2012.

XIV. ADJOURNMENT – Chairman Pegler

With no further business, the meeting adjourned at approximately 7:01 p.m.

This Page Intentionally Left Blank

CONSENT AGENDA 11/13/12

Personnel Recommendations

1. Instructional Changes

   Woltjen, Leigh – Highlands, change start date from 10/24/12 to 10/31/12

2. Instructional Leaves

   Dowda, Diane – Pelican Island, 9/5/12-11/25/12
   Evans, Heidi – VBE, 1/7/13-6/7/13
   Hicks, Angela – Liberty Magnet, 11/26/12-2/17/13
   McMillan, Cristen – VBE, 1/7/13-6/7/13
   Pirke, Kathleen – SRHS, extend from 11/1/12 to 11/12/12
   Reilly, Susan – VBE, extend to 10/23/12-6/14/13
   Viladrosa, Jeanette – Rosewood Magnet, 12/17/12-1/27/13

3. Instructional Promotions

4. Instructional Transfers

   Shelburn, Eric – from SRHS Social Studies Teacher to VBHS Dropout Prevention and Resource Teacher 11/9/12

5. Instructional Separations

   Callahan, Deborah – Gifford Middle, retirement, exiting DROP 11/5/12
   Melchiori, Holly – Liberty Magnet, retirement, exiting DROP 11/30/12
   Smaniotto, Alisha – Highlands, termination during probationary period 11/2/12

6. Instructional Employment

   Conrado, Stefanie – Substitute Teacher 11/14/12
   Coyle, Laura – Gifford Middle, Reading Teacher 11/14/12
   Dewick, Kathleen – Substitute Teacher 11/14/12
   Gowland, Deborah – Substitute Teacher 11/14/12
   Henderson, Traci – ESE, Resource Specialist 11/14/12
   Hill, Janet – Substitute Teacher 11/14/12
   Power, Vincent – SRHS, Social Studies Teacher 11/26/12
   Ross, Charles – Substitute Teacher 11/14/12
   Smith, Betsy – Substitute Teacher 11/14/12
   Stiriz, Sarah – Substitute Teacher 11/14/12
   Summerall, Neva – Substitute Teacher 11/14/12
   Thornton, Milo – VBHS, Football Coach 11/14/12, supplement only
   Wiley, Kristin - Substitute Teacher 11/14/12
   Williams, Peta - Substitute Teacher 11/14/12
   Zendejas, Alejandra – Substitute Teacher 11/14/12

7. Support Staff Changes

8. Support Staff Leaves

   Atkinson, Louise – Oslo Middle, extend to 11/6/12-12/23/12

Baker, Sevon – Gifford Middle, extend to 11/9/12-12/3/12
Baskin, Lamone – Pelican Island, 10/26/12-12/6/12
Bethel, Elizabeth – Transportation, change to 8/20/12-10/29/12
Chaput, Sherry – Osceola Magnet, 10/15/12-10/25/12
Manchester, Wendy – VBE, 10/1/12-10/29/12
Regan, Sherry – SRHS, 10/29/12-11/11/12
Shuren, Lucille – VBE, 10/24/12-11/4/12
Weisberg, Maureen – SRHS, 10/30/12 – 11/6/12

9. Support Staff Promotions

Caldwell, Amy – from Maintenance, Secretary II to Building, Secretary/Bookkeeper 11/14/12
Pressley, Natarsha – from Osceola Food Service Cook to Dodgertown Food Service Manager 11/26/12

10. Support Staff Transfers

11. Support Staff Separations

Cappello, Marilyn – SRHS, resignation 11/29/12
Ealy, Catheren – Gifford Middle, retirement 12/21/12, pending FRS attestation
Harris, Roy Junior – Transportation, deceased 10/28/12
Scalley, Winifred – Transportation, retirement, exiting DROP 10/31/12
Shuttleworth, Judy – Building Department, retirement, exiting DROP 1/31/13

12. Support Staff Employment

Bryant, Evelyn – Substitute Food Service Worker 11/14/12
Conrado, Stefanie – Substitute Teacher Assistant 11/14/12
Copeland, James – Pelican Island, School Computer Lab Manager 11/14/12
Emard, Carolyn – Substitute Food Service Worker 11/14/12
Gardiner, Wendy - District CWA Collective Bargaining Team Secretary, 2012-2013 school year
Hampton, Tara – Highlands, ESE Teacher Assistant 11/14/12
Lauria, Nicole - Substitute Food Service Worker 11/14/12
Lewis, Maria – Substitute Food Service Worker 11/14/12
Lockhart, Ruby - Substitute Food Service Worker 11/14/12
Remole, Darrell – Risk Management, Risk and Employee Benefits Manager 11/14/12
Rogers, Anna – Substitute Teacher Assistant 11/14/12
Rush, Jennifer – Substitute Food Service Worker 11/14/12
SanFilippo, Pauline - Substitute Food Service Worker 11/14/12
Schaffer, Grace – Substitute Food Service Worker 11/14/12
Taylor, Linda – Transportation, Bus Driver 11/14/12
Watters, David - Transportation, Bus Driver 11/14/12
Wheeler, Gladys - Transportation, Bus Driver 11/14/12
Wilkerson, Mark – Substitute Food Service Worker 11/14/12

Williams, Michael – ~~Substitute Food Service Worker~~ Glendale, Food Service Manager 11/14/12

Williams, Peta – Substitute Teacher Assistant 11/14/12

13. Administrative Separations

14. Administrative Employment

15. Approval is recommended for the attached revised job description for Food Service Field/Operations Technical Manager.

16. Approval is recommended for the attached job description for Food and Nutrition Services Nutrition Specialist. The position will provide nutritional guidance in menu planning, nutrient analysis, food procurement and nutritional education to the school sites.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

FOOD SERVICE FIELD / OPERATIONS TECHNICAL MANAGER

JOB DESCRIPTION

QUALIFICATIONS:

(1) High school diploma or equivalent.
(2) Three (3) years experience in school food service management.
(3) Certification in Project Management specializing in school food service point of sale software (front & back of the house), production, menu planning, inventory & ordering modules
(4) Experience in quantity cooking, baking and cashiering.
(5) Satisfactory criminal background check and drug screening.
(6) Valid Florida driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of planning, preparation and service of daily meals. Knowledge of food service equipment. Knowledge of nutrition, health, sanitation and safety regulations. Ability to maintain an up-to-date inventory. Knowledge of the storage of food and nonfood supplies. Ability to requisition food and non-food supplies. Basic understanding of accounting principles. Ability to use a computer. Ability to develop and supervise a staff capable of accomplishing the objectives of the program. Ability to conduct nutrition education projects for students. Working knowledge of school food service point of sale including production, menu planning, inventory and ordering modules. Must be familiar with all reports generated for revenue, meal counts, meal eligibility, meal participation, online prepayment system, bank reconciliation, cashier report and inventory. Extensive knowledge of CRE criteria, rules and regulations. Working knowledge of free and reduced meal applications. Ability to communicate clearly and precisely, orally and in writing. Ability to analyze, troubleshoot and provide solutions. Background in marketing and merchandizing is preferred.

REPORTS TO:

Director of School Food Services

JOB GOAL

To assist in the administration of the food service program at the school level and by providing superior technical operational support in an efficient and effective manner to meet nutritional requirements and program acceptability for students and staff in accordance with local, state and federal requirements.

©EMCS

FOOD SERVICE FIELD MANAGER (Continued)

SUPERVISES:

Assigned Personnel

PERFORMANCE RESPONSIBILITIES:

Service Delivery

*(1) Provide assistance to managers.
*(2) Successfully meet local, state and federal School Food Service Program standards.
*(3) Cooperate with the school principal, faculty and staff in planning and utilizing the school food service program.
*(4) Supervise food production and service to ensure that meals are nutritionally adequate, attractive and of high quality.
*(5) Update and maintain Food Service Manager Manual.
*(6) Develop and maintain Food Service Manager Trainee Manual.
*(7) Assist the Director of Food and Nutrition Services with new product taste testing at assigned sites and ensure results are turned in.
*(8) Assist with the monthly sanitation contract vendor report.
*(9) Fill in for managers when necessary.
*(10) Train a backup staff person at each site in the event of a manager's absence.
*(11) Assist the district office with application processing.
*(12) Assist schools in starting and maintaining an active Nutrition Advisory Council (NAC) consisting of students that want to maintain a healthy diet.
*(13) Maintain accurate records for proper control of cash, food supplies and equipment.
*(14) Train employees in proper methods of handling, preparation and serving food.
*(15) Maintain accurate personnel records.
*(16) Submit required reports as scheduled.
*(17) Assume responsibility for checking that all equipment in the cafeteria is in proper working order.
*(18) Supervise the storage and care of foods and supplies.
*(19) Supervise the cleaning of kitchen, serving and storage areas.
*(20) Plan work schedules and arrange for substitutes when needed.
*(21) Attend annual manager training programs and scheduled manager meetings to ensure performance meets district standards.
*(22) Provide recommendations regarding purchase of equipment.
*(23) Demonstrate initiative in the performance of assigned responsibilities.
*(24) Maintain and monitor the operations and inventory of all POS and computer equipment in all schools and food service office.
*(25) Perform installations such as: roll over, upgrades and configuring new machines.
*(26) Support food service staff in the use of computers, POS and peripheral equipment.
*(27) Provide training to staff person at each site in the event of a manager's absence.
*(28) Track all inventory in schools and assist with monthly profit & loss statement.
*(29) Troubleshoot, repair and replace equipment as needed including mailing out broken equipment and recommending ordering of new equipment.
*(30) Deliver and install equipment to all schools.
*(31) Give assistance with department audits, summer audits, and CRE audits.
*(32) Assist Director with new product taste testing at assigned sites.

©EMCS

FOOD SERVICE FIELD MANAGER (Continued)

*(33) Assist with grant writing and grant award management as needed.

Inter/Intra-Agency Communication and Delivery

*(34) Exercise a service orientation when working with others.
*(35) Respond to inquiries and concerns in a timely manner.
*(36) Keep supervisor informed of potential problems or unusual events.
*(37) Serve on district committees as assigned.
*(38) Use effective, positive interpersonal communication skills.
*(39) Work closely with district and school staffs to support school improvement initiatives and processes.
*(40) Interact with outside agencies, business and the community to enhance the understanding of district initiatives and priorities and to elicit support and assistance.
*(41) Work closely with district and school staffs to support school improvement initiatives and processes.

Professional Growth and Improvement

*(42) Maintain expertise in assigned areas to fulfill project goals and objectives.
*(43) Assist in facilitating the development, implementation and evaluation of staff development activities in assigned areas.
*(44) Attend training sessions, conferences and workshops as assigned to keep abreast of current practices, programs and legal issues.
*(45) Participate in cross-training activities as required.
*(46) Provide technical assistance, training and development to school staff as needed.

Systemic Functions

*(47) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate actions.
*(48) Prepare or assist in the preparation of all required reports and maintain all appropriate records.
*(49) Follow federal and state laws, as well as School Board policies.
*(50) Represent the district in a positive and professional manner.
*(51) Demonstrate support for the school district and its goals and priorities.
*(52) Ensure adherence to good safety standards.
*(53) Assist in interpreting statutes, Department of Agriculture rules, and programs, policies and procedures of the district as they relate to assigned responsibilities.

Leadership and Strategic Orientation

*(54) Assist in implementing the district's goals and strategic commitment.
*(55) Exercise proactive leadership in promoting the vision and mission of the district.
*(56) Set high standards and expectations and promote professional growth for self and others.
*(57) Follow attendance, punctuality and other qualities of an appropriate work ethic.
*(58) Maintain confidentiality regarding school/workplace matters.
*(59) Utilize appropriate strategies and problem-solving tools to make decisions regarding planning, utilization of funds, delivery of services and evaluation of services provided.
*(60) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

©EMCS

FOOD SERVICE FIELD MANAGER (Continued)

*(61) Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.
*(62) Perform other tasks consistent with the goals and objectives of this position.
*(63) Provide computer operations and technical support to users in food service.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

Job Description Supplement 09

TERMS OF EMPLOYMENT:

~~Confidential/Managerial Pay Grade CE03 220 Days worked per year (11 months)~~
Confidential/Managerial Pay Grade CM05 244 Days worked per year (12 months)

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

©EMCS

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

FOOD AND NUTRITION SERVICES NUTRITION SPECIALIST

JOB DESCRIPTION

QUALIFICATIONS:

(1) Bachelor's degree from an accredited college or university with a major in institutional management, hotel and restaurant management, dietetics, food and nutrition or a comparable major. Registered Dietician preferred.

(2) Minimum of three (3) years of administrative food service management experience OR completion of an approved internship or pre-planned experience as approved by the American Dietetic Association.

(3) Successful experience in menu planning and/or nutrient analysis of menus.

(4) Certified by the American School Food Service Associations preferred.

(5) Valid Florida Driver's License.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of nutritional needs of children. Knowledge of nutrient analysis of food. Ability to develop special menus to accommodate disabilities. Demonstrate knowledge of Microsoft Office including Power Point and desktop publishing. Effective interpersonal skills and ability to work with diverse groups. Communicate effectively in written and oral form. Ability to prepare and deliver presentations to small and large groups, i.e. students, parents, teachers, cafeteria staff. Thorough knowledge of School Food and Nutrition Services program and applicable laws, rules, regulations, policies and procedure. Analytical and organization skills. Ability to prioritize and balance several job functions.

REPORTS TO:

Director of Food and Nutrition Services

JOB GOAL

To assist the Director of Food and Nutrition Services with the operation of the food service program through the management of the local FNS program in accordance with all applicable laws, regulations, policies and procedures. To provide nutritional guidance in menu planning, nutritient analysis, food procurement, and nutritional education to the school sites.

PERFORMANCE RESPONSIBILITIES:

* (1) Assists the Director of Food and Nutrition Services with the coordination and operation of the National School Lunch and Breakfast Programs.

* (2) Develops menus that are customer driven for all grade levels meeting or exceeding program guidelines for nutritional adequacy and cost. Involves students, FNS managers, FNS staff and when feasible school staff and parents in the menu process.

* (3) Liaison and resource to parents and families needing menu modification due to a disability.

* (4) Conducts nutrient analysis of all menus and provides information to customers.

* (5) Works with vendors in securing products needed to support menus and program needs.

* (6) Provides technical assistance to school sites regarding quality assurance and control by

monitoring food items for taste, appearance and quality guidelines.

* (7) Provides technical assistance to school site staff regarding free and reduced price meal applications, meal collection procedures, and adherence to USDA policies and procedures.
* (8) Assists the Director of Food and Nutrition Services in evaluating school site food service program for efficiency of operation, accountability, financial status, and adherence to policies, procedures and regulations as required by USDA.
* (9) Develops and administer in-service activities and training courses for school food service personnel pertaining to, but not limited to the following: sanitation and safety, food preparation, equipment operation, and National School Lunch and Breakfast Programs.
* (10) Assists school site food service staff in county-wide menu planning, production records, and nutritional analysis of menus, including product testing and recipe development.
* (11) Assist the Director of Food and Nutrition Services in the development and coordination of a cafeteria assistant manager (intern) program.
* (12) Plan and conduct nutrition education activities for school sites.
* (13) Conducts special activities and materials for special promotions at the school sites.
* (14) Researches grant opportunities. In cooperation with FNS Director, applies for appropriate grants and implements programs associated with grants.
* (15) Active member of the Wellness Committee.
* (16) Liaison with other district staff and/or allied groups to improve childhood nutrition and to provide education.
* (17) Evaluate, revise and conduct orientation program for new and substitute employees with FNS Director on an annual basis, and provide technical assistance and training to FNS managers and site based staff.
* (18) Provide resource services to food service managers, students, principals, PTO's, SAC's and community group.
* (19) Supports school principal, faculty and staff in furthering the school food service program as an educational asset to the school.
* (20) Demonstrate initiative in the performance of assigned responsibilities.
* (21) Coordinate the strategic development process, aligning department communication, marketing, and professional development goals with the District's vision.

Employee Qualities/Responsibilities

* (21) Meet and deal effectively with the general public, staff members, students, parents, administrators and other contact persons using tact and good judgment.
* (22) Follow attendance, punctuality and other qualities of an appropriate work ethic.
* (23) Ensure adherence to good safety standards.
* (24) Maintain confidentiality regarding school/workplace matters.
* (25) Model and maintain high ethical standards.
* (26) Maintain expertise in assigned area to fulfill position goals and objectives.
* (27) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.

Inter/Intra-Agency Communication and Delivery

* (28) Exercise service orientation when working with others.
* (29) Keep supervisor informed of potential problems or unusual events.
* (30) Use effective, positive interpersonal communication skills.
* (31) Respond to inquiries and concerns in a timely manner.
* (32) Serve on school/district committees as required or appropriate.

System Support

* (33) Prepare letters and memos.

* (34) Exhibit interpersonal skills to work as an effective team member.
* (35) Follow federal and state laws as well as School Board policies, rules and regulations.
* (36) Demonstrate support for the school district and its goals and priorities.
* (37) Demonstrate initiative in identifying potential problems or opportunities for improvement.
* (38) Prepare or assist in the preparation of all required reports and maintain all appropriate records.
* (39) Participate in cross-training activities as required.
(40) Perform other duties as assigned.

PHYSICAL REQUIREMENTS:

Medium work: Lifting up to 50 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed.

Job Description Supplement 01

TERMS OF EMPLOYMENT:

Professional/Technical Pay Grade 06 244 days worked per year (12 months)

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

The School District of Indian River County

Vero Beach High School Renovation – Phase I

Clarifying language relative to overhead and profit for construction phase

Comment:

Paragraph 8.1.3 reads as follows relative to the calculation of overhead and profit fee for the construction phase, "For overhead, profit and general expenses of any kind, except as may be expressly included in Article 9, for services provided during and related to the Construction Phase , the fee shall be .054% and shall be paid..." The base upon which the percentage is calculated was not specified. Additionally, the percentage used for the calculation was 5.4%, rather than .054%.

Recommendation:

We suggest that the contract be very specific regarding the calculation of the overhead and profit fee. For example, the base may be stated as the cost of the work specifically excluding items such as insurance costs and contingency (in which case the fee would be added as the contingency balance is used), but in no circumstances should the fee percentage be calculated on the fee. Also, the fee percentage should be examined prior to having the contract documents signed to ensure it accurately reflects the intentions of the parties.

Management's response:

This comment references the way the phase fee was expressed, which was a scrivener's error. It was noted as .054% when it should have been 5.4%. Duly noted and will be fixed in future contracts. Further comment is made regarding what is included in the calculation of the overhead & profit fee. This information is reviewed and verified when the Contract Negotiation team from the Support Service Council negotiates this fee with each contractor.

Contractual treatment of construction phase fee

Comment and recommendation:

For this Project, the construction phase fee, which primarily relates to the personnel costs of the Construction Manager, was contracted as a lump sum. Because the nature of a Construction Manager at Risk contract is to be an accountable relationship, we recommend that the construction phase fee be specified as a not-to-exceed amount, subject to the verification of the Owner. This has the dual benefit of providing the Owner with a return if the project is well managed and the costs come in below the estimate and provides a level of protection in the event the Construction Manager does not control its personnel costs.

Management's response:

No management response was provided relative to this comment.

Contract provision regarding multiplier on wages

Comment:

Under Article 9 of the Agreement, entitled "Cost of the Project", paragraph 9.2(1), which relates to direct cost of the work, states the following regarding wages and the corresponding labor multiplier, "Wages paid for labor (as opposed to wages paid to management or supervisory personnel) in the direct employ of the Construction Manager in the performance of his work under (the) Agreement, times a multiple of 1.50 to cover fringe benefits."

While CRI understood this multiplier to cover all labor burden items, it was the position of the Construction Manager that this percentage related only to fringe benefit amounts, and excluded what they referred to as "mandatory withholdings", such as FICA (Social Security), SUTA (State Unemployment), FUTA (Federal Unemployment), and workman's compensation.

Recommendation:

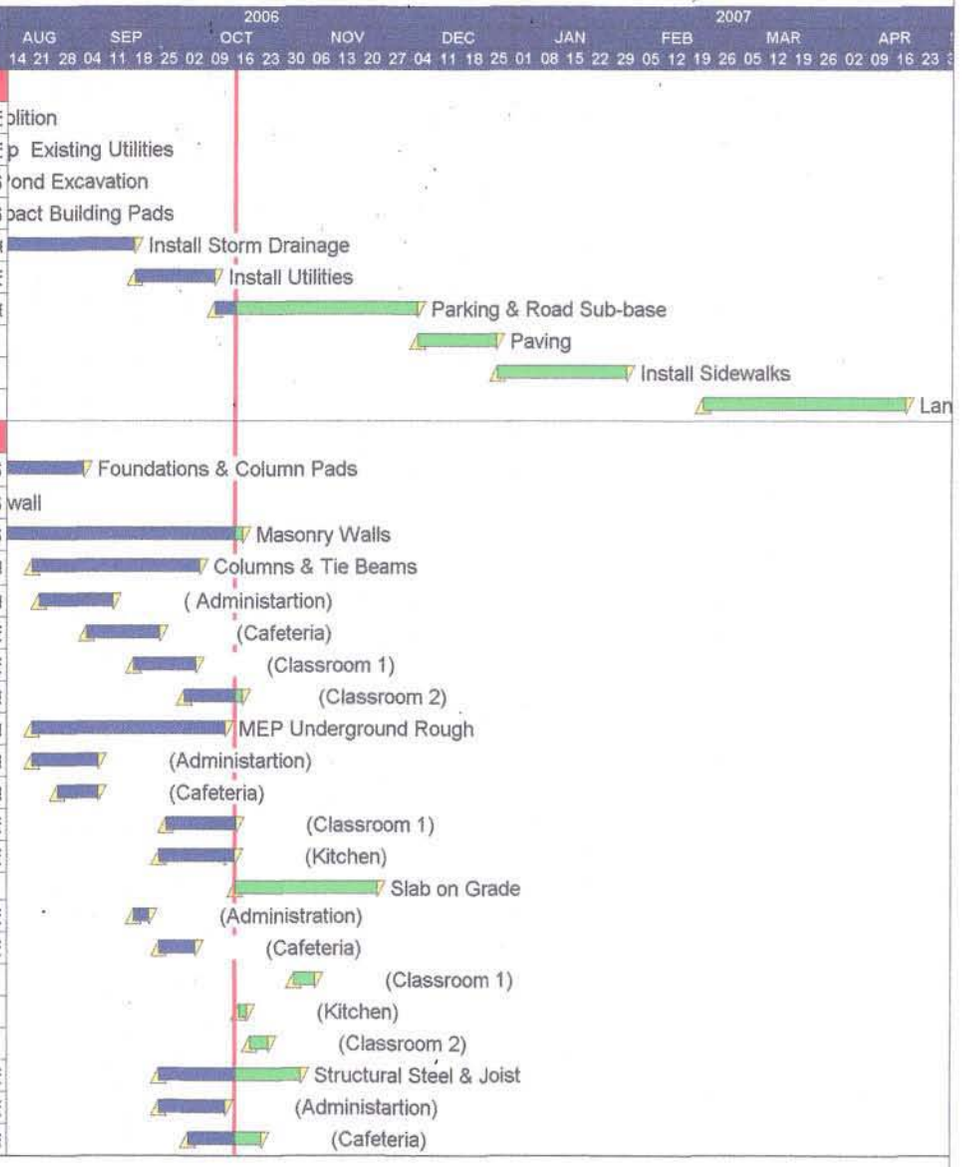
The District should clarify the intent of the provision mentioned above regarding the types of items that are included in the multiplier. Since there are existing contracts with the Construction Manager with the referenced language included, we recommend that the District discuss this provision with the Construction Manager prior to the settlement of the remaining projects and agree on the intent of the provision. It should be noted that the Construction Manager agreed to reduce the labor burden percentage to reflect the 1.50 multiplier for this Project, resulting in an adjustment to the submitted job costs.

Management's response:

The recommendation was made to discuss the 1.5 multiplier to cover labor burden items with the contractor prior to the settlement of the remaining projects and agree on the intent of the provision. That discussion took place with Michael McCabe in 2011, with the agreement that future calculations will conform to the recommendation of the Independent Auditor for future projects.

PROCTOR CONSTRUCTION COMPANY

Act ID	Description	Orig Dur	%	Early Start	Early Finish	Actual Start
Site Work						
1000	Site Demolition	30d	100	05/JUN/06	17/JUL/06 A	05/JUN/06
1020	Remove/ Cap Existing Utilities	10d	100	26/JUN/06	10/JUL/06 A	26/JUN/06
1030	Pond Excavation	25d	100	03/JUL/06 A	07/AUG/06	03/JUL/06
1040	Fill & Compact Building Pads	8d	100	05/JUL/06 A	14/JUL/06 A	05/JUL/06
1050	Install Storm Drainage	25d	100	08/AUG/06	18/SEP/06	08/AUG/0
1060	Install Utilities	20d	100	18/SEP/06	10/OCT/06	18/SEP/0
1070	Parking & Road Sub-base	40d	9	10/OCT/06	05/DEC/06	10/OCT/0
1080	Paving	15d	0	05/DEC/06	27/DEC/06	
1085	Install Sidewalks	25d	0	27/DEC/06	01/FEB/07	
1090	Landscape & Irrigation	40d	0	22/FEB/07	19/APR/07	
Administration/Cafeteria/Classrooms						
2000	Foundations & Column Pads	45d	100	03/JUL/06 A	04/SEP/06	03/JUL/06
2005	Stemwall	10d	100	17/JUL/06 A	28/JUL/06 A	17/JUL/06
2010	Masonry Walls	45d	95	31/JUL/06 A	18/OCT/06	31/JUL/06
2020	Columns & Tie Beams	35d	100	21/AUG/06	06/OCT/06	21/AUG/0
2021	(Administartion)	15d	100	23/AUG/06	12/SEP/06	23/AUG/0
2023	(Cafeteria)	15d	100	05/SEP/06	25/SEP/06	05/SEP/0
2024	(Classroom 1)	5d	100	18/SEP/06	05/OCT/06	18/SEP/0
2025	(Classroom 2)	5d	50	02/OCT/06	18/OCT/06	02/OCT/0
2030	MEP Underground Rough	40d	100	21/AUG/06	13/OCT/06	21/AUG/0
2031	(Administartion)	15d	100	21/AUG/06	08/SEP/06	21/AUG/0
2032	(Cafeteria)	10d	100	28/AUG/06	08/SEP/06	28/AUG/0
2033	(Classroom 1)	10d	90	27/SEP/06	16/OCT/06	27/SEP/0
2034	(Kitchen)	15d	100	25/SEP/06	16/OCT/06	25/SEP/0
2040	Slab on Grade	30d	0	16/OCT/06	24/NOV/06	
2041	(Administration)	5d	100	18/SEP/06	22/SEP/06	18/SEP/0
2042	(Cafeteria)	7d	100	25/SEP/06	05/OCT/06	25/SEP/0
2043	(Classroom 1)	4d	0	01/NOV/06	07/NOV/06	
2044	(Kitchen)	3d	0	17/OCT/06	19/OCT/06	
2045	(Classroom 2)	4d	0	20/OCT/06	25/OCT/06	
2050	Structural Steel & Joist	30d	50	25/SEP/06	03/NOV/06	25/SEP/0
2051	(Administartion)	15d	100	25/SEP/06	13/OCT/06	25/SEP/0
2054	(Cafeteria)	15d	60	03/OCT/06	23/OCT/06	03/OCT/0



Start date	18/MAY/06
Finish date	31/MAY/07
Data date	16/OCT/06
Run date	17/OCT/06
Page number	1A

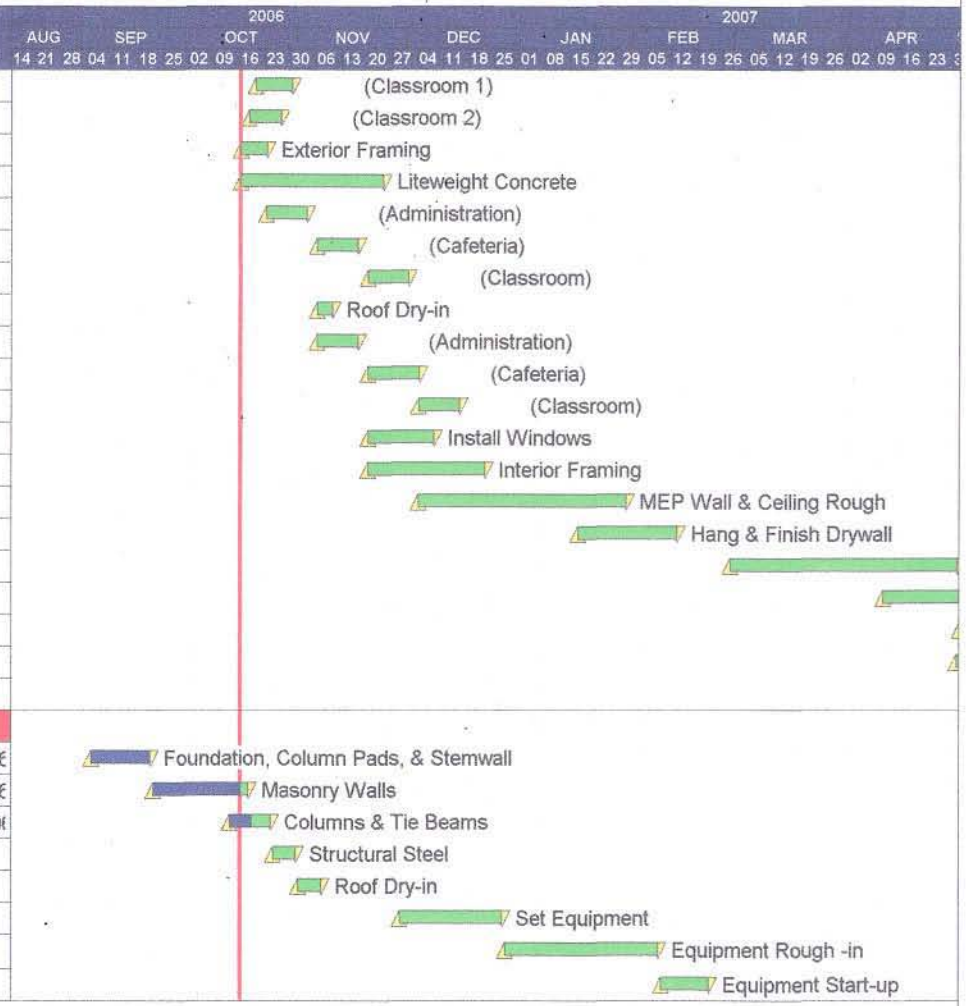
© Primavera Systems, Inc.

VBHS 2006 Project Schedule

PROCTOR

PROCTOR CONSTRUCTION COMPANY

Act ID	Description	Orig Dur	%	Early Start	Early Finish	Actual Start
2055	(Classroom 1)	7d	0	20/OCT/06	30/OCT/06	
2056	(Classroom 2)	7d	0	18/OCT/06	27/OCT/06	
2060	Exterior Framing	10d	40	16/OCT/06	23/OCT/06	
2070	Liteweight Concrete	30d	0	16/OCT/06	24/NOV/06	
2071	(Administration)	10d	0	23/OCT/06	03/NOV/06	
2072	(Cafeteria)	10d	0	06/NOV/06	17/NOV/06	
2073	(Classroom)	10d	0	20/NOV/06	01/DEC/06	
2080	Roof Dry-in	5d	0	06/NOV/06	10/NOV/06	
2081	(Administration)	10d	0	06/NOV/06	17/NOV/06	
2082	(Cafeteria)	11d	0	20/NOV/06	04/DEC/06	
2083	(Classroom)	10d	0	04/DEC/06	15/DEC/06	
2090	Install Windows	15d	0	20/NOV/06	08/DEC/06	
2100	Interior Framing	25d	0	20/NOV/06	22/DEC/06	
2110	MEP Wall & Ceiling Rough	40d	0	04/DEC/06	30/JAN/07	
2180	Hang & Finish Drywall	20d	0	17/JAN/07	13/FEB/07	
2185	Interior Finishes	45d	0	28/FEB/07	01/MAY/07	
2190	MEP Trim	30d	0	11/APR/07	22/MAY/07	
2200	Energize Electric	1d	0	02/MAY/07	02/MAY/07	
2290	Substantial Completion / Punch	22d	0	01/MAY/07 *	30/MAY/07	
2300	Final Completion	1d	0	31/MAY/07	31/MAY/07	
Chiller Plant						
3000	Foundation, Column Pads, & Stemwall	8d	100	05/SEP/06	21/SEP/06	05/SEP/06
3010	Masonry Walls	10d	70	22/SEP/06	18/OCT/06	22/SEP/06
3020	Columns & Tie Beams	5d	20	13/OCT/06	24/OCT/06	13/OCT/06
3030	Structural Steel	5d	0	25/OCT/06	31/OCT/06	
3040	Roof Dry-in	5d	0	01/NOV/06	07/NOV/06	
3050	Set Equipment	20d	0	29/NOV/06	27/DEC/06	
3060	Equipment Rough -in	30d	0	28/DEC/06	08/FEB/07	
3070	Equipment Start-up	10d	0	09/FEB/07	22/FEB/07	



Start date	18/MAY/06
Finish date	31/MAY/07
Data date	16/OCT/06
Run date	17/OCT/06
Page number	2A

© Primavera Systems, Inc.

VBHS 2006 Project Schedule

PROCTOR

CRI CARR RIGGS & INGRAM
CPAs and Advisors

Carr, Riggs & Ingram, LLC
1031 West Morse Boulevard
Suite 200
Winter Park, Florida 32789

(407) 644-7455
(407) 628-5277 (fax)
www.cricpa.com

Independent Accountant's Report
On Applying Agreed-Upon Procedures

Vero Beach High School Renovation – Phase II

The School Board of Indian River County, Florida
Vero Beach, Florida

We have performed the procedures enumerated below, which were agreed to by The School District of Indian River County, Florida ("SDIRC"), solely to assist you in certifying the final contract value (contract dated June 12, 2007) to Proctor Construction Company (the "Construction Manager"), based upon the total costs of construction for the Vero Beach High School Renovation – Phase II, (the "Project"). This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the party specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures applied and the related findings are as follows:

1. We obtained copies of the contract documents between SDIRC and the Construction Manager and read the documents noting items of significance.

2. We inquired of the contracting parties to determine if there were any disputed provisions in the contract. There were none noted.

3. We reviewed the Construction Manager's construction costs to determine that they are in accordance with the contract documents, including:

    - vouched all costs in excess of $50,000. For qualifying subcontract costs, we examined the subcontract and the related change orders, comparing the adjusted contract amount to the amount in the Construction Manager's job cost and the total of the Construction Manager's payments to the subcontractor. Additionally, we compared the materials purchased by SDIRC for each of the subcontractors selected to the deductive change orders between the Construction Manager and the subcontractor. For other qualifying items (in excess of $50,000), we vouched to vendor invoices and payment documents or other supporting documentation.
    - reviewed the costing of change orders for conformity to the contract documents. Owner change orders were not executed for this Project, instead, a revised purchase order was issued reflecting changes.
    - reviewed Construction Manager labor costs, where applicable, for proper burden charges and appropriateness of personnel charged to the Project. We selected a sample from the payroll line items and traced to time sheets and pay registers.

- reviewed the job costs and inquired of the Construction Manager regarding related party charges and the appropriateness of any indirect costs charged to the Project. There were no related party charges noted.
- reviewed the Construction Manager fees and the general conditions for conformity to the contract documents.
- reviewed the contingency logs for proper authorization of use.
- recalculated the guaranteed maximum price and the contract value, based upon the Construction Manager's records.

The results are shown in Exhibit A – Project Costs.

4. Regarding the completion of the Project, we performed the following:

   - we inquired and reviewed supporting documentation to determine that the Project was completed on time. As noted in Exhibit B, there was no original substantial completion date in the original Agreement.
   - we examined the Certificate of Substantial Completion and the Certificate of Final Inspection (or similar documents), signed by the Architect, to verify that the Project was completed in accordance with the contract documents.

We have included additional comments for your consideration in Exhibit B to this report.

We were not engaged to, and did not, conduct an audit, the objective of which would be the expression of an opinion on the specified elements, accounts, or items. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of The School District of Indian River County, and is not intended to be and should not be used by anyone other than the specified party.

Carr Riggs & Ingram LLC

August 8, 2011

The School District of Indian River County
Vero Beach High School Renovation - Phase II

Exhibit A - Project Costs

Calculation of the construction cost plus fee:		
Construction Manager job costs	$	19,206,691
Less: General conditions included in the job costs		(695,811)
Adjustment to labor burden		(19,525)
Adjustment to general liability charges		(49,786)
Adjustments to subcontractor costs for excess markup, repair/rework items, unsupported and duplicate charges		(7,733)
		18,433,836
Original lump sum overhead and profit fee		1,224,714
Original lump sum construction phase fee		897,000
Construction cost plus fee	$	20,555,550
Calculation of guaranteed maximum price:		
Original guaranteed maximum price	$	26,459,691
Adjustments from change orders per the Construction Manager		(5,556,288)
Revision to pay application #31 to reduce guaranteed maximum price		(265,154)
Adjusted guaranteed maximum price per the Construction Manager	$	20,638,249

The School District of Indian River County
Vero Beach High School Renovation – Phase II

Exhibit B – Schedule of Findings and Recommendations

In previous reports, CRI reported comments entitled as follows that would also relate to this Project. However, because these comments have been communicated to the School District of Indian River County in previous reports, we will not repeat them again in this report.

"Original date of substantial completion"
"Contract language discrepancy"
"Contractual treatment of construction phase fee"

Please refer to CRI's previous reports for the details regarding these comments.

Management's responses:

Original date of substantial completion

The recommendation was made to establish a date of substantial completion at least by the time of the Guaranteed Maximum Price (GMP). Each phase of the VBHS has a substantial completion date, established after the GMP had been negotiated and approved. The substantial completion date was noted on the Microsoft Project schedule provided by the contractor to the owner. The contract notes that one should be provided, but is silent on when it should be provided. Attached is a copy of the schedule for Phase 2 of the VBHS project. (See Attachment #1 Line 2840).

Contract language discrepancy

Section 8.1.3 includes a reference to an Article 8.1.2(1) that was missing. This was also noted in the previous audit of Gifford Alternative School. We were already contracted for this phase when the comment was made. After receipt of the comment, subsequent contracts were amended to fix this outage.

Contractual treatment of construction phase fee

No management response was provided relative to this comment.

The below comment was made in previous reports, but has been updated to reflect the differing circumstances for this Project.

Clarifying language relative to overhead and profit for construction phase

Comment:

Paragraph 8.1.3 reads as follows relative to the calculation of overhead and profit fee for the construction phase, "For overhead, profit and general expenses of any kind, except as may be expressly included in Article 9, for services provided during and related to the Construction Phase, the fee shall be 4.9% and shall be paid..." The base upon which the percentage is calculated was not specified.

Recommendation:

We suggest that the contract be very specific regarding the calculation of the overhead and profit fee. For example, the base may be stated as the cost of the work specifically excluding items such as insurance costs and contingency (in which case the fee would be added as the contingency balance is used), but in no circumstances should the fee percentage be calculated on the fee.

Management's response:

Comment was made regarding what is included in the calculation of the overhead & profit fee. This information is reviewed and verified when the Contract Negotiation team from the Support Service Council negotiates this fee with each contractor.

Subcontractor change order documentation:

Comment:

During review of the subcontract costing documents for change orders, a large number of changes were noted for which the only support was a lump sum total for the cost of the change. As a result, a subsequent reviewer of these costs would not be able to determine compliance with the Agreement in the area of markup for overhead and profit, or to assess other costs for reasonableness, for example, labor wages per hour, labor burden, etc.

Recommendation:

We suggest the contract contain language specifying the pricing documents expected in a subcontractor request for change order. CRI has included an example of what this wording might include:

> "The cost of all changes in the work shall be substantiated by complete itemized statements showing quantities and unit prices for material, labor (including all applicable fringe benefits), equipment, markup for overhead and profit, and other items of cost. Costs of labor (including all applicable fringe benefits) and materials shall be actual costs to the subcontractor."

Management's response:

The auditor noted that several subcontract costing documents for change orders contained only lump sum amounts, making it difficult to assess reasonableness for hours, etc. This is a valid comment, and has been implemented on projects subsequent to the VBHS project (e.g. the Vero Beach Elementary project change order requests contain the documentation from the subcontractor, with details regarding markup and hourly costs (See Attachment #2 for an example).

PROCTOR CONSTRUCTION COMPANY

Act ID	Description	Orig Dur	Rem Dur	Early Start	Early Finish	%
Site Work						
0900	Moving Vocational / Cafe (Existing)	10d	0	11/JUN/07	22/JUN/07	100
1000	Site Demolition Cafe/Vocational/Court	15d	0	11/JUN/07	27/JUN/07	100
1020	Remove/ Cap Existing Utilities	5d	0	28/JUN/07	05/JUL/07 A	100
1030	Pond Excavation	20d	0	25/JUN/07	19/JUL/07 A	100
1040	Fill & Compact Building Pads	10d	0	25/JUN/07	10/JUL/07 A	100
1050	Install Storm Drainage	40d	0	20/JUL/07 A	03/OCT/07	100
1060	Install Utilities	20d	0	03/OCT/07	31/OCT/07	100
1070	Parking & Road Sub-base	30d	0	31/OCT/07	12/DEC/07	100
1080	Paving	15d	0	12/DEC/07	21/DEC/07	100
1085	Install Sidewalks	20d	10d	24/DEC/07	18/FEB/08	50
1090	Landscape & Irrigation	40d	40d	11/MAR/08	05/MAY/08	0
New Vocational Building 7						
1900	Foundations & Column Pads	28d	0	02/JUL/07 A	09/AUG/07	100
1910	Stemwall	15d	0	17/JUL/07 A	06/AUG/07	100
1920	Masonry Walls	40d	0	27/JUL/07 A	28/SEP/07	100
1930	Columns & Tie Beams	40d	0	17/AUG/07	09/OCT/07	100
1940	MEP Underground Rough	35d	0	13/JUL/07 A	07/SEP/07	100
1950	Slab on Grade	25d	0	17/SEP/07	19/OCT/07	100
1960	Structural Steel	30d	0	17/SEP/07	26/OCT/07	100
1970	2nd Floor Joist & Deck	12d	0	11/OCT/07	26/OCT/07	100
1980	Roof Joist & Deck	10d	0	17/OCT/07	17/JAN/08	100
1990	Parapet	10d	0	20/NOV/07	03/DEC/07	100
2000	Lite Weight Concrete	25d	0	04/DEC/07	18/DEC/07	100
2010	Roof Dry-in	15d	0	29/NOV/07	28/DEC/07	100
2020	Install Windows	15d	0	20/DEC/07	14/JAN/08	100
2025	Exterior Finishes	40d	0	07/JAN/08	31/JAN/08	100
2030	Hang Exterior Doors	3d	0	28/JAN/08	30/JAN/08	100
2040	First Floor	1d	0	19/OCT/07	19/OCT/07	100
2070	Interior Framing	20d	0	12/NOV/07	14/DEC/07	100
2075	MEP Wall & Ceiling Rough	9d	0 *	03/DEC/07	13/DEC/07	100
2080	Hang & Finish Drywall	20d	0	21/JAN/08	31/JAN/08	100
2090	MEP Trim	25d	23d	01/FEB/08	06/MAR/08	8
2110	Interior Finishes	40d	33d	25/JAN/08	20/MAR/08	18
2120	Paint	10d	8d	01/FEB/08	14/FEB/08	20
2130	Ceiling Grid	10d	10d	15/FEB/08	28/FEB/08	0

Start date	01/MAY/07
Finish date	06/JUN/08
Data date	05/FEB/08
Run date	05/FEB/08
Page number	1A

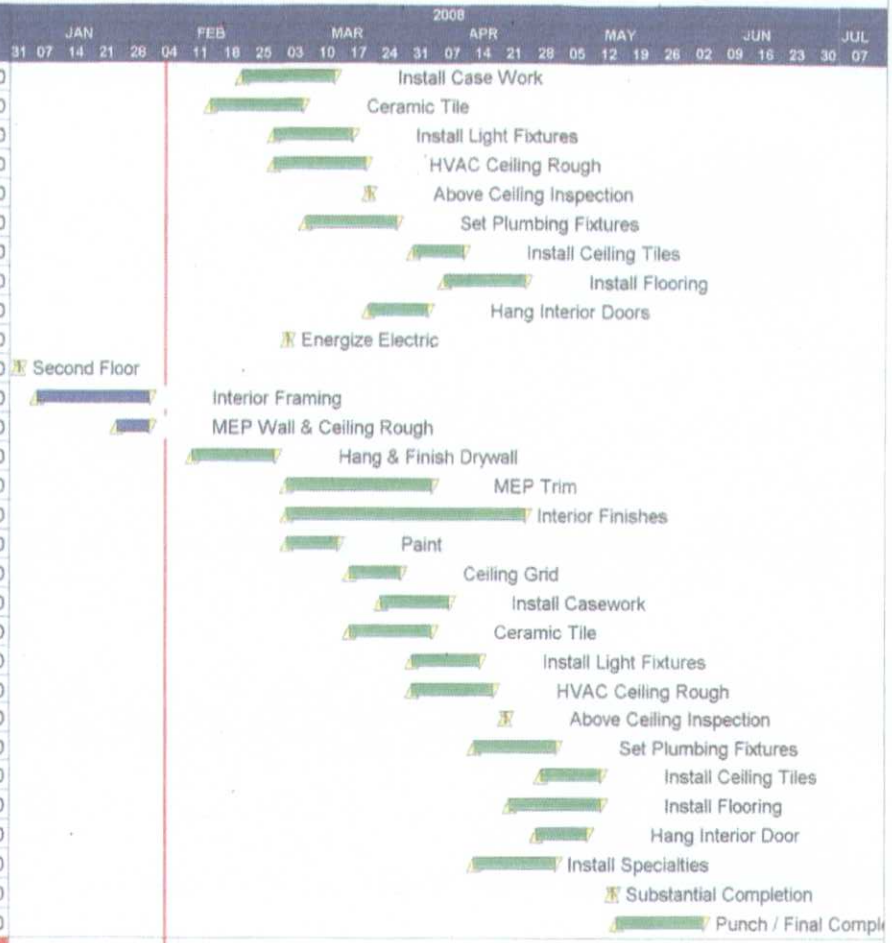
© Primavera Systems, Inc.

VBHS07 Part II Schedule

ATTACHMENT #1 - MANAGEMENT'S RESPONSE - continued:

PROCTOR CONSTRUCTION COMPANY

Act ID	Description	Orig Dur	Rem Dur	Early Start	Early Finish	%
2140	Install Case Work	15d	15d	22/FEB/08	13/MAR/08	0
2150	Ceramic Tile	15d	15d	15/FEB/08	06/MAR/08	0
2160	Install Light Fixtures	12d	12d	29/FEB/08	17/MAR/08	0
2170	HVAC Ceiling Rough	15d	15d	29/FEB/08	20/MAR/08	0
2180	Above Ceiling Inspection	1d	1d	21/MAR/08	21/MAR/08	0
2190	Set Plumbing Fixtures	15d	15d	07/MAR/08	27/MAR/08	0
2200	Install Ceiling Tiles	10d	10d	31/MAR/08	11/APR/08	0
2210	Install Flooring	15d	15d	07/APR/08	25/APR/08	0
2215	Hang Interior Doors	10d	10d	21/MAR/08	03/APR/08	0
2340	Energize Electric	1d	1d	03/MAR/08	03/MAR/08	0
2350	Second Floor	1d	0	03/JAN/08	03/JAN/08	100
2360	Interior Framing	20d	0	07/JAN/08	01/FEB/08	100
2370	MEP Wall & Ceiling Rough	25d	0	25/JAN/08	01/FEB/08	100
2380	Hang & Finish Drywall	15d	15d	11/FEB/08 *	29/FEB/08	0
2390	MEP Trim	25d	25d	03/MAR/08	04/APR/08	0
2400	Interior Finishes	40d	40d	03/MAR/08	25/APR/08	0
2410	Paint	10d	10d	03/MAR/08	14/MAR/08	0
2420	Ceiling Grid	10d	10d	17/MAR/08	28/MAR/08	0
2430	Install Casework	12d	12d	24/MAR/08	08/APR/08	0
2440	Ceramic Tile	15d	15d	17/MAR/08	04/APR/08	0
2450	Install Light Fixtures	12d	12d	31/MAR/08	15/APR/08	0
2460	HVAC Ceiling Rough	15d	15d	31/MAR/08	18/APR/08	0
2470	Above Ceiling Inspection	1d	1d	21/APR/08	21/APR/08	0
2480	Set Plumbing Fixtures	15d	15d	14/APR/08	02/MAY/08	0
2490	Install Ceiling Tiles	10d	10d	29/APR/08	12/MAY/08	0
2500	Install Flooring	15d	15d	22/APR/08	12/MAY/08	0
2510	Hang Interior Door	10d	10d	28/APR/08	09/MAY/08	0
2600	Install Specialties	15d	15d	14/APR/08	02/MAY/08	0
2840	Substantial Completion	1d	1d	15/MAY/08 *	15/MAY/08	0
2850	Punch / Final Completion	15d	15d	16/MAY/08	04/JUN/08	0
Renovations Building 1 & 2						
3070	Moving	10d	0	05/JUN/07	27/JUN/07	100
3080	Interior Demolition	18d	0	12/JUN/07	12/JUL/07 A	100
3085	Slab Cutting for Utilities	10d	0	29/JUN/07	18/JUL/07 A	100
3090	Disconnect HVAC Equipment from Roof	10d	0	22/JUN/07	06/JUL/07 A	100
3110	Start Roof Strip	40d	0	06/AUG/07	28/SEP/07	100



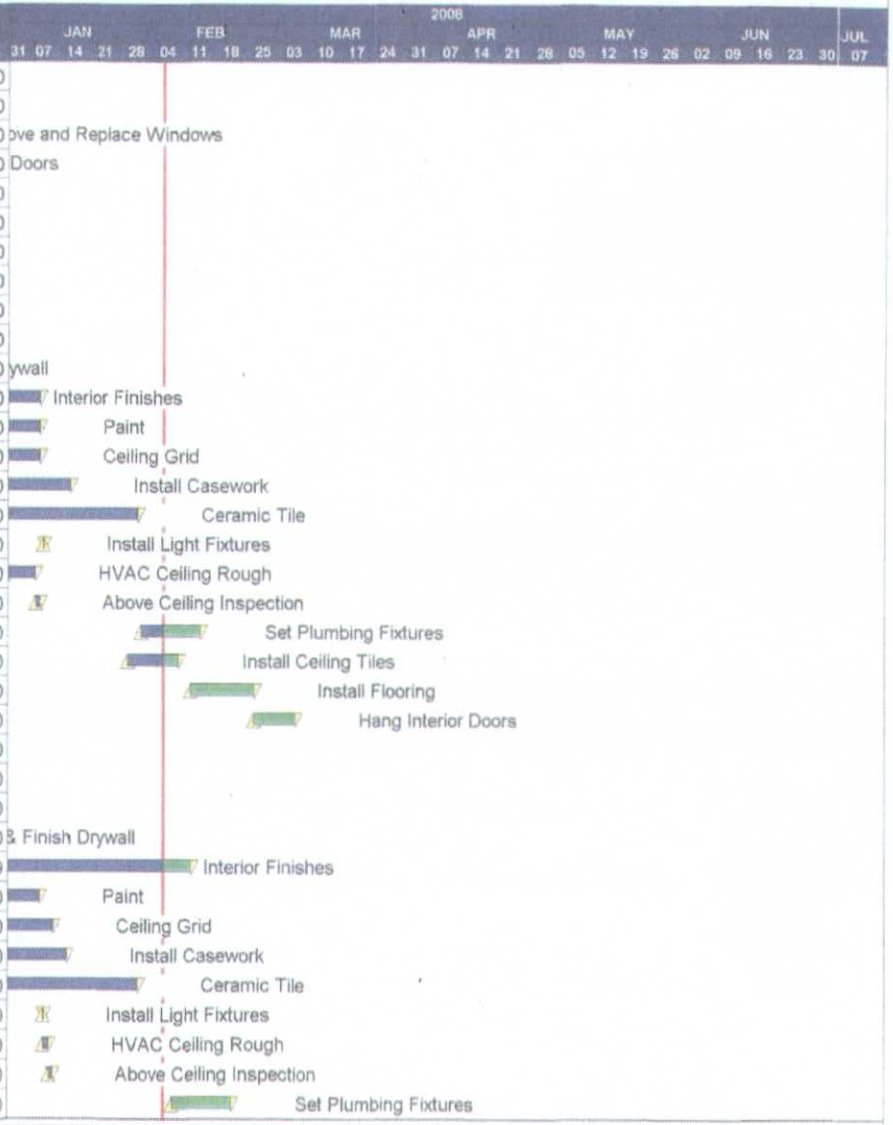
Start date	01/MAY/07
Finish date	06/JUN/08
Data date	05/FEB/08
Run date	05/FEB/08
Page number	2A
© Primavera Systems, Inc.	

VBHS07 Part II Schedule

ATTACHMENT #1 - MANAGEMENT'S RESPONSE - continued:

PROCTOR CONSTRUCTION COMPANY

Act ID	Description	Orig Dur	Rem Dur	Early Start	Early Finish	%
3120	Repair Roof Penetration	10d	0	13/SEP/07	26/SEP/07	100
3130	Roof Dry-in	40d	0	03/SEP/07	26/OCT/07	100
3135	Remove and Replace Windows	30d	0	12/NOV/07	20/DEC/07	100
3140	Exterior Doors	10d	0	03/DEC/07	14/DEC/07	100
3200	First Floor (West)	1d	0	02/JUL/07 A	02/JUL/07 A	100
3205	Layout	10d	0	02/JUL/07 A	16/JUL/07 A	100
3210	MEP Underground Rough	20d	0	18/JUL/07 A	15/AUG/07	100
3220	Pour Back Slab	10d	0	15/AUG/07	29/AUG/07	100
3230	Interior Framing	20d	0	12/JUL/07 A	09/AUG/07	100
3240	MEP Wall & Ceilling Rough	30d	0	26/JUL/07 A	06/SEP/07	100
3250	Hang & Finish Drywall	25d	0	15/OCT/07	16/NOV/07	100
3260	Interior Finishes	45d	0	05/NOV/07	08/JAN/08	100
3270	Paint	12d	0	12/NOV/07	08/JAN/08	100
3280	Ceiling Grid	15d	0	28/NOV/07	08/JAN/08	100
3290	Install Casework	15d	0	21/DEC/07	15/JAN/08	100
3300	Ceramic Tile	15d	0	17/DEC/07	30/JAN/08	100
3310	Install Light Fixtures	5d	0	09/JAN/08	09/JAN/08	100
3320	HVAC Ceiling Rough	8d	0	31/DEC/07	07/JAN/08	100
3330	Above Ceiling Inspection	1d	0	07/JAN/08	08/JAN/08	100
3340	Set Plumbing Fixtures	10d	7d	31/JAN/08	13/FEB/08	30
3350	Install Ceiling Tiles	10d	4d	28/JAN/08	08/FEB/08	60
3360	Install Flooring	15d	10d4h	11/FEB/08	25/FEB/08	30
3380	Hang Interior Doors	8d	8d	25/FEB/08 *	05/MAR/08	0
3400	Second Floor (West)	1d	0	06/AUG/07	06/AUG/07	100
3410	Interior Framing	20d	0	09/AUG/07	23/AUG/07	100
3420	MEP Wall & Ceiling Rough	30d	0	09/AUG/07	07/SEP/07	100
3430	Hang & Finish Drywall	25d	0	09/NOV/07	06/DEC/07	100
3440	Interior Finishes	45d	4d6h	06/DEC/07	11/FEB/08	89
3450	Paint	12d	0	06/DEC/07	08/JAN/08	100
3460	Ceiling Grid	15d	0	17/DEC/07	11/JAN/08	100
3470	Install Casework	20d	0	20/DEC/07	14/JAN/08	100
3480	Ceramic Tile	15d	0	20/DEC/07	30/JAN/08	100
3490	Install Light Fixtures	5d	0	09/JAN/08	09/JAN/08	100
3500	HVAC Ceiling Rough	8d	0	09/JAN/08	10/JAN/08	100
3510	Above Ceiling Inspection	1d	0	10/JAN/08	11/JAN/08	100
3520	Set Plumbing Fixtures	10d	10d	07/FEB/08	20/FEB/08	0



Start date	01/MAY/07
Finish date	06/JUN/08
Data date	05/FEB/08
Run date	05/FEB/08
Page number	3A

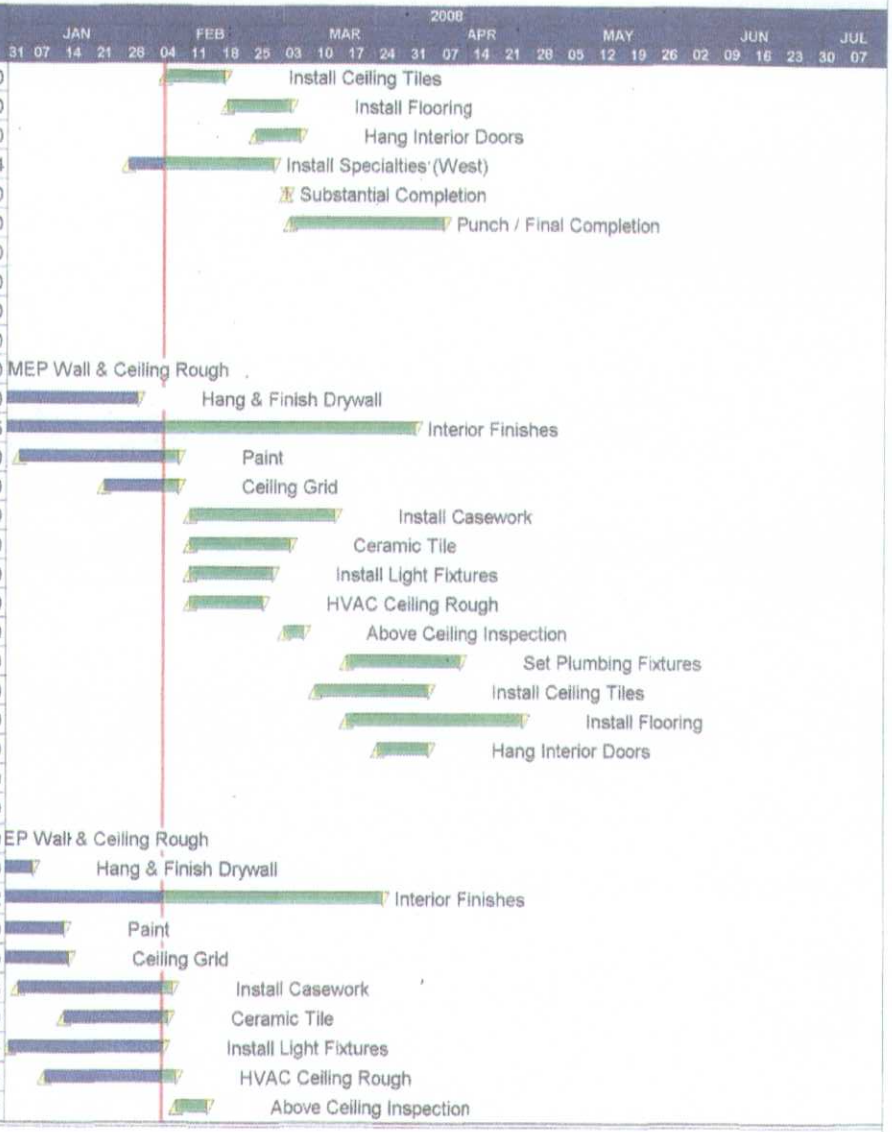
© Primavera Systems, Inc

VBHS07 Part II Schedule

ATTACHMENT #1 - MANAGEMENT'S RESPONSE - continued:

PROCTOR CONSTRUCTION COMPANY

Act ID	Description	Orig Dur	Rem Dur	Early Start	Early Finish	%
3530	Install Ceiling Tiles	10d	10d	05/FEB/08	18/FEB/08	0
3540	Install Flooring	15d	10d4h	19/FEB/08	04/MAR/08	30
3560	Hang Interior Doors	8d	8d	25/FEB/08	06/MAR/08	0
3640	Install Specialties (West)	25d	19d	28/JAN/08	29/FEB/08	24
3650	Substantial Completion	1d	1d	03/MAR/08	03/MAR/08	0
3660	Punch / Final Completion	25d	25d	04/MAR/08	07/APR/08	0
3700	First Floor (East)	1d	0	06/AUG/07	06/AUG/07	100
3710	MEP Underground Rough	20d	0	08/AUG/07	05/SEP/07	100
3720	Pour Back Slab	10d	0	05/SEP/07	21/SEP/07	100
3730	Interior Framing	40d	0	09/AUG/07	26/OCT/07	100
3750	MEP Wall & Ceiling Rough	45d	0	13/SEP/07	18/DEC/07	100
3760	Hang & Finish Drywall	35d	0	12/NOV/07	30/JAN/08	100
3770	Interior Finishes	75d	41d	17/DEC/07	01/APR/08	45
3780	Paint	20d	4d	04/JAN/08	08/FEB/08	80
3790	Ceiling Grid	20d	4d	23/JAN/08	08/FEB/08	80
3800	Install Casework	25d	25d	11/FEB/08	14/MAR/08	0
3810	Ceramic Tile	17d	17d	11/FEB/08	04/MAR/08	0
3820	Install Light Fixtures	15d	15d	11/FEB/08	29/FEB/08	0
3830	HVAC Ceiling Rough	13d	13d	11/FEB/08	27/FEB/08	0
3840	Above Ceiling Inspection	5d	5d	03/MAR/08	07/MAR/08	0
3850	Set Plumbing Fixtures	20d	20d	17/MAR/08	11/APR/08	0
3860	Install Ceiling Tiles	20d	20d	10/MAR/08	04/APR/08	0
3870	Install Flooring	30d	30d	17/MAR/08	25/APR/08	0
3890	Hang Interior Doors	10d	10d	24/MAR/08	04/APR/08	0
3900	Second Floor (East)	1d	0	15/OCT/07	15/OCT/07	100
3910	Interior Framing	35d	0	27/AUG/07	01/NOV/07	100
3920	MEP Wall & Ceiling Rough	45d	0	03/SEP/07	14/DEC/07	100
3930	Hang & Finish Drywall	35d	0	12/NOV/07	07/JAN/08	100
3940	Interior Finishes	75d	36d	10/DEC/07	25/MAR/08	52
3950	Paint	20d	0	17/DEC/07	14/JAN/08	100
3960	Ceiling Grid	20d	0	24/DEC/07	15/JAN/08	100
3970	Install Casework	25d	3d	04/JAN/08	07/FEB/08	88
3980	Ceramic Tile	17d	1d6h	14/JAN/08	06/FEB/08	90
3990	Install Light Fixtures	15d	6h	02/JAN/08	05/FEB/08	95
4000	HVAC Ceiling Rough	18d	3d5h	10/JAN/08	08/FEB/08	80
4010	Above Ceiling Inspection	5d	5d	08/FEB/08	15/FEB/08	0



Start date	01/MAY/07
Finish date	08/JUN/08
Data date	05/FEB/08
Run date	05/FEB/08
Page number	4A

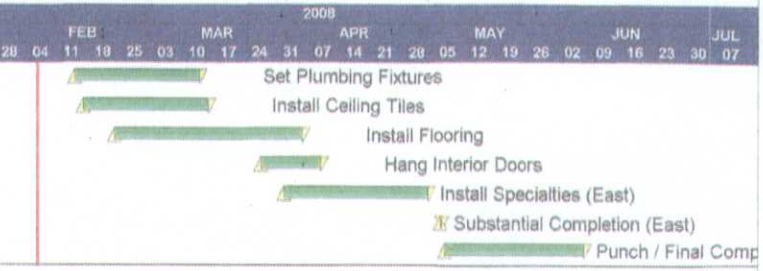
© Primavera Systems, Inc

VBHS07 Part II Schedule

ATTACHMENT #1 - MANAGEMENT'S RESPONSE - continued:

PROCTOR CONSTRUCTION COMPANY

Act ID	Description	Orig Dur	Rem Dur	Early Start	Early Finish	%
4020	Set Plumbing Fixtures	20d	20d	13/FEB/08	12/MAR/08	0
4030	Install Ceiling Tiles	20d	20d	15/FEB/08	14/MAR/08	0
4040	Install Flooring	30d	30d	22/FEB/08	04/APR/08	0
4190	Hang Interior Doors	10d	10d	26/MAR/08	08/APR/08	0
4210	Install Specialties (East)	25d	25d	31/MAR/08	02/MAY/08	0
4500	Substantial Completion (East)	1d	1d	05/MAY/08	05/MAY/08	0
4560	Punch / Final Completion	25d	25d	06/MAY/08	06/JUN/08	0



Start date	01/MAY/07
Finish date	06/JUN/08
Data date	05/FEB/08
Run date	05/FEB/08
Page number	5A
© Primavera Systems, Inc.	

VBHS07 Part II Schedule

PROCTOR
Construction Co.

General Contractors
CGC034089

2050 US-1, Suite 200
Vero Beach, Florida 32963
Telephone: (772) 234-8164
Fax: (772) 234-8188

www.proctorcc.com

Monday, January 16, 2012

Mr. Stephan Claren
Tercilla Courtemanche Architects, Inc.
2047 Vista Parkway, Suite 100
West Palm Beach, FL 33411

RE: Potential Change Order Number 022
Vero Beach Elementary School Replacement-VBE11

Dear Mr. Claren,

Reference is made to Tercilla Courtemanche Architects, Inc. request from Proctor Construction to provide pricing covered under PCO Number **022,** for the following extra work: **FPL Conduit Infrastructure**.

The following is a detailed itemization of all extra costs.

Item Number	Description	Proposed Amount	Company
001	Provide labor, material & equipment to install new FPL underground conduit infrastructure. Scope to include installing directional bore conduits, regular conduit hand dug with backhoe where accessible; rebuild electrical service to City of Vero Beach pump house, materials to be provided by FPL with the exception of 2" bore pipe and miscellaneous materials (marking tape / cement / concrete post / etc.)	$91,079.57	MANN

Total Amount $91,079.57

This Change Order Request includes but is not limited to, the following qualifications and/or clarifications:

1. Work specifically outlined within the summary as further described herein.
2. This proposal is figured on performing said work during normal working hours.
3. **This Change will be charged against the Construction Managers Contingency for the project.**

If you have any questions regarding this Change Order Request, please call me at your earliest convenience,

Respectfully,

Todd Krajewski
Project Manager

Cc: PCO # 022 File, Email / Tercilla Courtemanche Architects, Inc. 561-478-4102

Please sign below signifying approval to proceed with the above stated scope of work.

Name _____ Date _____

PROCTOR
Construction Co.
2650 US-1 Ste. 200
Vero Beach, Florida 32960
Telephone: (772)234-8164
Fax:(772)234-8188

Potential Change Orders

Detailed, Grouped by Each Number

Vero Beach Elementary School Replacement
1770 12th Street
Vero Beach, Fl 32960

Project # VBE11
Tel: 772-562-5401 Fax: 772-562-5122

Proctor Construction Co.

PCO #: 022	1/16/2012	FPL Conduit Infrastructure		In For Approval
Category	**Reason**	**Reference**	**COR Number**	**PCCO Number**
Contingency	Owner Directive	FPL Engineer Drawing 4/15/11		
Notes			**Task Name**	**Revenue Code**

Summary:

Requested Days:	Approved Days:		Proposed	Approved	Applied
0	0	**Budget:**	91,080	0	0

Itemized Details:

General Description	Quote Due	Quote Rec'd	Allocation	Proposed	Approved	Applied
001 - MANN -	1/23/2012		**Budget:**	91,080	0	0

Provide labor, material & equipment to install new FPL underground conduit infrastructure. Scope to include installing directional bore conduits, regular conduit hand dug with backhoe where accessible, rebuild electrical service to City of Vero Beach pump house, materials to be provided by FPL with the exception of 2" bore pipe and miscellaneous materials (marking tape / cement / concrete post / etc.)

Prolog Manager Printed on: 1/16/2012 Prolog Main Office Page 1

PCO Pricing Break Down (Contractor)

DATE: 1/12/2012

PCO #

FROM: MANNING ELECTRIC OF VERO BEACH, INC.

PROJECT NAME: VERO BEACH ELEMENTARY SCHOOL

WORK DESCRIPTION: PRICE TO DIRECTIONAL BORE FPL CONDUITS, RE-BUILD SERVICE TO CITY OF VERO BEACH WELL HOUSE AND USE BACKHOE TO INSTALL BALANCE OF FPL CONDUITS. FPL IS SUPPLYING MOST OF THE CONDUIT AND WE ARE PROVIDING SOME. PRICE IS BASED ON DRAWING FROM FPL (DENNIS PAGANO), DATED 04/15/11. PRICE DOES NOT INCLUDE CONDUITS THAT WERE INSTALLED AS PART OF BASE CONTRACT SHOWN ON SKLOW & RUNKEL PLAN. NO LANDSCAPING. NO PATCHING OF CONCRETE, ASPHALT, ETC.

MATERIALS:

DESCRIPTION	QTY	EACH PRICE	TOTAL
VIBRATING ROLLER	1	$2,372.80	$2,372.80
LULL	1	$3,312.17	$3,312.17
CONCRETE POST	1	$147.21	$147.21
METER CAN	1	$148.76	$148.76
3/0 CU WIRE	380	$3.26	$1,238.80
2" BORE PIPE	1840	$2.26	$4,158.40
BACKHOE RENTAL	1	$2,555.24	$2,555.24
COMPACTOR RENTAL	1	$425.49	$425.49
COASTAL DRILLING	1	$36,560.00	$36,560.00
MARKING TAPE, CEMENT, ETC.	1	$112.56	$112.56
	0	$0.00	$0.00
	0	$0.00	$0.00
	0	$0.00	$0.00
		SUBTOTAL	$51,031.43
		7% TAX	$3,572.20
		TOTAL MATERIAL	$54,603.63

LABOR

					BURDEN %		TOTAL
	0 hrs.	@	$0.00	per hr. x	0%	$0.00	$0.00
MECHANIC	179 hrs.	@	$61.00	per hr. x	0%	$0.00	$10,919.00
ASSISTANT	291 hrs.	@	$47.00	per hr. x	0%	$0.00	$13,677.00
	hrs.	@	$0.00	per hr. x	0%	$0.00	$0.00

Subtotal Labor: $24,596.00

SUBTOTAL EQUIPMENT, MATERIALS, LABOR: $79,199.63

MARK-UP: (work by contractor)

Overhead % $11,879.94

Profit %

SUB-TOTAL SUBCONTRACTORS:

TOTAL $91,079.57

GRAND TOTAL $91,079.57

Coastal Drilling & Backhoe, Inc.
1870 NE Victorian Lane
Jensen Beach, FL 34957
(772)925-6031
(772)225-3003 fax
syelton@att.net

Estimate

Date	Estimate #
1/12/2012	184

Name / Address
Manning Electric of Vero Beach, Inc 775 Eighth Court, Suit #8 Vero Beach, FL. 32962

Project Name/Number
Elementary School / Vero Beach

Description	Qty	Rate	Total
Horizontal Directional Drilling 1 - 2" conduit	110	10.00	1,100.00
Horizontal Directional Drilling 2 - 2" conduit	430	12.00	5,160.00
Horizontal Directional Drilling 3 - 2" conduit	290	14.00	4,060.00
Actual footage bored will be billed, this estimate reflects the estimated footage provided to Coastal Drilling & Backhoe, Inc.			
Bid prices good for 30 Days.		**Total**	$10,320.00

Coastal Drilling & Backhoe, Inc.
1870 NE Victorian Lane
Jensen Beach, FL 34957
(772)925-6031
(772)225-3003 fax
syelton@att.net

Estimate

Date	Estimate #
1/1/2012	183

Name / Address
Manning Electric of Vero Beach, Inc 775 Eighth Court, Suit #8 Vero Beach, FL. 32962

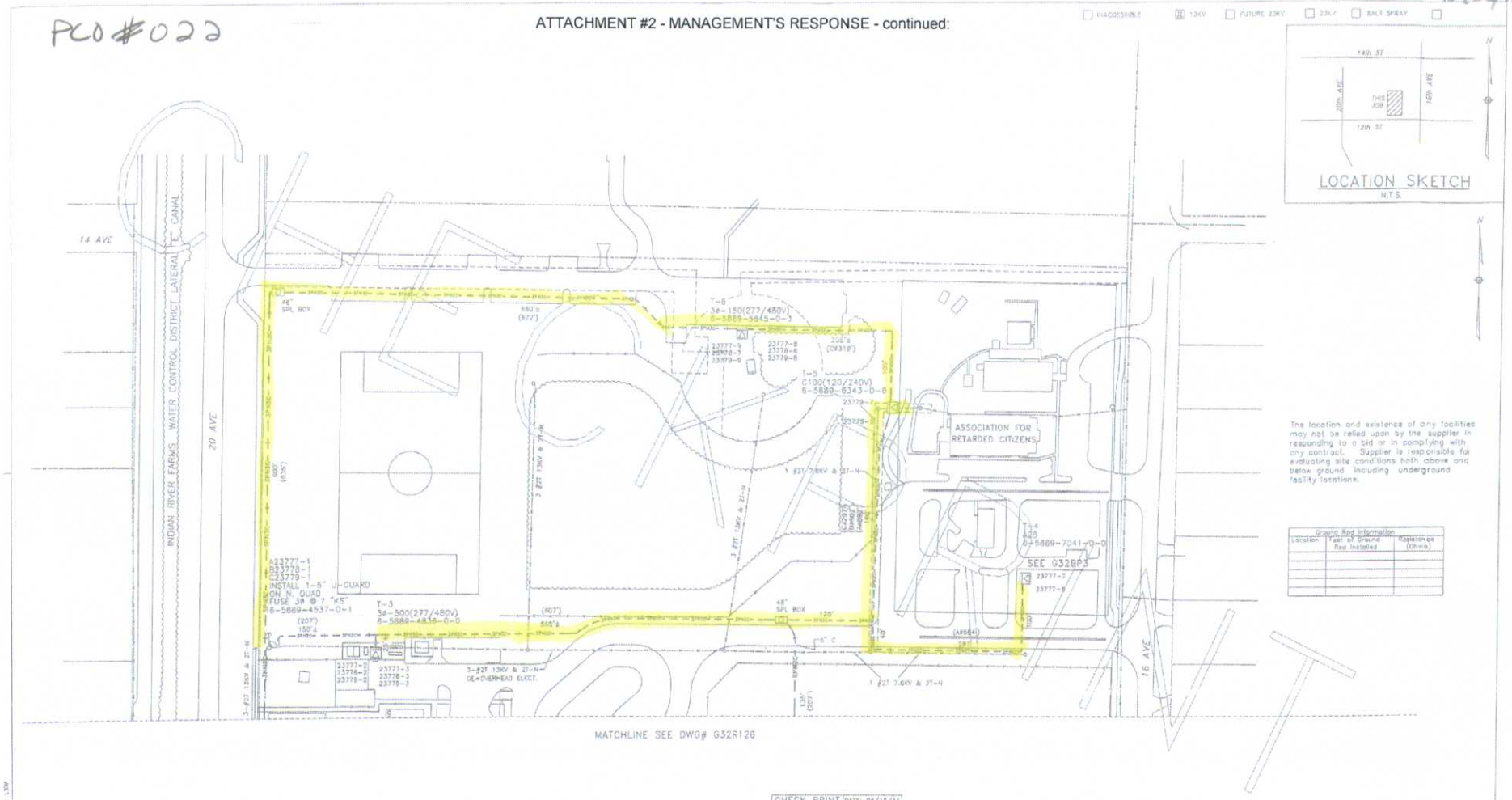
Project Name/Number
Elementary School in Vero Beach FL

Description	Qty	Rate	Total
Horizontal Directional Drilling 1 - 6" conduit *Price includes picking up pipe delivering to job site and all splices. **This estimate is based on approximate footage requested for prices. Actual footage drilled will be billed at completion.	1,312	20.00	26,240.00
Bid prices good for 30 Days.		**Total**	$26,240.00

PCO #022

12/2/11

ATTACHMENT #2 - MANAGEMENT'S RESPONSE - continued:



CHECK PRINT DATE: 04/15/11

CONSTRUCTION NOTES - WR# 4001479

REQUIRED DRAWINGS
G32NT28 (NOTES)
G32R101
G32CK127
UTILITY CONTACT LIST
CALL SUNSHINE 1-800-432-4770

REFERENCE DWG's
G32BP3
G32R126

ASBUILT	AUTH NO.	NO.	DATE	REVISION
	4001479	3	04/15/11	INSTALL TXS & PULL PRIMARY CABLES TO SVC VERO BEACH ELEMENTARY
	4001479	2	03/25/11	PRELIMINARY BKGROUND REPLAT, UPDATED BKGROUND / DWG FOR OH TO UNDERGND CONVERSION
	1074049	1	01/31/04	PULL PRIMARY CABLE & INSTALL 750 KVA TX TO SERVICE #1770

AS-BUILT COPY — AS-BUILT CREW PRINT
Job CERTIFIED COMPLETED as shown on this AS-BUILT print. Material changes shown on ROS

Easement? YES NO | Survey/Stake? YES NO | Work with SMO? YES NO
Tree Work? YES NO | Designer/Stake? YES NO | OT/Special Wrk YES NO
Map Posting? YES NO | Trench Feet | Duct Bank Feet
Posted by | Telephone Request? YES NO | CATV Request? YES NO

OWNER	CITY	DR. DIST.	COUNTY AIR	STATE RD	FAA
	WMO	RR XING	COUNTY RD.	TRANSM.	

DESIGNED BY	D. PADANO
DRAWN BY	D. WILLIAMS
DATE	04/15/11
MAP NO.	BB-0622

0 30 60 120 FEET

W/R TC
VERO BEACH ELEMENTARY
1770 12th ST
VERO BEACH/INDIAN RIVER CNTY, FL
DWG NO. G32R101
WR 4001479 WR 0451-43-438

PLOT DATE: 4/15/2011 PLOT TIME: 1:36:20 PM CAD NAME: 32M

CRI CARR RIGGS & INGRAM
CPAs and Advisors

Carr, Riggs & Ingram, LLC
1031 West Morse Boulevard
Suite 200
Winter Park, Florida 32789

(407) 644-7455
(407) 628-5277 (fax)
www.cricpa.com

Independent Accountant's Report
On Applying Agreed-Upon Procedures

Vero Beach High School Renovation – Phase III

The School Board of Indian River County, Florida
Vero Beach, Florida

We have performed the procedures enumerated below, which were agreed to by The School District of Indian River County, Florida ("SDIRC"), solely to assist you in determining the final contract value (contract dated June 12, 2007) to Proctor Construction Company (the "Construction Manager"), based upon the total costs of construction for the Vero Beach High School Renovation – Phase III, (the "Project"). This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the party specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures applied and the related findings are as follows:

1. We obtained copies of the contract documents between SDIRC and the Construction Manager and read the documents noting items of significance.

2. We inquired of the contracting parties to determine if there were any disputed provisions relative to the Project, or if there were any other unresolved disputes, including disputes between the Construction Manager and their subcontractors. There were none noted.

3. We reviewed the construction costs, as documented by the Construction Manager, for compliance with the contract documents, including the following:

    - vouched subcontract costs in excess of $50,000. For qualifying subcontract costs, we compared the adjusted contract amount to the amount in the Construction Manager's job cost and the total of the Construction Manager's payments to the subcontractor. For each subcontractor selected, we reviewed the supporting documentation for the change orders to that subcontractor.
    - relative to the Construction Manager's reimbursable payroll, we tested all payroll line items in the Construction Manager's job cost and traced each line item selected to time sheets and pay rate authorizations.
    - for other items that exceed $50,000, we vouched charges to vendor invoices or other supporting documentation. We examined supporting documentation for bond, subguard, and general liability, if applicable, regardless of the amount.

- we selected all disbursements (5) between the amounts of $15,000 and $49,900 from the job cost report, which had not been previously tested, and reviewed supporting documentation to ensure that the item is properly substantiated and verified that it is a cost of the project.
- reviewed the costing of change orders between SDIRC and the Construction Manager for conformity to the contract documents. There were no owner change orders executed for this Project.
- reviewed Construction Manager's labor burden charges for appropriateness of items included in the burden percentages, as well as conformity to the contract documents. The contract documents included an agreed upon labor burden percentage of 50%. We agreed the labor burden charges in the job cost to the agreed upon percentage, resulting in an adjustment (see Exhibit A).
- reviewed the job costs and inquired of the Construction Manager regarding expenditures to entities related to the Construction Manager. There were none noted.
- reviewed the Construction Manager fees and the general conditions against the provisions of the contract.
- reviewed the contingency usage for proper approval. All contingency usages appeared to be properly approved.
- recalculated the guaranteed maximum price and the actual costs plus fee, based upon the Construction Manager's records.

The results are shown in Exhibit A – Project Costs.

4. We compared the general liability insurance requirements per the contract documents to the certificate of insurance obtained from the Construction Manager. The insurance acquired for the Project appeared to meet the general liability insurance requirements. However, in certain instances the Construction Manager's coverage limits were well in excess of the contractually required limits. The required coverage limits and the coverage limits provided by the Construction Manager are as follows:

Type of coverage	Required coverage limits	Coverage limits provided
General liability	$500,000	$1,000,000
Automotive liability	$100,000	$1,000,000
Excess/Umbrella liability	$1,000,000	$10,000,000

5. Using a sample size that covered at least 50% of the total subcontract value, we selected five subcontractors and reviewed the bid book, as there was no bid tabulation worksheet prepared for this Project. We verified that the lowest bidder was selected in each case. However, relative to one scope of work for $22,950 awarded to Gerelcom, the Construction Manager did not receive any competing bids.

6. We selected a random sample of five applications for payment from the Construction Manager, as submitted to SDIRC, and reviewed them for the following items:

   - for reimbursable general requirement expenses requested to be reimbursed, we examined the supporting documentation and ensured that such costs were reimbursable under the terms of the contract document and properly supported by invoices or similar documentation. During this review, we noted one duplicate charge totaling $145, which was removed (see Exhibit A).

- we reviewed the prior and subsequent pay applications and agreed the amount "total earned less retainage" on the prior pay application with the "previous certificates for payment" on the pay application submitted, and agreed the "total earned less retainage" on the submitted pay application to the "previous certificates for payment" on the subsequent application for payment. No exceptions were noted.
- verified the math on the pay applications submitted and agreed the "total completed and stored to date" with the attached schedule of values.

7. We obtained from SDIRC a schedule of contract pay applications, as well as the front sheet of each of the pay applications throughout the Project, and compared the payments made to the Construction Manager over the life of the Project with the amounts reported as "current payment due" on the pay applications. No exceptions were noted.

8. Regarding the completion of the Project, we performed the following:

    - we inquired and reviewed supporting documentation to determine that the Project was completed on time.
    - we examined the Certificate of Substantial Completion and the Certificate of Final Inspection (or similar documents), signed by the Architect, to verify that the Project was completed in accordance with the contract documents.

We have not repeated Phase II additional comments for your consideration as part of this report. However, the additional comments noted during our procedures on Phase II are applicable to Phase III.

We were not engaged to, and did not, conduct an audit, the objective of which would be the expression of an opinion on the specified elements, accounts, or items. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of The School District of Indian River County, and is not intended to be and should not be used by anyone other than the specified party.

Carr Riggs & Ingram LLC

September 24, 2012

The School District of Indian River County
Vero Beach High School Renovation - Phase III

Exhibit A - Project Costs

Calculation of the construction cost plus fee:		
Construction Manager job costs	$	2,483,124
Less: General conditions included in the job costs		(146,249)
Adjustment to labor burden		(1,193)
Adjustment to general liability charges		(2,926)
Adjustments to subcontractor costs for excess markup and duplicate charges		(1,504)
		2,331,252
Original lump sum overhead and profit fee		146,800
Original lump sum construction phase fee		247,000
Construction cost plus fee	$	2,725,052
Calculation of guaranteed maximum price:		
Original guaranteed maximum price	$	3,082,800
Amount the costruction cost plus fee is under the original guaranteed maximum price	$	357,748

Note: On pay application No. 17, the final pay application received by the District, the Construction Manager stated "Total Complete and Stored to Date" value of $2,732,875. The amount that construction cost plus fee is below that number is $7,823.

PROCTOR
Construction Co.
General Contractors
CGC034069
2050 US Highway 1, Suite 200
Vero Beach, Florida 32960
Telephone: (772) 234-8164
Fax: (772) 234-8188
www.proctorcc.com

October 04, 2012

To: Carter Morrison
Assistant Superintendent of Finance / Operations
Indian River County School District
1990 25th Street
Vero Beach, FL 32960

Project: Vero Beach High School Part 4 & 4B

Re: Closeout Project

Mr. Morrison,

In regards to VBHS Part 4 & 4B the primary contract work was completed in December of 2010. There were some additional items of work such as fencing etc. which were in addition to the base contract.

Proctor Construction's final billing was June of 2011 leaving a balance of $72,023.82.

Please feel free to contact me with anything I can be of help with.

Sincerely,

Michael McCabe
Proctor Construction Company

cc: File

RECEIVED
OCT 08 2012
By

This Page Intentionally Left Blank

Approval to Award Term Contract for Custodial Supplies - Bid 2013-01-01 - Mr. Morrison

Requested by the Maintenance Department Estimated Annual Expenditure: $40,000 General Fund

The purpose and intent of this bid is to secure firm prices and establish a term contract for the purchase and delivery of custodial supplies district wide. Bids were opened at 2:00 p.m. on September 20, 2012. Notice of Invitation to Bid was sent to forty-six (46) vendors and we received twelve (12) responses. Items and groups listed in Section I will be awarded individually to the lowest bidder. Section II will be awarded to all bidders who responded with a fixed and/or multiple percentage discount price off balance of product lines offered and otherwise complied with the bid specifications. **As per F.S. 287.084 all out of state vendors shall return Attachment E to be responsive. Three (3) out of state vendors failed to execute and return this form.

		BUCKEYE CLEANING CENTER	CALICO INDUSTRIES INC	CENTRAL POLY CORP.	CYPRESS SUPPLY, INC.	DASH MEDICAL GLOVES, INC.	INTERBORO PACKAGING CORP.	JANITORIAL DEPOT OF AMERICA, INC.	PYRAMID SCHOOL PRODUCTS	SOUTHERN JANITOR SUPPLY
	SECTION I - DESCRIPTION									
1	Lobby broom	$1.82	$2.14	NB	$1.97	NB	NB	$1.89	$3.59	$3.25
2	Janitor's broom	$4.09	$5.24	NB	$4.70	NB	NB	$4.20	$5.98	$5.91
3	Maid's broom	$2.89	$4.04	NB	$3.63	NB	NB	$3.17	$4.89	$4.98
4	Angle broom	$4.53	$3.78	NB	$4.23	NB	NB	$3.34	$4.98	$4.45
5	Deck brush	$3.36	$3.70	NB	$3.76	NB	NB	$2.11	$3.89	$3.80
6	Hand brush	$3.53	$2.24	NB	$2.46	NB	NB	$2.79	$3.89	$3.60
7	Nylon brush	$1.42	$0.74	NB	$0.99	NB	NB	$2.13	$1.09	$4.80
8	Mop bucket	$38.59	$37.84	NB	$40.44	NB	NB	$34.24	$45.95	$61.59
9	Window bucket	$14.49	$15.24	NB	$13.46	NB	NB	$13.27	$23.95	$25.51
10	Foam cleanser, 17 oz	NB	NB	NB	$1.97	NB	NB	$1.55	$2.54	$2.96

		BUCKEYE CLEANING CENTER	CALICO INDUSTRIES INC	CENTRAL POLY CORP.	CYPRESS SUPPLY, INC.	DASH MEDICAL GLOVES, INC.	INTERBORO PACKAGING CORP.	JANITORIAL DEPOT OF AMERICA, INC.	PYRAMID SCHOOL PRODUCTS	SOUTHERN JANITOR SUPPLY
	SECTION I - DESCRIPTION									
11	Deodorizer, cinnamon	NB	NB	NB	$2.69	NB	NB	$2.80	$3.35	$2.80
12	Deodorizer, morning mist	NB	NB	NB	$2.51	NB	NB	$2.80	$3.35	$2.90
13	Deodorizer, conc., gal.	NB	NB	NB	$6.72	NB	NB	$8.16	NB	$6.75
14	Disinfectant spray, 20 oz	NB	NB	NB	$2.81	NB	NB	$2.15	$2.99	$3.12
15	Dolly	$19.59	$20.38	$76.00	$18.28	NB	NB	$17.85	$29.98	$29.00
16	Duster, 20"	$3.46	$4.54	No Bid	$1.77	NB	NB	$1.91	$3.98	$3.10
17	Duster with extension	$7.08	NB	No Bid	$3.98	NB	NB	$3.40	$5.99	$4.24
18	Furniture polish	NB	NB	No Bid	$2.76	NB	NB	$1.89	$3.09	$2.90
19	Graffiti remover	NB	NB	No Bid	$4.67	NB	NB	$8.00	$16.99	$4.50
20	Gum remover	NB	NB	No Bid	$2.24	NB	NB	$1.48	$2.85	$2.80
21	Handle, mop, quick	$8.34	$7.24 $7.08 Alt.	No Bid	6.35	NB	NB	$6.43	$23.95	$13.65
22	Handle, mop, side	$7.29	$5.44	No Bid	$6.45	NB	NB	$6.09	$23.95	$13.88
23	Handle, metal end	$2.32	$2.18	No Bid	$2.46	NB	NB	$1.93	$3.98	$3.06
24	Handle, push broom	$2.69	$2.08	No Bid	$5.94	NB	NB	$1.86	$3.96	$2.32
25	Laundry powder, 48#	$17.37	NB	No Bid	$17.47	NB	NB	$17.10	NB	$27.50

		BUCKEYE CLEANING CENTER	CALICO INDUSTRIES INC	CENTRAL POLY CORP.	CYPRESS SUPPLY, INC.	DASH MEDICAL GLOVES, INC.	INTERBORO PACKAGING CORP.	JANITORIAL DEPOT OF AMERICA, INC.	PYRAMID SCHOOL PRODUCTS	SOUTHERN JANITOR SUPPLY
	SECTION I - DESCRIPTION									
26	Measure cup	NB	$2.94	No Bid	$1.82	NB	NB	$1.99	NB	$7.40
27	Mop frame, 24"	$1.59	$1.84	No Bid	$1.97	NB	NB	$1.61	$3.85	$4.36
28	Mop frame, 36"	$2.19	$2.34	No Bid	$2.75	NB	NB	$2.06	$3.99	$6.12
29	Mop frame, 60"	$5.18	$4.74	No Bid	$4.83	NB	NB	$4.22	$8.95	$6.75
30	Mop handle 60”	$3.98	$4.44	No Bid	$4.57	NB	NB	$3.95	$7.99	$12.25
31	Mop head, dust 24"	$5.27	$3.44	No Bid	$4.98	NB	NB	$4.59	$9.95	$8.00
32	Mop head, dust 36"	$7.36	$5.64	No Bid	$6.87	NB	NB	$5.73	$13.99	$10.06
33	Mop head, dust 60"	$11.42	11.94 $7.94 alt.	No Bid	$11.14	NB	NB	$9.18	$26.95	$16.78
34	Finish mop, 20 oz	$3.13	$3.88	No Bid	$4.16	NB	NB	$3.42	$6.89	$3.25
35	Finish mop, 24 oz	$4.78	$4.78	No Bid	$5.81	NB	NB	$4.23	$7.98	$4.45
36	Johnnie mop	$0.44	$0.51	No Bid	$0.48	NB	NB	$0.49	$0.89	$0.60
37	Pad 17" emerald 5/cs	$15.35	$19.48	No Bid	$17.47	NB	NB	$17.23	$31.99	NB
38	Plunger	NB	$6.94	No Bid	$1.76	NB	NB	$2.31	$8.95	$8.10
39	Telescopic pole	NB	NB	No Bid	$35.11	NB	NB	$25.93	$79.95	$35.11
40	Refuse container 55 gal	$40.88	$42.94	$101.25	$44.00	NB	NB	$43.38	$79.75	$62.40

		BUCKEYE CLEANING CENTER	CALICO INDUSTRIES INC	CENTRAL POLY CORP.	CYPRESS SUPPLY, INC.	DASH MEDICAL GLOVES, INC.	INTERBORO PACKAGING CORP.	JANITORIAL DEPOT OF AMERICA, INC.	PYRAMID SCHOOL PRODUCTS	SOUTHERN JANITOR SUPPLY
	SECTION I - DESCRIPTION									
41	Scouring pads, 10/cs	$1.80	$2.38	No Bid	$3.87	NB	NB	$2.09	$3.99	$10.00
42	Floor scraper	$9.27	$9.78	No Bid	(6.01)	NB	NB	$8.48	$16.99	$15.13
43	Wet floor sign	$5.83	$3.94	$19.99	$4.29	NB	NB	$4.91	$8.99	$10.25
44	Pump up sprayer	$40.56	NB	No Bid	$17.66	NB	NB	$19.79	$37.95	$28.24
45	Stainless steel cleaner	NB	NB	No Bid	$3.19	NB	NB	$1.69	$3.20	$3.94
46	Vandal mark remover	NB	NB	No Bid	$3.14	NB	NB	$2.76	$4.35	$2.70
47	Wastebasket,28 qt	$2.93	$3.14	$11.20	$2.80	NB	NB	$2.76	$4.99	$4.82
48	Wastebasket,13 qt	$2.89	$2.98	$10.10	$2.71	NB	NB	$2.69	$4.69	$4.47
49	Bid as a group - cart/bag	$2,210.75	$2,361.10	$6,063.00	$2,231.25	NB	NB	$2,182.50	$3,398.75	$3,799,80
50	Bid as a group - pads	$944.00	$996.00	NB	$893.30	NB	NB	$880.95	$1,169.15	$1,120.75
51	Bid as a group - scraper/blades	$353.43	$542.34	NB	$536.58	NB	NB	$324.09	$1,352.25	$492.75
52	Bid as a group - Latex gloves	$18,802.00	$17,810.20	$19,116.80	$16,919.90	$17,138.00	$17,910.75	$17,992.00	$20,149.00	$19,325.00
53	Bid as a group - Urinal screens	$1,986.00	NB	NB	$955.00	NB	NB	withdrew	$1,447.00	$1,115.00

**Glove Planet, R.E. Whittaker and Sam Tell and Sons - Unresponsive and rejected as bidders failed to provide Attachment E "Attorney Opinion Form" as specified on Page 4 of 20, 4.0 PREFERENCE TO FLORIDA BUSINESSES.

Item 42 - reject Cypress Supply as vendor failed to offer a one piece scrapper as specified without replacement blades

Award of Section I is recommended to Buckeye Cleaning Center, Calico Industries Inc., Cypress Supply, Inc., Janitorial Depot of America and Southern Janitor Supply.

Vendor	Items Awarded
Buckeye Cleaning Center	1, 2, 3, 27, 34, 36, 37 and 41
Calico Industries Inc	6, 7, 22, 31, 32, 33, 40 and 43
Cypress Supply Inc	11, 12, 13, 16, 21, 26, 38, 44, 52 and 53
Janitorial Depot Of America Inc	4, 5, 8, 9, 10, 14, 15, 17, 18, 20, 23, 24, 25, 28, 29, 30,35, 39, 42, 45, 47, 48, 49, 50 and 51
Southern Janitor Supply	19 and 46

Failure to file a protest within the time prescribed in Florida Statutes 120.57(3) or failure to post a bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120; Florida Statutes.

Award of Section II

Vendor	Mfg.	Discount	Mfg.	Discount
Buckeye Cleaning Center	Continental	30%	Clarke	20%
	Buckeye (chemicals/ floor finish)	28%	Symmetry	28%
Calico Industries Inc.	Catalog	20% /$350 min. free freight		
	Rubbermaid	38% - no broken cases		
Cypress Supply, Inc.	Crusader	25%	Jr. Plastics	35%
	Eagle	15%	Napco	35%
	ProTeam	30%	Volk	35%
	Nacecare	25%	Rubbermaid	30%
	Tomcat Scrubbers	15%	Von Drehl	25%
	Koblenz	30%	Deb	30%
	CPI	15%	Norton	30%
	Continental	40%	ACS	30%
	Hawk	25%	Pacific Steamex	25%

	NCL	35%		Pressure Pro	30%
	ABC	35%		Sterns	25%
	Bay West	35%		Volk Superstretch Gloves	
	Sunburst	10%		All sizes $32.98 per 1,000	
	Vendor's catalog	25%	/ $50 minimum order		
Dash Medical Gloves, Inc.	Catalog	15%	/ $50 minimum order		
Interboro Packaging Corp.	Catalog	50%	/ $400 minimum order		
	INT	50%	/ trash bags and gloves		
Janitorial Depot Of America Inc	ABCO	40%			
	Rubbermaid	40%			
	Eversoft	40%			
	Georgia Pacific	40%			
	Lagasse	40%			
	Toronado	40%			
	Powr-flite	40%			
	Hoover	40%			
	Republic	40%			
Pyramid School Products	Lagasse	15%	/ $50 minimum order		
	ABCO	15%			
	Rubbermaid	15%			
Southern Janitor Supply	Rubbermaid	41%			
	Fortune	48%			
	Georgia Pacific	40%			
	Lagasse	44%			
	Hoover	38%			

Amendment to Outside Contractor Agreement

(Additional Consulting Services)

This **Amendment to Outside Contractor Agreement** is entered into this ____ day of November, 2012 between **The School Board of Indian River County, Florida,** 1990 25th Street, Vero Beach, Florida 32960, ("**School Board"**) and **Brown, Garganese, Weiss & D'Agresta, P.A.,** 111 N. Orange Avenue, Suite 2000, Orlando, Florida 32801.

W I T N E S S E T H :

WHEREAS, the **School Board** wishes to contract with a consultant to serve as the Assistant Superintendent for Human Resources and Risk Management; and

WHEREAS, Brown, Garganese, Weiss & D'Agresta, P.A., is willing to serve as that consultant and assign one of its employees to serve as the Assistant Superintendent for Human Resources and Risk Management; and

WHEREAS, the parties wish to amend their existing Outside Contractor Agreement in order to define this additional scope of services to be provided.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties agree as follows:

1. **Recitals.** The recitals in the "Whereas" clauses above are incorporated by referenced.

2. **Term.** The term of this Amendment shall be from December 1, 2012 through June 30, 2013.

3. **Termination.** Either party to this Amendment may terminate the Amendment without cause upon thirty (30) days prior written notice.

4. **Assigned Consultant. Brown, Garganese, Weiss & D'Agresta, P.A.,** shall assign its employee, Mr. Stuart Singer, to serve as the consultant under this Amendment.

5. **Scope of Services.** The assigned consultant shall act as the Assistant Superintendent for Human Resources and Risk Management within the School District of Indian River County, Florida, in accordance with the job description attached hereto as **Exhibit A.** The assigned consultant shall be granted the necessary power and authority by the Superintendent of the School District to perform the duties and obligations of the position. The Superintendent shall provide additional clarification, as requested, as to specific assignments or projects to be accomplished. The services to be provided by the assigned consultant shall be to the reasonable satisfaction of the Superintendent.

6. **Hours.** The assigned consultant shall be at the School District Administrative Building during regular work days and work hours of administrative employees of the **School Board**. The assigned consultant shall also be present for such other meetings as requested by the Superintendent.

7. **Office.** The **School Board** shall supply an office and all necessary office supplies and equipment for the performance of the services set out in this Amendment.

8. **Compensation.** The **School Board** shall pay **Brown, Garganese, Weiss & D'Agresta, P.A.,** the total amount of Sixty-six Thousand Six Hundred Twelve Dollars and Forty-nine Cents ($66,612.49) for the services to be provided, payable in seven (7) equal monthly installments of Nine Thousand Five Hundred Sixteen Dollars and 7 Cents ($9,516.07).

9. **Invoicing. Brown, Garganese, Weiss & D'Agresta, P.A.,** shall separately invoice the **School Board** monthly for the additional consulting services. The first monthly payment shall be due no later than December 10, 2012, and on the tenth (10^{th}) day of each month thereafter, for the term of this Amendment.

10. **Independent Contractor.** At all times during the term of this Amendment, the assigned consultant shall remain the employee of **Brown, Garganese, Weiss & D'Agresta, P.A.,** and shall not be considered an employee of the **School Board. Brown, Garganese, Weiss & D'Agresta, P.A.,** shall be responsible for the salary, benefits, and payroll taxes of the assigned consultant.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date first set forth above.

THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA:

By: _____
Jeffrey Pegler, Chairman

Date Approved: _____

ATTEST:

By: _____
Frances J. Adams, Ed.D.,
Superintendent

BROWN, GARGANESE, WEISS & D'AGRESTA, P.A.

By: _____
Suzanne D'Agresta, Shareholder

Date Approved: _____

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES AND RISK MANAGMENT

JOB DESCRIPTION

QUALIFICATIONS:

(1) Juris doctorate degree from an accredited law school (preferred) or a master's degree in business, educational administration, or human resource management from an accredited university. Doctoral degree preferred.

(2) Five (5) years of relevant experience supervising and managing human resources, compliance with laws and regulations pertaining to employees and employee benefits, and managing legal risks and insurance programs for one or more governmental entities such as a county, city or school district (Florida government experience is preferred).

(3) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively, both orally and in writing. Ability to design, develop and make presentations. Ability to use effective public relations skills. Ability to plan, manage and supervise. Ability to use problem-solving skills effectively. Skill in conflict resolution. Ability to develop sound recommendations based on accurate information. Ability to maintain effective working relationships. Ability to handle highly sensitive personnel matters. Knowledge of staff development and adult learning theory. Knowledge of the Americans with Disabilities Act. Ability to read, interpret and implement State Board of Education rules, School Board policies and appropriate federal and state statutes. Knowledge of federal and state rules and regulations governing the employment process. Knowledge of Florida Retirement System rules and procedures. Knowledge of the collective bargaining process.

REPORTS TO:

Superintendent

JOB GOAL

To recruit, hire and retain the most highly qualified employees to benefit the children of Indian River County. To serve students and employees by establishing safe and secure environment and to provide a portfolio of affordable and competitive benefits.

SUPERVISES:

Administrative and Support Personnel

PERFORMANCE RESPONSIBILITIES:

Service Delivery

*(1) Review and revise personnel procedures to provide improved service to the district.

*(2) Oversee the implementation of personnel policies and procedures.

*(3) Develop and implement human resources philosophy, goals and programs in conjunction with the district strategic plan.

ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES AND RISK MANAGMENT (Continued)

*(4) Assist principals in developing, implementing and evaluating programs.
*(5) Advise supervisory personnel in the resolution of personnel problems in their area of responsibility.
*(6) Develop and maintain a comprehensive recruitment program to identify, employ and assign competent instructional, administrative and support personnel.
*(7) Oversee the application, selection and employment process.
*(8) Assist in the identification, screening and selection of qualified applicants.
*(9) Conduct employment interviews, exit interviews and other conferences related to the personnel function.
*(10) Oversee enrollment in the Florida Retirement System.
*(11) Oversee the retirement process.
*(12) Counsel employees regarding retirement.
*(13) Coordinate and manage the district staffing plan.
*(14) Coordinate and monitor the position control system.
*(15) Implement procedures for the reassignment or transfer of employees to maintain appropriate staff balances within the district.
*(16) Utilize computerized personnel functions to enhance the operation of the human resources department.
*(17) Participate in the development of equitable and competitive compensation plans that will attract, retain and encourage employees to seek advancement.
*(18) Implement provisions of collective bargaining agreements.
*(19) Direct the collective bargaining process.
*(20) Monitor all employee evaluation systems.
*(21) Provide oversight for collective bargaining matters.
*(22) Adhere to federal, state and local labor laws and regulations.
*(23) Prepare and handle employee grievances.
*(24) Oversee the leave of absence program for Workers' Compensation, Family and Medical Leave.
*(25) Oversee the development and implementation of school calendars.
*(26) Coordinate the teacher certification process.
*(27) Participate on the district personnel benefits committee.
*(28) Monitor, evaluate and recommend health benefits and other employee benefits programs.
*(29) Oversee the resolution of employee concerns related to health care and insurance.
*(30) Oversee the maintenance of official personnel files and records.
*(31) Provide verification of records for credit and employment purposes.
*(32) Conduct or oversee employee investigations.
*(33) Oversee the unemployment compensation program.
*(34) Oversee the Workers' Compensation program.
*(35) Monitor compliance of Americans with Disabilities Act and serve as district contact person.
*(36) Perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board.

Inter/Intra-Agency Communication and Delivery

*(37) Keep Superintendent informed of potential problems or unusual events.

ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES AND RISK MANAGMENT (Continued)

*(38) Provide information to the Superintendent regarding the personnel status of the school system and the wise use of personnel resources.
*(39) Make presentations to a wide variety of groups.
*(40) Use effective positive interpersonal communication skills.
*(41) Work closely with district and school staffs to support school improvement initiatives and processes.
*(42) Disseminate information and current research to appropriate personnel.
*(43) Respond to inquiries or concerns in a timely manner.
*(44) Interact with parents, outside agencies, businesses and community to enhance understanding of district initiatives and priorities and to elicit support and assistance.
*(45) Interpret the programs, philosophy and policies of the district to staff, students, parents and the community.
*(46) Maintain contact with other school districts, colleges and universities, governmental agencies and professional associations in the area of personnel management.
*(47) Serve as liaison with the Florida Department of Education for assigned areas of responsibility.
*(48) Serve on state, district and community councils or committees as assigned or appropriate.

Professional Growth and Improvement

*(49) Provide a comprehensive staff development program for all employees that is focused on performance standards and is consistent with district goals and mission.
*(50) Promote and support professional growth for self and others.
*(51) Oversee the district orientation program for new teachers.
*(52) Assist in monitoring and facilitating the activities of the Teacher Education Council.
*(53) Attend training sessions, conferences and workshops to keep abreast of current practices, programs and legal issues.
*(54) Participate in the training activities which will improve knowledge and skills.
*(55) Provide a system for new employees to acquire appropriate information, support, and training necessary for success on the job.
*(56) Provide administrative awareness training for eligible participants.
*(57) Provide assistance in the development of individual professional development plans.
*(58) Provide training to prepare and support principals.
*(59) Keep informed about current trends and best practices in areas of responsibility.
*(60) Review current developments, literature and technical sources of information related to job responsibilities.

Systemic Functions

*(61) Develop annual goals and objectives in support of district priorities.
*(62) Develop implementation procedures for the achievement of goals.
*(63) Participate in the Strategic Planning process.
*(64) Assist in developing and administering the budget in support of district priorities.
*(65) Prepare the department budget and monitor its implementation.
*(66) Assist in the development of School Board policies and administrative guidelines.
*(67) Supervise the development, maintenance and implementation of administrative guidelines and procedural manuals.
*(68) Coordinate all activities related to the development and maintenance of School Board policies, including a schedule for policy review.

Board Approved: 06/14/2011

ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES AND RISK MANAGMENT (Continued)

*(69) Prepare or oversee the preparation of all required reports and maintain all appropriate records.
*(70) Prepare agenda items for School Board meetings.
*(71) Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.
*(72) Represent the district in a positive and professional manner.
*(73) Adhere to federal and state laws and School Board policies.
*(74) Ensure adherence to good safety procedures.

Leadership and Strategic Orientation

*(75) Utilize appropriate strategies and problem solving techniques to make decisions regarding planning, utilization of funds, delivery of services and evaluation of services provided.
*(76) Assist the Superintendent in organizational analysis and development.
*(77) Serve on the Superintendent's leadership team.
*(78) Promote and support the vision and mission of the district.
*(79) Involve principals in systemic and team approaches to school leadership and management.
*(80) Use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment.
*(81) Provide leadership for the development and utilization of job descriptions.
*(82) Provide leadership for the development and implementation of performance appraisal systems.
*(83) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
*(84) Coordinate school district responsibilities and assist the Red Cross and other governmental agencies in times of disaster.
*(85) Provide oversight and direction for cooperative planning with other agencies.
Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.
Job Description Supplement 11

TERMS OF EMPLOYMENT:

Administrative Pay Grade ADM I 244 days worked per year (12 months)

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board Approved: 06/14/2011

AIA® Document G702™ – 1992

Application and Certificate for Payment

TO OWNER:	**PROJECT:**	**APPLICATION NO:** 5	**Distribution to:**
SCHOOL DISTRICT OF IRC 1990 25TH STREET VERO BEACH, FL 32960	217 (NEW) OSCEOLA MAGNET LOOP 1110 18TH AVE. SW VERO BEACH, FL 32962	**PERIOD TO:** 09/25/12	OWNER ☑
		CONTRACT FOR: 217	ARCHITECT ☐
FROM CONTRACTOR:	**VIA ARCHITECT:**	**CONTRACT DATE:** 05/01/12	CONTRACTOR ☐
BARTH CONSTRUCTION, INC. 1717 INDIAN RIVER BLVD., SUITE 202A VERO BEACH, FL 32960	CARTER ASSOCIATES, INC. 1708 21ST STREET VERO BEACH, FL 32960	**PROJECT NOS:** / /	FIELD ☐ OTHER ☐

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract.
AIA Document G703™, Continuation Sheet, is attached.

1. ORIGINAL CONTRACT SUM	$	341,988.64
2. NET CHANGE BY CHANGE ORDERS	$	63,973.36
3. CONTRACT SUM TO DATE *(Line 1 ± 2)*	$	405,962.00
4. TOTAL COMPLETED & STORED TO DATE *(Column G on G703)*	$	405,962.00
5. RETAINAGE:		
a. ____% of Completed Work *(Columns D + E on G703)*	$	
b. ____% of Stored Material *(Column F on G703)*	$	
Total Retainage *(Lines 5a + 5b, or Total in Column I of G703)*	$	0.00
6. TOTAL EARNED LESS RETAINAGE *(Line 4 minus Line 5 Total)*	$	405,962.00
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT *(Line 6 from prior Certificate)*	$	365,436.57
8. CURRENT PAYMENT DUE	$	40,525.43
9. BALANCE TO FINISH, INCLUDING RETAINAGE *(Line 3 minus Line 6)*	$	0.00

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	$ 64,052.00	$ 0.00
Total approved this month	$ 0.00	$ 78.64
TOTAL	$ 64,052.00	$ 78.64
NET CHANGES by Change Order	$ 63,973.36	

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR:

By: Jason Z Date: 10.17.12

State of: FLORIDA
County of: INDIAN RIVER
Subscribed and sworn to before me this 17th day of OCTOBER 2012

Notary Public: Marion L Tupek
My commission expires: 7/21/16

MARION H. TUPEK
MY COMMISSION # EE 189999
EXPIRES: July 21, 2016
Bonded Thru Notary Public Underwriters

ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED ..... $ 40,525.43

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)

~~ARCHITECT~~: Engineer:

By: Pat A. Walther Date: 10/17/12

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

CAUTION: You should sign an original AIA Contract Document, on which this text appears in RED. An original assures that changes will not be obscured.

AIA Document G702™ – 1992. Copyright © 1953, 1963, 1965, 1971, 1978, 1983 and 1992 by The American Institute of Architects. **All rights reserved. WARNING: This AIA® Document is protected by U.S. Copyright Law and International Treaties. Unauthorized reproduction or distribution of this AIA® Document, or any portion of it, may result in severe civil and criminal penalties, and will be prosecuted to the maximum extent possible under the law.** Purchasers are permitted to reproduce ten (10) copies of this document when completed. To report copyright violations of AIA Contract Documents, e-mail The American Institute of Architects' legal counsel, copyright@aia.org.

010711ACD44

This Page Intentionally Left Blank

Quotation

Company Address	Learning Sciences International 175 Cornell Rd., Suite 18 BlairsvillePA 15717 US
Program Partner	Robert LaGrassa
Implementation	Evaluation

Quote Number	Q-01025
Expiration Date	10/12/2012
Payment Terms	Net 30

Make checks payable to: Learning Sciences International
Fax Signed Quote to: (724) 459-6373

Contact Name	Denise Roberts
Phone	(772) 564-3071
Email	denise.roberts@indianriverschools.org

Bill To Name	School District of Indian River
Bill To	1990 25th Street Vero Beach, FL 32960 US

Administrator Training Inter Rater Reliability

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	DISC (%)	TOTAL PRICE
2	Building Inter-rater Reliability - DQ 1-9 - Day 1	PD000-M20-IRRa	Focus on Defining the Scale, DQs 1, 6, 7	$4,500.00		$9,000.00
1	Reproduction License 90-day exp for Building Inter-rater Reliability - DQ 1-9 - Day 1	PD000-M20-IRRa-WR	Reproduction License 90-day exp for Building Inter-rater Reliability - DQ 1-9 - Day 1	$1,000.00		$1,000.00
2	Building Inter-rater Reliability - DQ 1-9 - Day 2	PD000-M20-IRRb	Focus on DQs 2, 4, 8	$4,500.00		$9,000.00
1	Reproduction License 90-day exp for Building Inter-rater Reliability - DQ 1-9 - Day 2	PD000-M20-IRRb-WR	Reproduction License 90-day exp for Building Inter-rater Reliability - DQ 1-9 - Day 2	$1,000.00		$1,000.00
2	Building Inter-rater Reliability - DQ 1-9 - Day 3	PD000-M20-IRRc	Focus on DQs 3, 4, 9	$4,500.00		$9,000.00
1	Reproduction License 90-day exp for Building Inter-rater Reliability - DQ 1-9 - Day 3	PD000-M20-IRRc-WR	Reproduction License 90-day exp for Building Inter-rater Reliability - DQ 1-9 - Day 3	$1,000.00		$1,000.00

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	DISC (%)	TOTAL PRICE
2	Inter-rater Reliability Assessment(Bulk)	PD000-M-IRRC-Bulk	Inter-rater Reliability Assessment (Bulk)	$500.00		$1,000.00

Administrator Training SUBTOTAL:	$31,000.00
Administrator Training TOTAL:	$31,000.00

Interventions Coaching based on Assessment Results

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	DISC (%)	TOTAL PRICE
2	Side by Side Coaching	PD500-M1	On-site coaching; 5 administrators per half-day session (10 total participants per day)	$4,500.00		$9,000.00

Interventions SUBTOTAL:	$9,000.00
Interventions TOTAL:	$9,000.00

Teacher Information Session Deeper Connections Lecture

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	DISC (%)	TOTAL PRICE
1	PDS Marzano Custom Session	PD000-99M	Marzano Custom Session: General Information session on Marzano Deeper Connections for 1700 teachers split into 2 groups(elementary/secondary); 850 participants in each group	$5,500.00		$5,500.00
1	PDS Marzano Custom Session Materials	PD000-99M-W	PDS Marzano Custom Session Materials; 30 day reproduction license for general information Deeper Connections teacher sessions;district will be responsible to provide printed materials for each participant	$1,000.00		$1,000.00

Teacher Information Session SUBTOTAL:	$6,500.00
Teacher Information Session TOTAL:	$6,500.00

QUOTE SUBTOTAL:	$46,500.00
QUOTE TOTAL:	$46,500.00

Learning Sciences International Terms & Conditions

Customer Acknowledgment
Customer acknowledges agreement with these Terms & Conditions of Sale by placement of an order to purchase products or services from Learning Sciences International, LLC.

Prices
Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing.

Terms
Purchase order or payment is required prior to order fulfillment. Make checks payable to "Learning Sciences International" and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.

Purchase Orders
Original copies of purchase orders should be sent to Learning Sciences International, 175 Cornell Road, Suite 18, Blairsville, PA 15717 or faxed to (724) 459-6373.

Payments
Standard payment terms are net 30 from date of invoice. Seller reserves the right to charge interest at the rate of 0.5% per month on past due balances. Seller also reserves the right to submit invoices greater than 90 days past due to a third party agency for collection.

Scheduling
On-site training and professional development sessions requires 30 days advance notice. Purchase orders or payment must be received before training dates can be reserved. Trainings scheduled at the Customer's request less than 30 days advance notice are subject to a $500 premium or additional pre-session charges of $500 may apply.

Cancellation
On-site training and professional development sessions may be rescheduled prior to 30 days in advance without penalty. Districts who cancel within the 30 day window will be charged $500 fee + travel expenses incurred (including cancellation and airline booking fees.)

Shipping and Handling
Shipping and Handling for print materials shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply.

LSI will fulfill your order based on the quantity of materials shown on your purchase order. Should you request additional copies of materials, you will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.

Additional Terms and Conditions
Additional Terms and Conditions for users of the iObservation System and/or Terms and Conditions for On-site Training Delivery will be provided in separate agreement(s.)

Signature: _____ **Effective Date:** _____/_____/_____

Name (Print): _____ **Title:** _____

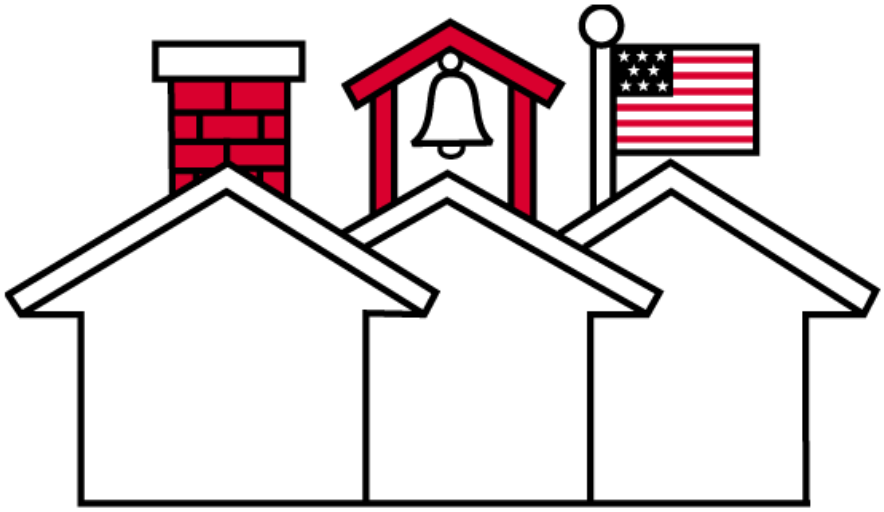
Please sign and fax to (724) 459-6373.

THANK YOU FOR YOUR BUSINESS!

This Page Intentionally Left Blank

School District of Indian River County

"Educate and inspire every student to be successful"



2012-2013

STUDENT PROGRESSION PLAN

TABLE OF CONTENTS

INTRODUCTION 1
GENERAL INFORMATION 2
English Language Learners (ELL) 3
Attendance 3
Curricula 3
Report Cards 3-5
Student Progression and Progress Monitoring Plans 5
Multi-Tiered System of Support (MTSSS) 6-7
Annual Progress Report 7-8
Secondary School Reform 8
Academically Challenging Curriculum to Enhance Learning 8-9
Home Education 9
Elementary School 10
Middle School 10-11
Part-time Enrollment 10-11
Transferring into Middle School from Home Education 11
High School 11
Part-time Enrollment 11
Interscholastic Extracurricular Activities 11-12
Transferring into High School from Home Education 12
Virtual Instruction 12
Indian River Virtual School 12-13
Grade Placement Procedures 13
Attendance 13
Extracurricular and Enrichment Activities 13-14
Retention/Credit Retrieval 14
Elementary School 14
Middle School 14
High School 14
Promotion/Graduation 14
Florida Virtual School 14
Part-Time Program 14
Virtual/Online Course Requirement 15
FCAT 2.0 and Other Mandatory Assessments 15

STUDENT PROGRESSION GRADES K – 5 16-29
Curricula 16
Physical Education Waiver 16
Student Assignment 17
Participation in State Wide Assessment Programs 17-18
Progress Monitoring Plans and Remediation 18
Reading Proficiency (READ Initiative) 19-21
Grading and Reporting for Kindergarten to Fifth Grade 21-23
Grading-Academic Achievement Grade 22
Work Habit Grade 22-23
Promotion Policy 24
Referral to Promotion Review Committee 24
Promotion with a PMP 25
Retention 25
Retention in Grade 3 Based on Reading Proficiency and Good Cause Exemptions 25-26
Summer School 26
Promotion After Summer School (3rd Grade Reading Camp) 26

Third Grade Mid Year Promotion 26-27
Successful Progression of Retained Third Graders 27
Intensive Intervention 27-28
Intensive Acceleration Class 28
Transition Classes 29

STUDENT PROGRESSION GRADES 6 – 8 30-40
Program Requirements 20-32
Grading and Report Cards 32-34
Credit Acceleration Program (CAP) 34
Academically Challenging Curriculum to Enhance Learning (ACCEL) 34-35
Content Enrichment ACCEL Options 35
Grade/Subject Area Advancement ACCEL Options 35
Student Mid-Term Progress Reports 35
Promotion Criteria 35-36
Remediation and Progress Monitoring 36-37
Promotion with Remediation and Retention 37-38
Summer School 38
State Uniform Transfer of Middle School Course/Credits 38-39
High School Credit Earned in Middle School 39-40
End of Course (EOC) Assessment Requirements 40

STUDENT PROGRESSION GRADES 9 – 12 41-68
Credit (As Defined in Section 1003.436, F.S.) 41
Virtual on Line Course Requirements 41
End of Course (EOC) Assessment Requirements 42
Summary of High School Accountability Assessments and
High School Graduation Requirements 42
High School Standard Diploma Graduation Credit Requirements 42
Sixteen(16) Core Curriculum Credits 43
General 24 Credit Program for Students Entering Prior to 2007-08 44
Earning Credit 45
Three Year College Preparatory Program 46
Three Year Career Preparatory Program 47
Career & Professional Academies 47
Selection of an Accelerated Graduation Option 48
Credit Acceleration Program (CAP) 48
Early High School Graduation 48-49
Academically Challenging Curriculum to enhance(ACCEL) 49
Content Enrichment ACCEL Options 49
Grade/Subject Area Advancement ACCEL Options 49
FCAT and GPA Requirements for Accelerated Graduation Options 50
Required Grade Point Average for Standard High School Graduation 51
Additional Requirements for Standard High School Diploma 51
Concordant Scores Option 51
FCAT 52
FCAT/FCAT 2.0 52
FCAT 2.0 and Florida EOC Assessments 52
High School Competency Test (HSCT) 53
Graduation Options 53
Other Options 53-55
Additional Instruction to Meet High School Graduation Requirements 55
Grading and Report Cards 55-56
Grading of Dual Enrollment Coursework 56

Weighted Grade Policy 56-57
Promotion and Grade Classification 57
Student Mid-Term Progress Report 57
Remediation 57-58
Honor Graduate Designation 59
Performance Based Diploma Requirements 59
GED Option 59
Adult Education High School Classes 60
Articulated Acceleration 60
Dual Enrollment 60-61
Early Admission Full Time Dual Enrollment 61-62
Career Early Admission 62
Graduation Under Early Admission and Advanced Studies Through Other Colleges and Universities 62
Advanced Placement 62
Dual Enrollment and Advanced Placement Instruction 63
The International Baccalaureate Program 63
Career and Professional Education/Ready to Work 63
Credit by Examination 64
Advanced International Certificate of Education 64
State Board of Education Review 64
State Uniform Transfer of High School Credits 65-66
Bright Futures Scholarship 66
- Florida Academic Scholars (FAS) 66
- Florida Medallion Scholars (FMS) 67
- Florida Gold Seal Vocational Scholars (GSV) 67
  - 4-year Diploma 67
  - 3-year Career Preparatory Diploma 67
  - 3-year College Preparatory Diploma 67
  - GED 67
  - Community Service 68
  - Test Scores 68

EXCEPTIONAL STUDENT EDUCATION 69-75
Course Adaptations for Students with Disabilities 69-70
Online Instruction 70
Promotion of Students with a Disability 70
Retention/Assignment of Students with a Disability 70-71
Extended School Year 71
Graduation Options for Students with a Disability (High School) 71-72
- Standard Diploma 71
- Enhanced New Needed Opportunity for Better Life and Education for Student with Disabilities(ENNOBLES) Act 71
- FCAT 2.0 Waiver 71-72
- End of Course (EOC) 72
- Other Than Standard Diploma (Special Diploma) 72

Minimum Subject Area Requirements for Other than Standard Diploma 73-74
- Special Diploma Option 1 73
- High School Special Diploma Option 2 73-74

High School Special Certificate of Completion Requirements 75
Post-Secondary Transition 75

STUDENT PROGRESSION: GLOSSARY OF TERMS..... 76-79

Appendix A Semester Grade Conversion Chart (Grade 6)..... 80
Appendix B Semester Grade Conversion Chart (Grade 7)..... 81
Appendix C Semester Grade Conversion Chart (Grade 8 – 12)..... 82
Appendix D International Baccalaureate Diploma Program..... 83
Appendix E Semester Grade Conversion Chart (Grade 8-12) EOC 30% 84

STUDENT PROGRESSION PLAN

REQUIREMENTS AND PROCEDURES
2012-2013

Dr. Fran Adams
Superintendent
Tel: 772-564-3150

Terri D'Albora
Assistant Superintendent
Tel: 772-564-3014

Jody Idlette Bennett
Executive Director of Core Curriculum
Tel: 772-564-3067

Ms. Deborah Long
Director of Secondary Education
Tel: 772-564-3209

Dr. Michael Ferrentino
Executive Director of Exceptional Student Education (ESE)
Tel: 772-564-5932

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 with regard to 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 gives consideration to 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 in order to remain consistent with the intent of our local school board and legislative actions.

The document is divided into grade level sections; elementary, middle and high school, in order 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.

GENERAL INFORMATION

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

ADMISSION - REQUIREMENTS FOR ORIGINAL ENTRY

Any pupil enrolled in a school of the Indian River County School District for the first time shall be required to present certification of a medical exam performed within one year prior to entry into Florida schools. Certification of immunization is also required from those communicable diseases identified by the Department of Children and Family Services: poliomyelitis, diphtheria, rubella, rubeola, pertussis, mumps, and tetanus. An exemption may be granted as provided in Section *1003.22***,** Florida Statutes.

Any pupil previously enrolled in a public school outside the State of Florida who seeks admission to school within the district shall be admitted under the same admission requirements established in the state in which the pupil resided prior to moving to Indian River County. However, any student who does not meet the immunization and health examination requirements set forth in State Statute shall be refused admittance. An exemption may be granted as provided in Section *1003.22*, Florida Statutes.

A pupil enrolled as an original entry shall present evidence of date of birth as outlined in Section *1003.21*, Florida Statutes. In addition, he/she should present proof of residency and a report card or school records from the school of last attendance. Placement will be made according to the pupil's school records**.** In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the student's official record is received or proper grade placement is otherwise determined. Schools are to maintain a log of the transfer of student cumulative folders from one school to the next and a confirmation of receipt needs to be documented. *IRCSD 5.03. F.S. 1003.21, 1003.22, 1003.25*

INTERSTATE COMPACT FOR MILITARY CHILDREN

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.

Assistance to Transitioning Students From Military Families

The School Board of Indian River County is working closely with U.S. Southern Command to ensure that students who are military dependents receive the necessary support as they transition into Indian River. 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.

ENGLISH LANGUAGE LEARNERS (ELL)

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Program placement is reflected in the student's schedule in TERMS. Bilingual personnel assist the students and their families when necessary to ensure proper program/course placement.

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 in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

CURRICULA

Curricula for the elementary, middle and high schools shall be determined by the laws of the State of Florida and shall be based on Student Performance Standards that are determined by the Next Generation Sunshine State Standards and the Common Core State Standards (CCSS). The CCSS will be fully implemented in grades K-12 in the 2013-2014 school year. The curriculum will include all topics and subject matter required by the State Board of Education. In addition, the following may also be used to determine curricula.

1. Needs of students as determined by studies and surveys.
2. Continuous evaluation of the effectiveness of the curricula of the schools in meeting the needs of all students
3. Instructional needs of students requiring remediation in the areas of reading, writing, mathematics and science. Remediation shall be for students not demonstrating grade level proficiency.
4. Individual Educational Plan for students in exceptional educational programs for children with disabilities.

The superintendent may appoint such committees and special study groups as may be necessary to assist him/her in determining the educational needs of the district.

The superintendent shall designate a member of the administrative or supervisory staff to be responsible for the development and coordination of the total curricula of the school district.

REPORT CARDS

Evaluation of student progress is a vital part of the teaching learning process. Effective evaluation provides a sound working relationship between the home and the school and indicates to the parent, the student and the teacher the progress made in reaching the Next Generation Sunshine State standards and Common Core State Standards set for that course or grade level.

Each student is entitled to receive a fair and accurate evaluation of his performance in a subject, course, or program for which a grade is awarded. A grade or report of progress shall be given in all subjects or courses for which promotion or credit is earned in grades kindergarten through twelve. The evaluation shall relate to the objectives of the subject or course (content and skills), which have been identified as being appropriate for the level and subject. The content or skills taught to a particular group of students should be commensurate with the ability and needs of the student in that group or class. The standards and expectations established by the teacher for each group should be appropriate for that level and grade, yet should challenge the students to reach a higher level of achievement. The assessment and other evaluative procedures used should relate directly to the body of knowledge and standards. Students should be given a grade which represents an accurate measure of performance and should be based on data which is collected throughout the grading period for which the evaluation is made.

Report cards will be issued each nine weeks, four times during the school year**.** Report cards will reflect:

1. The student's academic performance in each class or course based on examinations (daily, quizzes, weekly, unit, quarterly and semester), special projects, laboratory activities, reports, research papers, notebooks, written papers, class participation and other academic performance criteria. The value based on each of the above should be in keeping with the importance of that item as it relates to achievement in a specific subject and instructional level.
2. The student's conduct and behavior should be reported separate from the academic grade
3. The student's attendance, including absences and tardies

The primary responsibility for evaluating the progress of a student and the assignment of a grade shall rest with the teacher. Each teacher shall, however, establish a system or procedure for determining grades for each course, which can be understood by students and parents. The system for determining grades shall be in writing, submitted to the principal, and shall be shared with students and parents/guardians at the beginning of the course or school term.

Each teacher has a responsibility to work with the other teachers at the department, the grade and school level in developing consistent assessments, grading standards, and achievement expectations within similar subjects or courses. A uniform grading system shall be developed. An individual teacher may evaluate student performance in a manner that is different from other teachers when there are justified reasons. The principal has the responsibility to determine if rules and procedures of the school board are being followed and if sound and fair professional practice has been applied in assessing students. The principal has the responsibility to review the system for determining grades and the standards and achievement expectations set by the teacher. In all cases, the teacher will be consulted in any review and the teacher's professional judgment shall be respected. The principals shall give direction when the teacher's grading system, standards or measurement are not appropriate to the level, subject or ability of the students.

Homework may be used to reinforce or enrich course content and skills. The homework assigned shall be appropriate for the level and subject and in an amount which will provide the student an opportunity to acquire the knowledge or master the skills which are required. When assigned, homework will be monitored by the teacher and may be considered by the teacher in grade determination. To enhance the learning process and to keep parents informed, teachers are expected to return student work and test papers when appropriate.

Tests shall relate directly to that which has been taught and should be designed in a manner that will provide an accurate evaluation of the student's knowledge or performance. Teachers are encouraged to develop test questions that span all levels of cognitive complexity.

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

A school shall not exempt students from academic performance requirements based on policies or practices designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. Student midterm progress reports will be sent home each grading period. *F.S.* 1003*.33(1)*

STUDENT PROGRESSION AND PROGRESS MONITORING PLANS

Florida Statutes require that students who score below achievement level 3 on the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) in reading and mathematics in grades 3-10 must be provided with additional assessments to determine the nature of the student difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

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

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

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

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

1. Students who are deficient in reading by the end of grade 3
2. Students who fail to meet performance levels required for promotion consistent with the district's plan for student progression *F.S. 1008.25(1)(2)(3)*

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

If the documented deficiencies have not been remediated according to the Progress Monitoring Plan, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, mathematics and science must continue remedial or supplemental instruction until expectations are met or the student graduates from high school or is no longer subject to compulsory school attendance. *F.S. 1008.25(4)(b)(c)*

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The School District of Indian River County is committed to the implementation of a process to improve educational outcomes and meet the academic and behavioral needs of all students. By implementing the comprehensive **MTSS** process, the district will ensure that all students are provided with every reasonable opportunity and support to succeed in the general education environment prior to determining that the student has a disability.

A comprehensive **MTSS** process includes the following essential components:

1. High quality instruction.
2. Intervention matched to student needs.
3. Learning rate and level of performance measured over time.
4. Multiple tiers of evidence-based instruction service delivery.
5. Problem-solving process to guide decisions about instruction and interventions needed to improve learning and/or behavior.
6. A data based system to inform decisions at each tier of service delivery.

The District established the following components in a three-tiered model to address academic and/or behavioral needs identified by school based teams:

Levels of Interventions

1. **Tier I**
   - Is the core curriculum, research based instruction
   - Includes all students
   - Employs differentiated instruction
   - Uses universal screening as determined by the District
   - Is adjusted to assure 80% of District schools/classes meet benchmarks
2. **Tier II**
   - Provides additional interventions to students who do not meet Tier I benchmarks
     - Supplements, does not replace, Tier I instruction
   - Targets students' needs as determined by a review of student records (school history, assessment data, academic and/or behavioral strengths and needs)
   - Includes a Progress Monitoring Plan
3. **Tier III**
   - Targets students who are performing significantly below standards and have not made adequate progress with Tier I and Tier II instruction and interventions
   - Provides intense interventions with increased frequency and duration
   - Provides small group instruction
   - Employs weekly progress monitoring of targeted assessments that acquire more in depth information about students' instructional or behavior needs at the conclusion of Tier I, Tier II or Tier III interventions, the team may consider the following options:
   - Scale down (or discontinue) the interventions as students demonstrate skills comparable to their peers and are making satisfactory progress
   - Continue the interventions in the general education setting as students show satisfactory progress
   - Move forward with decisions regarding eligibility for ESE

ANNUAL PROGRESS REPORT

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

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

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

1. the provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion;
2. by grade, the performance of all students in grades 3 through 10 on the FCAT 2.0 indication the number and percentage of students scoring at levels 1 & 2 on the reading portion of the FCAT 2.0.
3. by grade, the number and percentage of all students in grades 3-10 who were retained;
4. information on the total number of students who were promoted for good cause, by each category of good cause;
5. any revision to the district school board's policy on retention and promotion from the prior year. *F.S. 1008.25(8)(a)(b)*

SECONDARY SCHOOL REFORM

The SDIRC is implementing a Secondary School Reform Plan, which is designed to ensure instructional excellence and community engagement. The underlying principle of the plan is to significantly alter the educational experience of students in grades six through twelve with the intention of meeting the following goals:

- raise the academic performance of all students;
- increase the graduation rate;
- reduce the achievement gap;
- implement a cycle of continuous improvement in academics; and
- produce literate graduates who are ready for college, career, and citizenship.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING

The ACCEL (Academically Challenging Curriculum to Enhance Learning) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Options are offered in two categories, Content Enrichment and Grade Advancement. F.S. 1002.3105

Content Enrichment ACCEL options include:

- independent or small group studies
- enrichment programs
- flexible grouping
- combined classes
- self-paced instruction
- telescoping curriculum

Subject/Grade Advancement ACCEL options include:

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

Eligibility for ACCEL options include a team review of the student's grade point average, state, district, and standardized assessments, attendance and conduct records, and other pertinent data. A recommendation from one or more of the student's teachers in core-curricula courses and a guidance counselor, if one is assigned to the student's school, is also required. If the student meets eligibility and procedural requirements the student must be provided the opportunity to participate in the ACCEL option.

The school based team must carefully consider the effect of ACCEL options, especially Grade Advancement, on the student's future social, emotional and academic life. A plan for the smooth transition from the student's current grade to a higher grade must be developed. Additionally, assurance of continuous course progression into middle or high school must also be planned. The students' commitment, desire for the program, maturity, attendance and disciplinary record must also be considered. Parent permission is necessary for grade advancement.

A written ACCEL Plan will be developed for students meeting eligibility requirements. A Performance Contract with attendance, conduct, participation requirements and grade expectations will also be developed. Parent notification is required for Content Enrichment. Parent permission is required for Grade Advancement.

HOME EDUCATION

Section 1002.01, F.S., defines home education as the sequentially progressive instruction of a student directed by his or her parent or guardian in order to satisfy Florida's compulsory education requirements. Florida Statute 1002.41 specifies the responsibilities of parents who establish a home education program.

1. Send a written notice of intent to the school district superintendent. The notice must be filed within 30 days of beginning the home education program and must include the following information:
   a. Name of the home education student(s)
   b. Date(s) of Birth
   c. Address
   d. Parent's signature
2. Maintain a portfolio of educational records. Statute defines a portfolio as
   a. A log of educational activities which is made contemporaneously with the instruction and which designates by title any reading materials used, and
   b. samples of any writings, worksheets, workbooks or creative materials used or developed by the student.
3. Make the portfolio available for inspection by the superintendent upon 15-day written notice (The statute does not require the superintendent to inspect all portfolios).

4. Provide an annual educational evaluation of the student's educational progress to the superintendent. The evaluation must consist of one of the following:
   a. A Florida certified teacher chosen by the parent may evaluate the child's progress based on a review of the portfolio and discussion with the student.
   b. The student may take any nationally-normed student achievement test administered by a certified teacher.
   c. The student may take a state student assessment test at a location and under testing conditions approved by the school district.
   d. The student may be evaluated by a psychologist holding a valid, active license pursuant to Section 490.003 (7) or (8), F.S.
   e. The student may be evaluated with any other valid measurement tool as mutually agreed upon by the parent and the superintendent.
5. Preserve each student's portfolio for two years.
6. Submit a letter of termination to the school district superintendent upon completion of the home education program, enrollment in a public or private school or moving from the district.

Elementary School

Students who participate in home education for grades kindergarten through fifth, are not eligible to participate on a part time basis in academic or extracurricular activities at the elementary school campus. 1002.41 and 1006.15 F.S.

Transferring into Elementary School from Home Education:

The principal is responsible for appropriate placement of students. Principals will use records provided to place students who transfer from home education programs. In the absence of appropriate records, the principal shall temporarily assign the pupil to an age appropriate placement and validate the placement through performance during the first grading period. It is the intention of the School District of Indian River County to meet student academic needs in an age appropriate setting whenever possible

Middle School

Part-time Enrollment

Middle school students who are participating in a home education program in accordance with Florida Statutes may be admitted to the public middle schools of the district on a part-time basis, provided there is space available in the requested class. Students in home education who wish to attend public school must have met the criteria for a home education program for the entire semester immediately prior to the time of admission. In addition, they must meet the same registration requirements as full-time students and enroll for and attend at least one regularly scheduled class period at the school. Students must register prior to the start of the semester they wish to attend. Students who are enrolled in the public school full time will be given priority. Home education students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Attendance on a part-time basis does not entitle the student to participate in non-interscholastic extra-curricular activities.

Interscholastic Extra-curricular Activities:
Eligible home education students are permitted to participate in interscholastic extra-curricular activities at the middle school level. Some non-athletic extra-curricular activities require enrollment in a specific class. In those cases, eligible home education students will be permitted to enroll in the appropriate class on a space available basis. The approval of the principal is required. Home Education students are not eligible to participate in non-athletic extracurricular activities that are unrelated to an academic course (i.e. dances).

For participation in an interscholastic extracurricular activity, students must meet the requirements for home education outlined in Florida Statutes *1003.21, 1002.20 and 1006.15* and all other eligibility requirements for participation as designated by state statutes, the Florida High School Activities Association or any other association that governs the district's middle and high school interscholastic extracurricular activities.

Transferring into Middle School from Home Education
If the transfer student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Section *1003.25(3)*, F.S.

High School
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.

Interscholastic Extracurricular Activities
Students will be eligible for participation in interscholastic activities based upon the rules and guidelines of the FL High School Athletic Association.

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. Home Education students are not eligible to participate in non- athletic extracurricular activities that are unrelated to an academic course (i.e. prom, homecoming dances, etc).

Students who want to participate in an interscholastic extracurricular activity must meet the same residency requirements as other students in the school at which they participate. The residency requirement is identified as the School Zone. Therefore, all home education students who want to participate in an interscholastic extracurricular activity, must go through School Assignment and be assigned a school for participation in an interscholastic extracurricular activity, students must meet the requirements 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. *F.S.1007.27(4)*

Transferring into High School from Home Education
State Board Rule 6A-1.09941 establishes a uniform transfer of credit at the high school level as follows: If the transfer student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period. 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. Section *1003.25(3)*, F.S.

VIRTUAL INSTRUCTION

HB 7067, passed in 2008, created 1002.45, F.S. The statute states, "Beginning with the 2009-2010 school year, each school district shall provide eligible students within its boundaries the option of participating in a virtual instruction program."

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. Students residing within Indian River County have opportunities to participate in virtual education programs, they include, Indian River Virtual School, Pasco Virtual, K12 Virtual School and FL Virtual School full and part time. Section 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 www.FLVSFT.com.

To be eligible to enroll in the Indian River Virtual School for 2012-2013school year, students must reside within the district and meet at least one of the following conditions:

1. The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP surveys.
2. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
3. The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes.

4. The student has a sibling who is enrolled in a Virtual Instruction Program. (e) The student is eligible to enter Kindergarten or 1st grade.
5. The student is eligible to enter grades 2-5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the FL Virtual School.

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. If there is no history of school enrollment, the placement will be based on the grade level recommended by the parent. 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. Subsequent to 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 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 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 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. The Indian River Virtual School diploma will be mailed to the student upon completion of the 9-12 IRVS.

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 and 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. *F.S.1002.37(1)(b)1,2 F.S.; 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. (d) Students who need a more flexible schedule.

VIRTUAL/ONLINE 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. 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.
Section 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.

FCAT 2.0 AND OTHER MANDATORY ASSESSMENTS

Students enrolled in Florida Virtual School, Indian River Virtual School, K12 or Pasco County are public school students and are therefore required to participate in all District and State mandated testing, including but not limited to the FCAT 2.0 and End-of-Course Assessments. District and State mandated tests will be administered at the student's zoned school.

STUDENT PROGRESSION GRADES K – 5

The school district shall provide all courses required for elementary grade promotion, and appropriate instruction will be designed to ensure that students meet State Board of Education adopted standards (Next Generation Sunshine State Standards and Common Core State Standards) in the following subject areas: reading and other language arts, mathematics, science, social studies, health and physical education, and the arts.

CURRICULA

1. Instruction for the elementary program shall include reading, language arts, mathematics, social studies, science, physical education, music, art, media, and other such disciplines as may be considered necessary for a comprehensive school program.
2. The program for elementary schools shall include physical education classes staffed by physical education teachers. The program will reflect the following outcomes.
   a. Fitness education and assessment to help students to understand, improve, or maintain their physical well being.
   b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental and social or emotional development of every student.
   c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy life style.
   d. Opportunities to develop positive social and cooperative skills through physical activity participation.
   e. Instruction in healthy life-long habits Section *1003.455* F.S.
3. The school district may deliver courses in the traditional school setting by personnel certified pursuant to s. 1012.55, F.S., who provide direct instruction through who provide direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques. Students in a blended learning course must be full-time students of the school and receive the online instruction in a classroom setting of the school. The funding, performance, and accountability requirements for blended learning courses are the same as those for traditional courses.

PHYSICAL EDUCATION WAIVER

1. Thirty minutes of physical activity per day is required. This requirement shall be waived for a student who meets one of the following criteria and for whom a waiver request is submitted to the principal. The waiver form is available at http://www.indianriverschools.org/SiteDirectory/Curriculum/Pages/Electives.aspx
2. The student is enrolled or required to enroll in a remedial course.
3. The student's parent indicates in writing to the school that:
   a. The parent requests that the student enroll in another course from among those courses offered as options by the school district;
   b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
   c. The student's parent will be notified of the options available before scheduling the student to participate in physical education.

STUDENT ASSIGNMENT

The principal is responsible for appropriate placement of students. Principals will use records provided to place students who transfer from non-district schools, private schools or home education programs. In the absence of appropriate records, the principal shall temporarily assign the pupil to the grade deemed to be proper until a copy of the student's official record is received or proper grade placement is otherwise determined. It is the intention of the School District of Indian River County to meet student academic needs in an age appropriate setting whenever possible. The principal may reassign students during the school year if teacher evaluation and test scores indicate the need for reassignment. When consideration is given to placing students outside of their age appropriate setting, the Executive Director of Core Curriculum will be involved in the decision making process. This process would involve the accumulation of evidence that the student is prepared academically, socially and emotionally for the challenges of that grade.

PARTICIPATION IN STATE WIDE ASSESSMENT PROGRAM

1. **Florida Kindergarten Readiness Screener (FLKRS)**
   The purpose of the Florida Kindergarten Readiness Screener (FLKRS) is to gather information on a child's overall development and to specifically address the readiness of each student for kindergarten based on the VPK Education Standards. The FLKRS is also used to calculate the VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares four-year-olds to be ready for kindergarten based upon Florida's VPK Education Standards.

   Each student who enters kindergarten for the first time, before the 30th day of school will be administered a FLKRS assessment. A screener determined by the Department of Education. Section *1002.69*, Florida Statutes
2. **Florida Assessment for the Instruction of Reading (FAIR)**
   The Florida Assessment for the Instruction of Reading is administered three times a year to ~~all~~ identified students in grades K –12 ~~three times a year~~. The Florida Assessment for Instruction in Reading provides valid and reliable measures of reading in Kindergarten through Grade 12 in a system that combines screening, targeted diagnostic tasks, and ongoing progress monitoring.
3. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**
   The Florida Comprehensive Assessment Test 2.0 measures student success with the Next Generation Sunshine State Standards and Common Core State Standards and includes assessments in reading (grades 3-10), writing 2.0 (grades 4, 8, and 10), mathematics (grades 3-8) and science (grades 5 and 8).

All third through fifth grade students are expected to participate in the Florida Comprehensive Assessment Test (FCAT 2.0) except for: All third through fifth grade students are expected to participate in the Florida Comprehensive Assessment Test (FCAT 2.0) except for (1) students with an active Individual Education plan (IEP) for whom alternative assessment has been identified on the IEP and (2) students who have received services in a program operated in accordance with an approved district limited English proficiency (LEP) program for one year or less, and who have been recommended for exemption by the majority of the students' LEP committee. In this instance, alternative assessments must be identified

4. **CELLA Testing**
   All English Language Learners (ELL) K – 12 will be assessed using the Comprehensive English Language Learners Assessment (CELLA) in the areas of language acquisition: reading, writing, listening, and speaking.
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.

PROGRESS MONITORING PLANS AND REMEDIATION

The School District of Indian River County monitors the progress of all students through several aspects of the district progress monitoring plan. The district progress monitoring schedule is accessible through the district website.

Students who do not demonstrate proficiency with grade level curriculum in reading, writing, science and mathematics or who score below Level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. The school must develop, in consultation with the student's parent, and implement a Progress Monitoring Plan.

The purpose of the Progress Monitoring Plan is to guide the teacher's instruction which will assist the student in meeting state and district expectations for proficiency in reading and math. Each Progress Monitoring Plan must identify the specific need, and planned intervention in the area(s) of deficiency. Progress Monitoring plans must be frequently reviewed by the teacher and the assistant principal following each progress monitoring assessment. Progress monitoring data will be evaluated when determining continuation or revision of intervention strategies. If the documented deficiency in reading or mathematics is not remediated in accordance with the Progress Monitoring Plan, the student may be retained. The student must continue to be provided with remedial or supplemental instruction until the expectations are met. Schools shall determine the supplemental strategies that are most appropriate for each student.

READING PROFICIENCY (READ Initiative)

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

Each elementary school in Indian River County shall provide comprehensive research based reading instruction for all students. This reading instruction will be provided for a minimum of 90 minutes each day through the district adopted reading program differentiated for student ability during small group time.

Each K-5 student's reading ability will be regularly assessed. Any student who is observed to have a reading deficiency will be further assessed through diagnostic assessments to measure student proficiency with oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.

Using the assessment results, any students who score below proficiency will be provided, during regular school hours, intensive reading instruction in addition to the regular reading instruction using a state-identified reading curriculum.

This additional instruction will be provided to target specific deficiencies highlighted through assessment and outlined on the Progress Monitoring Plan. Throughout the school year, instructional strategies will be determined through progress monitoring.

The state identified reading curriculum will have been reviewed by the Florida Center for Reading Research at Florida State University and will meet at a minimum the following:

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

Parents will be consulted in the development of the Progress Monitoring Plan (PMP) for reading which includes diagnosis of specific deficiencies in the areas of oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary.

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

Reading proficiency must be reassessed by locally determined assessment or through teacher observations at the beginning of the grade following the intensive reading instruction.
The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated. *F.S. 1008.25(4)(b), 1002.20(11)*

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

1. That his or her child has been identified as having a substantial deficiency in reading with a description of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That the intensive reading instruction will continue until the deficiency is corrected.
5. Strategies for the parent to use in helping their child succeed in reading proficiency
6. That the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) is not the sole determiner of promotion and that the additional evaluation, portfolio reviews, and assessments may be used to determine if the student is reading at or above grade level. 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. F.S. 1008.25(5)(b).

Using the assessment results, any students who score below proficiency will be provided, during regular school hours, intensive reading instruction in addition to the regular reading instruction using a state-identified reading curriculum.

This additional instruction will be provided to target specific deficiencies highlighted through assessment and outlined on the Progress Monitoring Plan. Throughout the school year, instructional strategies will be determined through progress monitoring.

The state identified reading curriculum will have been reviewed by the Florida Center for Reading
Research at Florida State University and will meet at a minimum the following:

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

Parents will be consulted in the development of the Progress Monitoring Plan (PMP) for reading which includes diagnosis of specific deficiencies in the areas of oral language, phonemic awareness, phonics, fluency, comprehension, and vocabulary.

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

Reading proficiency must be reassessed by locally determined assessment or through teacher observations at the beginning of the grade following the intensive reading instruction.
The student must continue to be provided with intensive reading instruction until the reading deficiency is remediated. *F.S. 1008.25(4)(b), 1002.20(11)*

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

1. That his or her child has been identified as having a substantial deficiency in reading with a description of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That the intensive reading instruction will continue until the deficiency is corrected.
5. Strategies for the parent to use in helping their child succeed in reading proficiency
6. That the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) is not the sole determiner of promotion and that the additional evaluation, portfolio reviews, and assessments may be used to determine if the student is reading at or above grade level. 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. F.S. 1008.25(5)(b).
7. The district's criteria and policies for mid-year promotion of a retained 3rd grade student during the year of retention once the student has demonstrated ability to read at grade level.*F.S.1008.25(5)(c)*

GRADING AND REPORTING FOR KINDERGARTEN TO FIFTH GRADE

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

It shall be the teacher's responsibility to determine grades based on student mastery of the current K-12 FLDOE Standards. The nine-week evaluations shall reflect all academic performance to determine a final evaluation.

Progress shall be indicated in kindergarten and first grade on the report card by assessing skill attainment. In grades two through five, letter grades shall be entered on the report cards to indicate academic achievement and work habits.

Grading – Academic Achievement Grade

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

1. level of mastery of standards of the course objectives that have been identified for each course in the state course description and are compatible with the current K-12 FLDOE Standards,
2. performance on district and/or school assessment criteria, and
3. teacher evaluation of students based on mastery of performance 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. The academic achievement grade shall be based on non-curved measurable evidence such as, but not limited to the following:
   - Individual Class Work (essays, research papers, note-taking, etc.)
   - Chapter/Unit Tests
   - Alternative Assessments (oral exams, rubrics, labs, projects, portfolios, etc.)
   - End of Course Exams

Teachers are encouraged to develop test questions that span all levels of cognitive complexity.

- Accommodations must be provided for ELL students receiving services in accordance with an ELL plan
- Accommodations for ESE students must adhere to the individuals' IEP
- A student's academic achievement grade shall not be lowered as a disciplinary measure according to SDIRC School Board Policy, Pupil Personnel 5.14.

Work Habit Grade

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:

- Conduct/Behavior
- Class work/Homework Completion
- Individual and Group Participation
- Organization
- Preparedness
- Punctuality
- Attendance
- Honesty

Academic progress may be reported in a variety of formats including but not limited to the following options listed below. Our electronic grading system employs the numerical values below.

1. Numerical grades used in core academic areas in grades 2 through 5

A	=	89.50	100
B	=	79.50	89.49
C	=	69.50	79.49
D	=	59.50	69.49
F	=	0	59.49

2. Letter Grades used in grades K and 1 and in special area classes K through 5.

E	=	Exceeding Expectations	89.50 - 100
S	=	Successfully Meeting Expectations	79.50 - 89.49
P	=	Progressing, But Needs Support	69.50 - 79.49
N	=	Not Meeting Expectations	59.50 - 69.49
X	=	Area of Concern	
NE	=	Not evaluated at this time, standard not covered	

The following letter grades are used in Kindergarten:

ACADEMIC & WORK HABIT REPORT CARD KEY		
S	=	Satisfactory/Successfully Completed Skill
I	=	Improving, but Needs Support
X	=	Area of Concern / Improvement Needed
NE	=	Not Evaluated at this Time

The following letter grades are used in First Grade:

ACADEMIC & WORK HABIT REPORT CARD KEY	
E = Exceeding Expectations	**P** = Progressing, but Needs Support
S = Successfully Meeting Expectations	**N** = Not Meeting Expectations
I = Improving, but Needs Support	
X = Area of Concern / Improvement Needed	
NE = Not Evaluated at this Time	

3. Narrative Reports of Progress
4. Competency Checklists
5. Portfolios

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 has 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 at a later time, the NG should be changed to the appropriate letter grade. 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. 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 *.F.S. 1003.33*

PROMOTION POLICY

Student promotion in kindergarten through fifth grade is based upon an evaluation of each student's achievement in attaining specific district and/or state requirements. A student will be eligible for promotion when all criteria for promotion have been met. A student who does not demonstrate achievement as described in Section *1008.25, F.S*. and the Indian River County Student Progression Plan will be referred to the school's Promotion Review Committee for promotion with 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. *F.S. 1008.25(6)(a)*

To be eligible for promotion a student must:

1. Demonstrate satisfactory performance with grade level curriculum in reading, writing, mathematics and science. Grade level curriculum is built on a continuum of the Next Generation Sunshine State Standards and the Common Core State 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 Section *1008.25, F.S.*
2. Participate in and performance on statewide assessment as defined in Section *1008.22, F.S*., in grades three through five, at, or above the levels required by the state.

REFERRAL TO PROMOTION REVIEW COMMITTEE

A student who does not demonstrate achievement as described in State Statutes and the Indian River County Student Progression Plan will be referred to the school's Promotion Review Committee (PRC) for promotion with 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 card

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

After careful consideration of all of a student's relevant information, as documented on the Promotion Review Form, along with teacher observations, the committee will make a recommendation in writing to the principal for promotion with 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 remedial or supplemental instructional interventions until proficiency is demonstrated, as determined by the teacher in the next grade level.

RETENTION

A student not demonstrating proficiency with grade level curriculum in reading, writing, science, and mathematics at any grade may be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. When the teacher's classroom assessments, evaluation of 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. *F.S. 1008.25(2)(b)*

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

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

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

1. Students with disabilities whose Individual 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 year of instruction in an English for Speakers of other Languages program.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students with a portfolio, demonstrating reading performance equal to at least FCAT 2.0 Level two.
5. Students with disabilities who participate in the FCAT 2.0 and who have an individual Educational Plan or a section 504 plan that reflects that the student has received the intensive remediation in reading, and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes diagnostic information and specific reading strategies.

Requests for good cause exemptions for students from the mandatory retention requirement as described in 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 only of the existing plan, Individual Educational Plan, if applicable, report card, alternative assessment results or Indian River County Third Grade student portfolio. The principal shall review and discuss such recommendation with the Promotion Review Committee and make the determination as to whether the student should be promoted 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. *F.S.1008.25(b)(c)*

SUMMER SCHOOL

An academic summer school may be provided for students in grades kindergarten through five, with funding priority given to third grade. The academic summer school will be operated primarily for students who are in need of significant remediation in reading. Third grade students who attend summer reading camp and have not demonstrated reading proficiency at FCAT 2.0 level 2 or higher must so demonstrate through a good cause exemption before being promoted. Academic summer programs will be offered beyond third grade when funding is available.

PROMOTION AFTER SUMMER SCHOOL (3rd Grade Reading Camp)

Students who score at level 1 in the reading portion of FCAT 2.0 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. At the conclusion of summer reading camp students will have an opportunity to demonstrate reading proficiency by scoring at state designated levels on a nationally normed reading comprehension assessment. If evidence is accumulated during summer school, it will be reviewed by the Executive Director of Core Curriculum 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.

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

1. Mid-Year Promotion prior to November 1
   a. By portfolio
      At the beginning of the next school year retained third grade students will be allowed to accumulate additional portfolio evidence during the first 20 days of school. The completed portfolio must meet the standards set by the state for exemption from retention.

b. By standardized Assessment
Students can also be promoted during that period of time by demonstrating reading proficiency on an alternate form of the SAT-10 reading comprehension test. Proficiency will be considered met if the student scores within the 5th stanine on the SAT 10.

2. Mid-Year Promotion after November 1
   a. By portfolio
   The portfolio must contain evidence of mastery of third grade Next Generation Sunshine State Standards Benchmarks for Language Arts as required for good cause exemption. In addition there must be at least two samples of evidence of beginning mastery of each fourth grade reading benchmark as demonstrated on FCAT 2.0. This evidence must include multiple choice items from passages that are approximately 50% literary text and 50% informational text and that are between 100-900 words with an average of 375 words. All examples of mastery must be demonstrated by a grade of "C" or higher.
   b. 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 score of 4.3 based on the table provided by the test developer)

SUCCESSFUL PROGRESSION OF RETAINED THIRD GRADERS

Students who score at level one in the reading section of FCAT 2.0 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)* 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.

INTENSIVE INTERVENTION

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

Retained third graders will

1. be taught through effective instructional practices
2. receive differentiated and intensive instruction with materials different than those used with the child during their previous year in third grade.
3. have a daily, uninterrupted 90 minute reading block that uses scientifically research-based reading instruction including small group instruction.
4. be provided additional reading instruction at least twice a week
5. have more frequent progress monitoring than other students
6. have a student portfolio developed.
7. have a tutor or mentor provided.
8. be assigned to a high performing teacher as determined by student performance data and above-satisfactory performance appraisals
9. be provided an opportunity to attend summer reading camp

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

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

INTENSIVE ACCELERATION CLASS

An intensive acceleration class must be provided to any student in grade 3 who scores at level 1 on the reading portion of the FCAT 2.0 and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT 2.0. This class must:

1. have a student teacher ratio lower than other 3rd grade classes.
2. be provided with uninterrupted reading instruction for the majority of the student contact time each day
3. be provided opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas
4. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
5. be provided intensive language and vocabulary instruction using a scientifically research- based program including the use of a speech and language therapist. The classroom teacher will meet with a speech and language therapist on a regular basis to determine the most effective use of the program.
6. have weekly progress monitoring to ensure that progress is being made
7. report to the Department of Education the progress of students at the end of the first semester
8. report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.

TRANSITION CLASSES

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

STUDENT PROGRESSION GRADES 6-8

PROGRAM REQUIREMENTS

Program requirements are established to ensure that students promoted from grade 8 have the necessary academic skills for success in high school.

The following subjects are required in the 6-8 Program Curriculum frameworks and performance standards in the form of benchmarks for the Next Generation Sunshine State Standards have been developed for each course offered in the 6-8 Program.

English/ Language Arts	3 years
Mathematics	3 years Three middle school or higher courses in mathematics. Middle schools must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student's performance on the end-of-course assessment required under 1008.22(3)(c)2.a.(I), F.S. Students who have earned high school credit for Algebra I before the 2010-2011 school year are not subject to the EOC requirements. Beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment, and beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle school student must pass the geometry end-of-course assessment.
Science	3 years including the study of life and physical or earth sciences
Social Studies	3 years including the study of the US and Florida history, civics, and world cultures
Reading	Students with a deficiency in reading will be assigned to a remedial program.

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

Physical Education	Required 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
Health	Elective

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

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

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

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

In order to be promoted to the ninth grade, students are required to successfully complete:

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

The course may be taught by any member of the instructional staff; must result in a completed personalized academic and career plan for the student; must emphasize technology or the application of technology in career fields.

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

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

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

A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

State Board Rule 6A-6.054, F.A.C. establishes guidelines for placement in reading intervention and for progress monitoring. Progress monitoring must occur three times per year. A student scoring at Level 1 or Level 2 on FCAT Mathematics must receive remediation the following year, which may be integrated into the student's required mathematics course.

Students in grades 6 through 8 may be assigned to an academic support program for the purpose of providing immediate instructional support and/or course recovery when they have demonstrated unsuccessful progress in English, Mathematics, Science or Social Studies. This program may be implemented during the school day, before and after school and/ or during the summer, when funding is available. *F.S. 1003.4156*

The equivalent of one class period per day of physical education for one semester of each year is required. When possible, this requirement may be waived for a student who meets one of the following criteria and for whom a waiver request is submitted to the principal:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that:
   a. The parent requests that the student enroll in another course from among those courses offered as options by the school district;
   b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
3. The student's parent will be notified of the options available before scheduling the student to participate in physical education. The waiver form is available at: http://www.indianriverschools.org/SiteDirectory/Curriculum/Pages/Electives.aspx

GRADING AND REPORT CARDS

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

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

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

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

Sixth grade students will take a unit or quarter test during the regularly scheduled exam period that will be calculated into the grade for that marking period. Teachers of students in grade six will use ***Appendix A*** Grade Conversion Chart.

Semester exams shall be comprehensive and cover the entire semester's work. A copy of each semester exam shall be filed with the principal. A semester exam shall be given in all academic subjects. In other courses, a project or other special activity may be used in lieu of a semester exam when approved by the principal. In seventh grade, semester examinations shall determine one-seventh of the semester average. Each grading period will determine three-sevenths of the semester grade. In eighth grade, semester examinations shall determine one-fifth of the semester average. Each grading period will determine two-fifths of the semester grade. For consistency throughout the district teachers of students in grade seven will use ***Appendix B*** Grade Conversion Chart to determine semester grades. Teachers of students in grade eight or students who are earning high school credit in middle school will use ***Appendix C*** Grade Conversion Chart.

Within each semester a student receives three grades, one for each nine weeks and a semester exam grade. Receiving two F's for a course on the report card in the same semester, in any combination, shall result in a final semester grade of F.

No student shall be exempt from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance.

A student's final report card for the school year shall indicate end of year status in academic achievement including promotion or non-promotion.
F.S. 1003.33(2)

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

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 or not 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.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

The ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. Options are offered in two categories, Content Enrichment and Grade Advancement. F.S. 1002.3105

Content Enrichment ACCEL options include:

- independent or small group studies
- enrichment programs
- flexible grouping
- combined classes
- self-paced instruction
- telescoping curriculum

Grade/Subject Area Advancement ACCEL options include:

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

Eligibility for ACCEL options include a team review of the student's grade point average, state, district and standardized assessments, attendance and conduct records, and other pertinent data. A recommendation from one or more of the student's teachers in core-curriculum courses and a guidance counselor, if one is assigned to the student's school, is also required. If the student meets eligibility and procedural requirements the student must be provided the opportunity to participate in the ACCEL option.

The school based team must carefully consider the effect of ACCEL options, especially Grade Advancement, on the student's future social, emotional and academic life. A plan for the smooth transition from the student's current grade to a higher grade must be developed. Additionally, assurance of continuous course progression into middle or high school must also be planned. The student's commitment, desire for the program, maturity, attendance and disciplinary record must also be considered. Parent permission is necessary for grade advancement.

A written ACCEL Plan will be developed for students meeting eligibility requirements. A Performance Contract with attendance, conduct, participation requirements and grade expectations will also be developed. Parent notification is required for Content Enrichment. Parent permission is required for Grade Advancement.

STUDENT MID-TERM PROGRESS REPORTS

Student midterm progress reports will be sent each grading period.

PROMOTION CRITERIA

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

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

1. Participate in statewide assessment tests in grades 6, 7 and 8 as required by Florida Statues 1008.22. Students will perform on all statewide assessments in reading, writing, science and mathematics at or above the minimum level determined by the state.
2. Pass language arts, mathematics, science and social studies each year in grades 6, 7, & 8. Students will not be promoted from 8th grade to 9th grade until they have successfully completed all of the requirements in the core academic areas as required by the State of Florida.

REMEDIATION AND PROGRESS MONITORING

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

The school in which the student is enrolled must develop, in consultation with the student's parents, and must implement a progress monitoring plan (PMP). 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 educational plan;
2. A school wide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

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

Progress monitoring will take place a minimum of three times per year. The progress monitoring data will be used to evaluate and revise classroom instruction and determine individual student remediation needs. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by FS1011.62(9) shall include instructional support services to be provided to meet the desired levels of performance. The district school board may require low-performing students to attend remediation programs held before and after regular school hours or during the summer if transportation is provided.

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

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

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

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

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

PROMOTION WITH REMEDIATION AND RETENTION

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

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

1. promotion with a PMP and assignment to the academic support program (course recovery) if the student has met criteria on statewide assessments, but has not successfully completed core academic courses;
2. promotion with a PMP and remediation (intensive reading and/or math) if the student has not met criteria on statewide assessments but has successfully completed the core academic courses;
3. promotion with a PMP and assignment to both the academic support program (course recovery) and remediation (intensive reading and/or math);
4. referral to a special or different program in lieu of promotion; or
5. retention

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

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

The Promotion Review Committee should make its recommendation based on one or more of the following conditions: teacher evaluation; two (2) previous retentions in grades kindergarten through eight; English as a student's second language; attendance; mental, physical and social maturity; general progress; and classroom, district and state assessments. However, no student will be promoted to high school who has not successfully completed the core academic courses in middle school as required by the state for high school progression.

Students who have not passed each semester of Language Arts, mathematics, science and social studies will be assigned to the Academic Support Program (course recovery) for the purpose of providing immediate instructional support through remediation and/or course recovery. The program may be implemented during the regular school day, during an extended school day and/or during the summer when funding is available. Students who do not complete the courses required for promotion to high school at the end of summer school after 8th grade will be retained.

Students who are retained in 8th grade and have 3 or less semesters to recover may be provided an opportunity to earn high school credit while recovering middle school courses. Midyear promotion will be considered when a student has met all middle school course recovery requirements.

SUMMER SCHOOL

Students in grades 6-8 who have not met specific promotion criteria may be eligible to attend summer school when summer school is provided. Summer school will be offered only when funding is available. At the end of summer school, the sending principal will make the final determination regarding promotion, promotion with a progress monitoring plan or retention. However, no student will be promoted to high school that has not successfully completed the core academic courses in middle school as required by the state for high school progression.

STATE UNIFORM TRANSFER OF MIDDLE SCHOOL COURSE/CREDITS

Grade or level placement for transfer students in middle school classes, to include students from out of state and from foreign countries, will be in accordance with the following:

1. Grades earned and offered for acceptance shall be based on an official transcript and shall be accepted at face value subject to validation if required for the receiving school's accreditation. If validation is necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period, as outlined in Section 2 of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in Section 3.
3. 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. Demonstrated performance in courses taken at other public or private accredited schools;
   c. Demonstrated proficiencies on nationally-normed standardized subject area tests;
   d. Demonstrated proficiencies on the FCAT; or
   e. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3) (c) and (d) of this rule if required. F.S. 1003.4156(3)

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.

All students will take, at a minimum, one high school math credit during middle school. The chart below presents the courses offered for high school credit in middle schools.

Course	Grade offered	What is the last day that a student can be placed in a lower level course?	Appropriate lower level course placement
Algebra 1A	8th	NA	There is not a lower level course
Algebra 1	8th	65th day	Algebra 1A
Algebra 1 Honors	7th & 8th	65th day	Algebra 1 or Algebra 1A
Geometry Honors	8th	65th day	Elective or On-line Regular Geometry
Spanish 1	8th	65th day	Elective
Intro to Info Tech	8th	NA	Elective

*6th grade honors math covers the content of 6th & 7th grade M/J Math

The coursework offered is the same as the coursework offered at the high school; therefore, some students may find the work so challenging that they are unable to maintain an acceptable grade. The following procedures will be followed for high school course work offered in middle school.

1. Schools will conference with parents during the first nine weeks when the student grade is below a B average. Parents who decide to leave their child in the course will be asked to sign a letter indicating their understanding of the high school coursework grade on GPA.

2. Before the 65th day of school, parents will be contacted again if the student's grade is a "C" or lower to discuss appropriate reassignment.
3. Students who are struggling with a high school course (except Algebra 1A) taken in middle school who want to be removed from the course, must be removed by the 65th day of the semester. If they are not removed at that time, they must earn the grade they have.
4. Students who have an F in a high school course must be moved to a different course (except Algebra 1A) by the 65th day of the first semester, if not before.
5. Students who are moved to a different course will keep the grade earned in the previous grading period in the higher level course. Grades earned in the new course will be averaged with the grades from the previous course to determine the new grade.

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

Since high school courses taken in middle school calculate into the student's high school cumulative Grade Point Average, it is recommended that students and parents strongly consider the grade forgiveness option allowed for middle school students when the grade earned is lower than a "B". Once a student enters high school, grade forgiveness is only allowed for courses where a student has a grade of "D" or "F" and a subsequent grade of "C" or higher has been earned. *F.S. 1003.43(1)*

End of Course (EOC) Assessment Requirements

For promotion to 9th grade, successful completion of a high school level Algebra I, Geometry, or Biology course is not contingent upon the student's performance on the end-of-course assessment. However, to receive high school credit students will be required to pass the appropriate end –of-course assessment, as defined under 1008.22 F.S. Students enrolled in an Algebra 1, Geometry, or Biology 1 course or an equivalent course with a statewide, standardized EOC assessment are not required to take the corresponding grade-level FCAT assessment

Middle grades students and EOC assessment requirements

Middle Grade Student	Algebra 1, Geometry or Biology 1 EOC
2011-2012 and thereafter	Must pass EOC for high school credit in the course.

STUDENT PROGRESSION GRADES 9-12

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

These requirements are established to ensure that students graduating from high school have the necessary academic skills for success in the workplace and postsecondary education. 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 Florida 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

VIRTUAL ON LINE COURSE REQUIREMENTS

Beginning with the students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required must be completed through online learning. 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. An online high school course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or a student who is enrolled in a Florida high school and has less than one academic year remaining in high school.

END OF COURSE (EOC) ASSESSMENT REQUIREMENTS

The 2010-2011 ninth grade cohort shall take the statewide, standardized Algebra I end-of-course assessment under 1008.22(3)(c)2.c., F.S. 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessment. Beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a student must pass the Algebra I end-of-course assessment.

The 2011-2012 ninth grade cohort shall take the statewide, standardized Geometry or Biology end-of-course assessment under 1008.22(3)(c)2.c., F.S. 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessment. Beginning with the 2012-2013 school year, to earn high school credit for a Geometry or Biology course, a student must pass the Geometry or Biology end-of-course assessment.

The 2012-2013 EOC US History is a baseline assessment. Effective 2012-2013, under 1008.22(3) (c)2.c., F.S. 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessment. Beginning with the 2013-2014 school year, to earn high school credit for a US History course, a student must pass the US History end-of-course assessment.

SUMMARY OF HIGH SCHOOL ACCOUNTABILITY ASSESSMENTS AND HIGH SCHOOL GRADUATION REQUIREMENTS

FCAT 2.0 will measure student achievement in reading (grades 3-10), mathematics (grades 3-8), and science (grades 5, 8), and the design of the assessments will be similar to the current FCAT. The Florida EOC Assessments are very different from the FCAT—students will participate in these computer-based assessments at the conclusion of specific high school courses. The following information is provided to summarize the implementation schedule and how these requirements will likely impact students and school accountability calculations.

	2010-11	2011-12	2012-13	2013-14
School Grades Calculations	Gr. 9/Gr. 10 FCAT 2.0 Reading (Scores Linked to FCAT) • Gr. 10 FCAT Math • Gr. 10 FCAT Writing • Gr. 11 FCAT Science	Gr. 9/Gr. 10 FCAT 2.0 Reading • Gr. 10 FCAT Writing • **Algebra 1 EOC** • **Biology 1 EOC**	Gr. 9/Gr. 10 FCAT 2.0 Reading • Gr. 10 FCAT Writing • **Algebra 1 EOC** • **Geometry EOC** • **Biology 1 EOC**	Gr. 9/Gr. 10 FCAT 2.0 Reading • Gr. 10 FCAT Writing • **Algebra 1 EOC** • **Geometry EOC** • **Biology 1 EOC** • **US History EOC**

HIGH SCHOOL STANDARD DIPLOMA GRADUATION CREDIT REQUIREMENTS

Except as otherwise authorized pursuant to S.1003.429, F.S., for Accelerated high school graduation options, beginning with students entering their first year of high school in the 2007-08 school year, graduation requires the successful completion of a minimum of 24 credits, or an International Baccalaureate curriculum. Students will be advised of eligibility for the state scholarship program and post-secondary admissions.

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

Sixteen (16) Core Curriculum Credits:

English	4 credits	A major concentration in composition, reading for information and literature
Mathematics	4 credits	Algebra I or a series of course equivalent to Algebra I, or a higher level mathematics. Successful completion of Geometry and Algebra II is encouraged Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. Beginning with students entering grade 9 in the 2010-2011 school year(30 % of the student's Algebra grade), in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year (30 % of the student's Geometry grade), the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in geometry. Beginning with students entering grade 9 in the 2012-2013 school year, in addition to the Algebra I and geometry credit requirements, one of four credits in mathematics must be Algebra II or a series of courses equivalent to Algebra II as approved by the State Board of Education.
Science	3 credits	Two courses must have a lab component Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year (30 % of the student's Biology grade), one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(II), F.S. must be met in order for a student to earn the required credit in Biology I. Beginning with students entering grade 9 in the 2013-2014 school year, one of the three credits must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education, one credit must be chemistry or physics or a series of courses equivalent to chemistry or physics as approved by the State Board of Education, and one credit must be an equally rigorous course, as determined by the State Board of Education.
Social Studies	3 credits	1 World History 1 United States History In the 2012-2013 school year the end-of course assessment will account for 30 % of the student's US History grade. One of the three credits must be US History or a series of courses equivalent to US History as approved by the State Board of Education. .5 Economics .5 American Government
Physical Education	1 credit	To include the integration of health Students in a District that has chosen the Health Opportunities through Physical Education (HOPE) or the HOPE-PE variation will have the following PE waivers available: 1. 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 with the passing of the Personal Fitness state developed test with a 70% will satisfy the Physical Education 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. 2. Completing two years in a Reserve Officer Training Corps (R.O.T.C.) class satisfies the full 1 credit PE requirement and the full 1 credit Performing Arts requirement. Students will take two additional elective credits to meet the 24 credit requirement.
Performing Fine Arts/Practical arts career &technical education	1 credit or ½ credit in each of the areas to the right	• One credit in practical arts career and technical education or exploratory career and technical education • One credit in performing fine arts to be selected from music, dance, drama, painting or sculpture. A course in any art form that requires manual dexterity or a course in speech and debate
Eight credits electives:		• Four (4) credits in elective courses selected by the student as part of the education plan required by S.1003.4156F.S. These credits may be combined to allow intensive reading or mathematics intervention courses or credit recovery courses as described in S.1003.428(2)(b)1,F.S. • Elective courses are selected by the student in order to pursue a complete education program as described in S. 1001.43(3), F.S., and to meet eligibility requirements for scholarships • For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S.1011.62.(9), F.S. • For each year in which a student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated or combined courses and are subject to approval by the Department of Education. • At least one course within the 24-credit program must be completed through online learning.

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

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

English	4 credits	A major concentration in composition and literature
Mathematics	3 credits	Algebra I or a series of course equivalent to Algebra I, or a higher level mathematics must be completed Three credits and, beginning with students entering grade 9 in the 2010-2011 school year, four credits in mathematics, one of which must be Algebra I. Beginning with students entering grade 9 in the 2010-2011 school year, in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in geometry.
Science	3 credits	Two courses must have a lab component (Agri-Science Foundations I may count as one science credit) Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year, one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(II)F.S. must be met in order for a student to earn the required credit in Biology I.
Social Studies	3 credits	1 World History 1 United States History .5 Economics .5 American Government
Life	.5 credits	To include topics listed in *F.S. 1003.43(1)(i)*
Physical Education	1 credit*	To include assessment, improvement, and maintenance of physical fitness. Students completing two full seasons of an interscholastic sport at the junior varsity or varsity level shall satisfy the one credit requirement in Physical Education provided the student passes a competency test in physical fitness developed by the Florida Department of Education with a "C" or better. Either coursework or interscholastic sports will satisfy the Physical Education and Personal Fitness requirement but not a combination. *If the student satisfies the Physical Education requirement through the interscholastic sport option, a one credit elective must be substituted for the Physical Education requirement. Completion of one semester with a grade of "C" or better in marching band or in a physical activity class that requires participation in marching band activities as an extra-curricular activity in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drill, may satisfy one-half of the one credit requirement for physical education but will not receive additional credit for the same course. This half credit may not be used to satisfy the personal fitness requirement nor the requirement for adaptive physical education under an individual education plan (IEP) or 504 Plan
Practical Arts/ Performing Fine Arts	1 credit	Students may either earn 1 credit in Practical Arts or 1 credit in Performing Fine Arts or .5 credits in each.
Electives	8.5 credits	
Total Credits required	24 credits	

F.S. 1003.43(1)

EARNING CREDIT

Remedial courses taken in grades 9-12 may only be counted as elective credit. Credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education, and approved by the District School Board. A maximum of one-half credit in social studies and one-half elective credit for student completion of non-paid voluntary community or school service work can be earned for volunteer hours. Students choosing this option must complete 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. Volunteer activities for credit or for use as a Bright Futures application, should take place in a not-for-profit setting. If the proposed volunteer activity is in a for-profit setting approval must first be given by the student's guidance counselor before student starts the activity. Each student should complete a volunteer activities plan, maintain a log of hours completed, and a volunteer activity certification form signed by an adult who is not a family member of the students. All three documents must be submitted to the student's guidance counselor before hours/credit is awarded. 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 Educational Plan, (IEP) or in a student performance plan and signed by the principal, guidance counselor, and parent or guardian if the student is not 18 years or older.
2. More than a total of nine elective credits in remedial programs;
3. More than one credit in exploratory career courses; and
4. More than three credits in practical arts family and consumer sciences classes.

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.

A school may require specific modified courses of programs of study so that exceptional students are assured the opportunity to meet graduation requirements through one of the following strategies:

1. 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.
2. 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 2.0 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 2.0 may serve as the assessment. *F.S. 1006.02(4)*

THREE YEAR COLLEGE PREPARATORY PROGRAM

The three-year college preparatory program 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. The three year college preparatory program requires at least 6 credits be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education, as rigorous (identified as Level 3 and meet course distribution requirements for state university system admissions), pursuant to F.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	4 credits	Algebra I or higher from courses that qualify for state university admission 4 credits, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics from the list of courses that qualify for state university admission (SUS) Three credits and, beginning with students entering grade 9 in the 2010-2011 school year, four credits in mathematics, one of which must be Algebra I. Beginning with students entering grade 9 in the 2010-2011 school year (30 % of the student's Algebra grade), in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in geometry.
Science	3 credits	Two courses must have a laboratory component Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year(30 % of the student's Biology grade) , one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(II)F.S. must be met in order for a student to earn the required credit in Biology I.
Social Studies	3 credits	1 World History 1 United States History In the 2012-2013 school year the end-of course assessment will account for 30 % of the student's US History grade. One of the three credits must be US History or a series of courses equivalent to US History as approved by the State Board of Education. .5 Economics .5 American Government
World 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	2 credits	
Total Required	18 Credits	

THREE YEAR CAREER PREPARATORY PROGRAM

The three-year career preparatory program requires a minimum of 18 credits. They are to be distributed as follows:

English	4 credits	with major concentration in composition and literature
Mathematics	4 credits	4 credits, one of which must be Algebra I or its equivalent, one of which must be in geometry or its equivalent, or a higher-level mathematics course Three credits and, beginning with students entering grade 9 in the 2010-2011 school year, four credits in mathematics, one of which must be Algebra I. Beginning with students entering grade 9 in the 2010-2011 school year (30 % of the student's Algebra grade), in addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. Beginning with students entering grade 9 in the 2010-2011 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in Algebra I. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(I)F.S. must be met in order for a student to earn the required credit in geometry.
Science	3 credits	Two must have a laboratory component Three credits in science, two of which must have a laboratory component. Beginning with students entering grade 9 in the 2011-2012 school year (30 % of the student's Biology grade), one of the three credits in science must be Biology I or a series of courses equivalent to Biology I as approved by the State Board of Education. Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements under s.1008.22(3)(c)2.a.(II)F.S. must be met in order for a student to earn the required credit in Biology I.
Social Studies	3 credits	1 World History 1 United States History In the 2012-2013 school year the end-of course assessment will account for 30 % of the student's US History grade. One of the three credits must be US History or a series of courses equivalent to US History as approved by the State Board of Education. .5 Economics .5 American Government
Career/Technical	3 credits & 1 Elective credit	career education courses including 3 sequential courses in a career program and 1other career education course in a single career education program or in one sequential career and technical dual enrollment program unless 4 credits were earned in career and technical
Total required	18 credits	

F.S. 1003.429(1)

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*

CAREER & PROFESSIONAL ACADEMIES

A "career and professional academy" is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board. The SDIRC offers a variety of career and professional academies at each traditional high school. 1003.493 F.S.

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.

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 F.S. *1003.429(2).*

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 *F.S.1003.429(1)(a).*

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*

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 or not 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.

EARLY HIGH SCHOOL GRADUATION

A student may have the option of early graduation if the student has completed a minimum of 24 credits and meets the graduation requirements in s. 1003.428, F.S. "Early graduation" means graduation from high school in less than 8 semesters or the equivalent. Each school district shall notify the parent of a student who is eligible to graduate early. A school district may not prohibit a student who meets the requirements of this section from graduating early. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student' s cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. If eligible for a Florida Bright Futures Scholarship Program award under ss. 1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

A student who graduates from high school midyear must apply no later than August 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year as specified in s. 1009.531, F.S. In addition, a student who receives an initial award during the spring term shall be evaluated for scholarship renewal after the completion of a full academic year, which begins with the fall term as outlined in s. 1009.532(4), F.S

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE(ACCEL)

The ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. Options are offered in two categories, Content Enrichment and Grade Advancement. F.S. 1002.3105

Content Enrichment ACCEL options include:

- independent or small group studies
- enrichment programs
- flexible grouping
- combined classes
- self-paced instruction
- telescoping curriculum

Grade/Subject Level Advancement ACCEL options include:

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

Eligibility for ACCEL options include a team review of the student's grade point average, state, district and standardized assessments, attendance and conduct records, and other pertinent data. A recommendation from one or more of the student's teachers in core-curriculum courses and a guidance counselor, if one is assigned to the student's school, is also required. If the student meets eligibility and procedural requirements the student must be provided the opportunity to participate in the ACCEL option.

The school based team must carefully consider the effect of ACCEL options, especially Grade Advancement, on the student's future social, emotional and academic life. A plan for the smooth transition from the student's current grade to a higher grade must be developed. Additionally, assurance of continuous course progression into middle or high school must also be planned. The student's commitment, desire for the program, maturity, attendance and disciplinary record must also be considered. Parent permission is necessary for grade advancement.

A written ACCEL Plan will be developed for students meeting eligibility requirements. A Performance Contract with attendance, conduct, participation requirements and grade expectations will also be developed. Parent notification is required for Content Enrichment. Parent permission is required for Grade Advancement.

FCAT 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 FCAT 2.0 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 2.0 as defined in *s 1008.22(9), 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).

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

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

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

1. Exercises his/her right to change to the four year program
2. Fails to earn five credits by the end of grade 9 (the first year) or fails to earn 11 credits by the end of grade 10 (the second year). Credits must meet the requirements of the graduation option selected in order to be counted as part of the graduation plan
3. Does not achieve a score of 3 or higher on the grade 10 FCAT 2.0 Writing 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 of the requirements of the accelerated graduation options prescribed in *1003.429(1)* and (6) F.S. shall be awarded a standard diploma in the form prescribed by the State Board of Education *F.S. 1003.429*

REQUIRED GRADE POINT AVERAGE FOR STANDARD HIGH SCHOOL GRADUATION

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

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.

"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" of "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

Concordant Scores Option—A senior can graduate by receiving a score comparable to the FCAT passing score on the ACT or SAT. The current, approved reading scores may also be used for the Grade 10 FCAT 2.0 Reading assessment for students scheduled to graduate in 2012-13. Students may satisfy the score requirements using various combinations of tests. See the chart below for the concordant scores that must be achieved by graduation year:

Concordant Scores by Graduation Year

Assessment	Reading		Mathematics	
	9th Grade Cohort 2009-10 and prior	9th Grade Cohort 2010-11 to 2012-13	9th Grade Cohort 2009-10 and prior	9th Grade Cohort 2010-11 and beyond
FCAT	1926 (scale score of 300)	1926 (scale score of 300)	1889 (scale score of 300)	1889 (scale score of 300)
FCAT 2.0	241	241	N/A	N/A
SAT	410	420	370	340
ACT	15	18	15	15

Note: All enrolled grade 10 students are required to participate in the statewide assessments in accordance with s. 1008.22, F.S. The option of substituting a concordant passing score at any time became available to students who have not passed the FCAT on July 1, 2010. Prior to July 1, 2010, students were required to take the FCAT at least three times without passing in order to use the concordant scores. Additional guidance regarding FCAT concordant scores is posted at **http://www.fldoe.org/BII/StudentPro/resources.asp**

FCAT - Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2010 and 2012 must earn passing scores on the Grade 10 FCAT Reading and Mathematics assessments.

Passing Scores for Students Entering Grade 9 from 2000-01 to 2008-09

FCAT 2.0 Reading	FCAT Reading	FCAT Mathematics
241 or above *(Beginning in fall 2013)*	1926(scale score of 300) or above (Last administered in spring 2012)	1889(scale score of 300) or above

FCAT/FCAT 2.0 - Students who entered grade 9 in the 2009-10 school year must earn passing scores on the Grade 10 FCAT 2.0 Reading and Grade 10 FCAT Mathematics assessments. The required passing scores are as follows:

Passing Scores for Students Entering Grade 9 from 2009-10

FCAT 2.0 Reading	FCAT Reading	FCAT Mathematics
241 or above *(Beginning in fall 2012)*	1926(scale score of 300) or above (Used in spring and fall 2011)	1889(scale score of 300) or above

Note: The required FCAT 2.0 Reading scores will change in 2012 once FCAT 2.0 Achievement Level standards are set by the State Board of Education. Students will be required to earn an Achievement Level 3 or higher in order to pass the assessment.

FCAT 2.0 and Florida EOC Assessments - Students who entered grade 9 in the 2010-11 school year and beyond must earn an Achievement Level 3 or higher in order to pass the Grade 10 FCAT 2.0 Reading assessment for graduation purposes. Once Achievement Levels are established for an EOC assessment, students must pass the EOC assessment by earning an Achievement Level 3 score or higher in order to earn course credit. The table below provides the school year when these requirements begin for students entering grade 9.

Achievement Level 3 Passing Requirement by School Year

Achievement Level 3 Requirement Begins for Students Entering Grade 9	Assessment
2010-2011	Grade 10 FCAT 2.0 Reading
2011-2012	Algebra 1 EOC Assessment
2012-2013	Biology 1 EOC Assessment Geometry EOC Assessment

Note: The US History EOC Assessment is not included in this chart because according to current statue, students will not be required to earn an Achievement Level 3 or higher o the US History EOC Assessment to earn course credit.

High School Competency Test (HSCT) – Lower passing scores for the FCAT have been established for students who were previously required to pass the HSCT. The concordant FCAT scores are as follows:

HSCT/FCAT Concordant Scores for Eligible Students

Assessment	Reading	Mathematics
FCAT 2.0	229	N/A
FCAT	1753 (scale score of 268)	1799(scale score of 278)
HSCT	700	700

Note: The approved HSCT concordant score for the 2011 FCAT 2.0 Reading assessment is an FCAT Equivalent Score of 268.

GRADUATION OPTIONS

Retaking the Statewide Assessments

Students can retake the FCAT or FCAT 2.0 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 assessments prior to their scheduled graduation. Students who do not pass the Grade 10 FCAT or FCAT 2.0 in the spring of their sophomore year may retest in fall and spring of their junior and senior years; however, it is important to note that the last administration of the FCAT Reading Retake assessment will occur in spring 2012, and the last administration of the FCAT Mathematics Retake assessment will occur in spring 2013. Students who have not passed the FCAT by its last administration will need to take and pass the FCAT 2.0 Reading assessment by earning the approved concordant passing scores that will be established, or by achieving a concordant score on the SAT or ACT, as described below. In addition, if students do not pass the required Florida EOC Assessment, they will not earn course credit and must retake the assessment until they pass it.

OTHER OPTIONS

Community / State College

Seniors with a Certificate of Completion may enroll in any public community or state college in Florida by taking the Postsecondary Education Readiness Test (P.E.R.T.) or the Florida College Entry-Level Placement Test (CPT) to determine if they qualify to register for college-credit courses or must take remedial courses to continue their college-preparatory studies.

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 educational 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

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

A student with a disability, as defined in *1007.02(2)*, *F.S*. for whom the IEP committee determines that an End-of-Course (EOC) assessment cannot accurately measure the 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 credit

To be considered for an EOC assessment waiver, the student must meet all of the following criteria:

1. be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
2. have an active individual educational plan
3. have taken the EOC assessment with appropriate allowable accommodations at least once
4. have demonstrated, as determined by the IEP team, achievement of the course standards

As defined in s. 1007.02(2), F.S., students with disabilities eligible to receive an EOC assessment results waiver include students with:

1. Intellectual disability
2. Hearing impairment, including deafness
3. Speech or language impairment
4. Visual impairment, including blindness
5. Emotional or behavioral disability
6. Orthopedic or other health impairment
7. Autism spectrum disorder
8. Traumatic brain injury
9. Specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia

A student who enters a public school at grade 12 from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for the standard high school diploma. A student who enters a Florida public school at grade 12 may use either FCAT or a concordant score to meet graduation assessment requirements.

Transfer students from out of state who have earned a credit in Algebra I, Geometry, and/or Biology I are not required to take the EOC to meet high school graduation requirement.

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 required Florida Assessments for each subject area 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 2.0 or an alternate assessment by the end of grade 12 may 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 2.0 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 2.0 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 2.0 or alternative assessment and receive a standard a standard high school diploma upon passage of the grade 10 FCAT 2.0 or the alternative assessment.

These provisions will be implemented to the extent that funding for this purpose is 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 Next Generation 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 seniors will be eligible to be excused from final exams in individual courses during their last semester of school under the following conditions:

1. They have maintained an average of B or higher in the course for each nine week grading period during the second semester or have a higher grade in the fourth grading period than the third grading period that averages to a B or higher.
2. The principal may excuse a senior from exams under other conditions.

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)*

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. All Level Three courses including International Baccalaureate (IB), Advanced Placement (AP), Dual Enrollment, and Honors courses will be weighted at an additional 1.0 grade point.
   b. 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. 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:

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

In order 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.

STUDENT MID-TERM PROGRESS REPORTS

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

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 educational plan;
2. A school wide system of progress monitoring for all students; or
3. A 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 FS 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 2.0 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.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the progress monitoring plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the 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 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.

PERFORMANCE BASED DIPLOMA REQUIREMENTS

The PBD Program is a credit based curriculum and involves using computerized software that provides students with academic education which results in earning a standard high school diploma. A student who chooses this program must:

- earn 24 credits with 1 credit for HOPE and 1 credit for practical or performing arts
- successfully pass the Grade 10 Florida Comprehensive Assessment Test (FCAT 2.0) Reading or receive a concordant score on an assessment that meets graduation requirements
- attain a G.P.A. of 2.0 or higher
- complete a career/technical program (3 sequential courses in a program)
- successfully pass the end-of-course (EOC) exams in Algebra I, Biology, and Geometry
- meet the requirements of the Postsecondary Education Readiness Test (P.E.R.T.)

All students enrolled in the PBD Program will be required to be certified by a career and technical teacher in a career and technical area.

Students enrolled in the PBD Program do not meet the guidelines of the National Collegiate Athletic Association (NCAA) eligibility for Division 1 College. Please see your guidance counselor for more information.

GED OPTION

The GED Option is for students that desire to attain a GED. The senior student withdraws from home school in February and attends Adult and Community Education School GED prep courses. Successful completion of this option results in participating at the school graduation ceremony. A student that chooses the GED Option must meet the following:

- score at 7th grade reading level on the Test of Adult Basic Education (TABE) upon entrance in the GED courses
- attend a minimum of 10 hours per week
- pass the GED test

Students enrolled in this program will not be permitted to graduate before the graduation date of the student's regular class.

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.

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. International Baccalaureate Program
5. Credit by Examination
6. 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)*

DUAL ENROLLMENT

The School Board of Indian River County and Indian River State 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.

All secondary students will be informed of dual enrollment as an educational option and mechanism for acceleration through the guidance department. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. The district will annually assess the demand for dual enrollment and other advanced courses and consider strategies and programs to meet that demand.

In addition, college level courses that lead to an associate degree or career certification will be available on one of the campuses of Indian River State 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 State 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/Post-Secondary Education Readiness Test.

Students who enroll in career 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 career level college coursework. Exceptions to the required GPA's may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to s. 1007.272(21)F. S.

Passing grades received in dual enrollment courses may be accepted for high school graduation where an equivalent high school course is identified. The list of dual enrollment courses offered through IRSC and their equivalency to high school credits will be updated annually and available on the college website www.irsc.edu

Career preparation instruction, college preparatory instruction and physical education courses that focus on the physical execution of a 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.

Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and may not be used to enroll students in isolated career courses.

School districts and community/state 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 is 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. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. 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 State 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 a minimum 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 State 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.

CAREER EARLY ADMISSION

Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.

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/state 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)*

CAREER AND PROFESSIONAL EDUCATION/FLORIDA READY TO WORK

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. Students completing a CAPE Academy program must receive a standard high school diploma and the highest available industry certification for that career field. *F.S. 1003.491, 1003.492, 1003.493* A student who meets all graduation requirements shall be awarded a standard diploma. The school board may attach a Florida gold seal career and technical endorsement to a standard diploma or award-differentiated diplomas to those exceeding the prescribed minimums.

A Florida Ready to Work credential and portfolio shall be awarded to a student who successfully passes rigorous assessments in the identified areas. Each assessment shall be scored on a scale of 3 to 7. The level of credential each student receives is based on the following:

- A bronze-level credential requires a minimum score of 3 or above on each of the assessments
- A silver-level credential requires a minimum score of 4 or above on each of the assessments
- A gold-level credential requires a minimum score of 5 or above on each of the assessments

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 examination as delineated by the State Board of Education in the statewide articulation agreement. Students with strong content background in a subject area can earn credit through an examination program administered by the college they attend. One such program is the College-Level Examination Program (CLEP). Students participating in the CLEP are awarded credit on the basis of scores achieved on an examination. Candidates for the CLEP may include students who have completed an AP course, but did not take or earn a qualifying score on the AP exam. Other students who may have had several high school courses in one particular area may wish to take a CLEP exam. CLEP offers another option for students to earn postsecondary credit for their efforts at the high school level.
F.S. 1007.27(7)

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION

Advanced International Certificate of Education Program is the enrollment of eligible secondary students in a program of studies offered through the advanced International Certificate of Education administered by the University of Cambridge Local Examinations Syndicate. While the School District of Indian River County currently has no schools operating under this program, transfer credits from will be accepted from other high schools and will be weighted appropriately.
F.S. 1007.27(9)

STATE BOARD OF EDUCATION REVIEW

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

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

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

- The manner in which students, including students with disabilities, are advised regarding the availability of accelerated mechanism options
- The availability of options to eligible students who wish to participate
- The grading practices, including the weighting of courses, of school districts and postsecondary institutions with regard to credit earned through accelerated mechanisms
- The extent to which credit earned is used to meet the general education requirements of a public postsecondary educational institution
- The extent to which instruction could be offered at sites other than public school sites
- The manner in which funding for instruction is provided
- The feasibility of providing students, including those with a disability, the option of choosing Advanced Placement credit or College Level Examination Program (CLEP) credit as an alternative to dual enrollment upon completion of a dual enrollment course *F.S. 1007.27 (11)*

STATE UNIFORM TRANSFER OF HIGH SCHOOL CREDITS

Grade level placement and acceptance of credits for transfer students, to include students from out of state and from foreign countries, will be in accordance with the following:

1. Evidence of work or credits offered for acceptance shall be based on an official transcript or cumulative folder and shall be accepted at face value subject to validation for school's accreditation. If validation is necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period, as outlined in Section 2.
2. Validation of credits shall be based on performance at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in Section 3.
3. If validation based on performance is not satisfactory or is not an option because a course is not part of a sequence, or the student is not continuing the sequence, then one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:
   a. Portfolio evaluation by the Superintendent or designee;
   b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
   c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
   d. Demonstrated proficiencies on nationally-normed standardized subject area tests;
   e. Demonstrated proficiencies on the FCAT; or
   f. Written review of the criteria utilized for a given subject provided by the former school.
4. Credits earned by a home education student through the Florida Virtual School or through a Florida community College will be accepted at face value. Home education students are eligible to participate in dual enrollment, vocational dual enrollment, early admission and credit by examination.
5. Work and credits transferred from other states shall be evaluated in terms of the requirements of the state where such credit was earned, and district graduation requirements are not retroactive. Students who enter a Florida public high school at the eleventh or twelfth grade from out-of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if they would have met graduation requirements from the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT specified in s 1008.22(3), or an alternate assessment as specified in s 1008.22(9). F.S. 1003.433 (1), 6A-1.09941 F.A.C.

Home Education students transferring into Indian River County Public Schools must be full-time students during their last academic year prior to graduation and must earn a minimum of seven credits during their Indian River County district high school enrollment in order to receive a diploma from the district. These seven credits must include one credit of English, one credit in math, and one credit for a lab 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 County high school for a minimum of one year/seven credits. No ranking in the top ten students of a graduating class shall be permitted for a transferring Home Education student with less than a minimum of two years/fourteen credits earned in a specific Indian River County high school.

Home Education students may participate in vocational dual enrollment, dual enrollment, early admission and credit by examination programs.

Credits will be accepted from the Florida Virtual School.

High School credit will be awarded to middle school students who successfully complete high school courses.

BRIGHT FUTURES INFORMATION

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program to reward students for their academic achievements during high school by providing funding to attend post-secondary education in Florida. A student graduating from high school during the 2011-2012 academic year and applying for state aid for the following academic school year must apply for a Florida Bright Futures Scholarship after December 1 and prior to high school graduation. A student may receive funding for only one award. The highest award earned by the student will be selected. In addition to meeting specific program eligibility requirements, students must also meet general eligibility requirements for receipt of state aid.

Academic Requirements to Qualify for Bright Futures:

Florida Academic Scholars (FAS)	
Grade Point Average (GPA)	3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.
Required Credits	Courses must include 16 credits of college preparatory academic courses. • 4 English (3 with substantial writing) • 4 Mathematics (Algebra I level and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science • 2 World Language (sequential, in the same language) **16 Credits**

Florida Medallion Scholars (FMS)	
Grade Point Average (GPA)	3.0 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.
Required Credits	Courses must include 16 credits of college preparatory academic courses. • 4 English (3 with substantial writing) • 4 Mathematics (Algebra I level and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science • 2 World Language (sequential, in the same language) **16 Credits**

Florida Gold Seal Vocational Scholars (GSV)	
Grade Point Average (GPA)	3.0 weighted GPA using the 16 core credits required for high school graduation with a 4-year diploma (listed below), and a 3.5 unweighted GPA in a minimum of three Career and Technical Education credits in one vocational program (taken over two academic years), and test scores listed below.
Required Credits	Courses must include 16 credits of college preparatory academic courses.
	4-year Diploma Credits must include the 16 core credits required for high school graduation. • 4 English • 4 Mathematics (Algebra I) • 3 Natural Science (2 with lab component) • 3 Social Science(U.S. Hist., World Hist., U.S. Govt. and Economics) • 1 fine; OR Identified Practical Art; OR .5 credit in each • 1 Physical Education(to include integration of health) **16 Credits** Plus a minimum of three Career and Technical Education credits in one vocational program taken over at least 2 academic years
	3-year Career Preparatory Diploma with a 3.0 weighted GPA using the 14 core credits required for graduation listed below. • 4 English(3 with substantial writing) • 4 Mathematics (Algebra I) • 3 Natural Science (2 with lab component) • 3 Social Science(U.S. Hist., World Hist., U.S. Govt. and Economics) **14 Credits**
	3-year College Preparatory Diploma with a 3.0 weighted GPA using the 16 core credits required for graduation listed below. • 4 English (3 with substantial writing) • 4 Mathematics (Algebra I and above) • 3 Natural Science (2 with substantial lab) • 3 Social Science(U.S. Hist., World Hist., U.S. Govt. and Economics) • 2 World Language (sequential, in the same language) **16 Credits**
	GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option (standard, career, or college)

Community Service	
Florida Academic Scholars (FAS)	100 hours of community volunteer service
Florida Medallion Scholars (FMS)	75 hours of community volunteer service
Gold Seal Vocational (GSV)	30 hours of community volunteer service
In order to be eligible to apply for this financial assistance when entering college/university, high school students must complete volunteer hours prior to high school graduation.	

Test Scores		
Students must earn the minimum score on each section of either the SAT or ACT or Florida Postsecondary Education Readiness Test (PERT). Composite scores are not accepted. A student must qualify on the ACT alone or the SAT alone or the PERT alone. Test types cannot be combined.		
SAT Reasoning Test:	Critical Reading Math	440 440
OR		
ACT:	English Reading Math	17 18 19
OR		
PERT:	Reading Writing Math	104 99 113

- For spring eligibility evaluations, test dates through January 31 will be admissible
- For summer eligibility evaluations, test dates through June 30 will be admissible
- Sections of the SAT, ACT, or PERT from different test dates may be used to meet the test criteria

For Additional Information on Bright Futures - Go to Website for complete details:

http://www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm

EXCEPTIONAL STUDENT EDUCATION

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

COURSE ADAPTATIONS FOR STUDENTS WITH DISABILITIES

Adaptations to courses may be defined as:

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

Note: Students receiving accommodations are typically following the same Next Generation Sunshine State Standards/Common Core State Standards (NGSSS/CCSS) as those required of general education students. Students receiving modifications are typically following the Access Points/CCSS Core Content Connectors.

Accommodations are provided in basic and career readiness courses as necessary to assure students with disabilities the opportunity to meet graduation requirements for a standard diploma. Accommodations do not include modifications to the curriculum frameworks or Next Generation Sunshine State Standards/Common Core State Standards.

Accommodations to courses may include, but are not limited to the following:

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

Accommodations that negate the validity of the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) or end-of-course 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 FCAT 2.0 or an end-of-course assessment requirement waived in accordance with the requirements of s. 1003.428(8)(b), F.S. or s. 1003.43(11)(b) F.S.

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

When modifying courses, one of the following strategies is utilized:

- assignment of the student with disabilities to an exceptional education class for instruction in a course with the same Next Generation Sunshine State Standards(NGSSS)/Common Core State Standards (CCSS) as those required in the Student Progression Plan of general education students
- assignment of the student with disabilities to a class that is modified to meet the individual needs of the student.

The strategy determination is based on an assessment of individual student needs and is reflected in the student's Individual Education Plan (IEP). S. 1003.43 F.S.

ONLINE INSTRUCTION

Under s. 1003.428(2)(c), F.S., students entering Grade 9 in the 2011-12 school year 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 Individual Education Plan (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, F.S., 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 Individual Education Plan (IEP) indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

PROMOTION OF STUDENTS WITH A DISABILITY

At the elementary level, promotion is based upon the recommendations of the school-based Promotion Review Committee, and must include a review of classroom performance, school, district and state assessments, and the student's Individual Education Plan (IEP). The Exceptional Student Education (ESE) teacher of records must be included as a member of the Promotion Review Committee.

At the secondary level, promotion is based upon satisfactory completion of course credit requirements.

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

The school district may exempt students with disabilities in grade 3 who demonstrate a continued deficiency in reading from mandatory retention only for good cause. These good cause exemptions are specific in statute s.1008.25(6)(b), F.S., and are limited to the following:

1. Students with disabilities, whose Individual Education Plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rule.

2. Students with disabilities who participate in FCAT 2.0 and who have an Individual Educational Plan (IEP) or a Section 504 plan that reflects they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K, 1, 2, or 3.

EXTENDED SCHOOL YEAR (ESY)

Under 6A.6.03028 F.A.C., extended school year services may be provided for any student:

- who would experience significant regression in critical skills with the inability of recouping those skills in a reasonable amount of time,
- who is at a crucial stage in development for a critical life skill and the lapse in services would substantially jeopardize the student's chances of learning that skill, and/or
- whose disability is of a nature or severity that would make it unlikely that he/she would benefit from his/her education without the provision of extended school year services (this may include the student's rate of progress).

GRADUATION OPTIONS FOR STUDENTS WITH A DISABILITIES(HIGH SCHOOL)

Standard Diploma

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

1. A student with a disability who passes a standard diploma course(s) can apply that course(s) to fulfill the requirements for the other than standard diploma.
2. A student with a disability enrolled in other than a standard diploma course who has not completed that course can transfer into the equivalent standard diploma course.
3. Students with emotional/behavioral disabilities may be enrolled in a Social and Personal Skills class (ESE 7963070) which will be counted as an elective.

Enhanced New Needed Opportunity for Better Life and Education for Student 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.

FCAT 2.0 Waiver

The ENNOBLES Act provides for the waiver of the FCAT 2.0 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 FCAT 2.0. In order for the FCAT 2.0 graduation requirement to be waived, the Individual Education Plan (IEP) team must meet during the student's senior year to determine whether or not the FCAT 2.0 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 minimum cumulative grade point average required for the standard diploma, and
2. does not meet the FCAT 2.0 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 to those 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 credit. s. 1008.22(8), F.S.

Other than Standard Diploma(Special Diploma)

The Florida Department of Education has created Next Generation Sunshine State Access Points and is adopting Common Core Content Connectors as a way for students with significant cognitive disabilities to access the general education
curriculum. These Access Points/Connectors are designed to reflect the core intent of the Next Generation Sunshine State Standards (NGSSS)/Common Core State Standards (CCSS) with reduced levels of complexity. The NGSSS standards are assessed using the Florida 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 impaired
❖ Deaf or hard of hearing	❖ Specific learning disability
❖ Traumatic brain injury	❖ Language impairment
❖ Emotional/behavioral disability	❖ Autism spectrum disorder

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

MINIMUM SUBJECT AREA REQUIREMENTS FOR OTHER THAN STANDARD DIPLOMA

Special Diploma Option 1
Mastery of Next Generation Sunshine State Standards Access Points/Common Core Connectors and completion of 19-24 credits including:

SUBJECT AREAS *Exceptional Education Cours*es

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 .5 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 modified with approval from the Executive Director of Exceptional Student Education.

High School Special Diploma Option 2
SPECIAL DIPLOMA OPTION 2 is an individually designed diploma option that may meet the needs of young adults with disabilities in accordance with their Individual Education Plan (IEP). A student who has been identified, in accordance with the rules established by the State Board of Education, as a student with a disability
who has an intellectual disability, an autism spectrum disorder, a language impairment, an orthopedic impairment, an 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 an Option 2 Diploma and may participate in commencement exercises when the following requirements are met:

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

A student in 9th grade may begin the course of study that may lead to graduation under Option 2. A letter of explanation regarding diploma options will be sent to parents prior to the IEP meeting where Option 2 will be considered. Parent participation in the decision for a student to begin this course of study will be solicited through standard IEP procedures for parent involvement. Mastery of community and employment competencies listed on the Plan will be certified by a team of teacher/educators. This certification will require the date of certification and the signature of the persons certifying the competencies.

A student may transfer from Special Diploma Option 1 to Option 2 if the Transition IEP team determines a need for competency based educational placement. An assessment of competencies gained in previous credit based classes will be documented on the Plan. The School Board's requirements for demonstration of mastery of specified employment and community competencies ensure:

1. The student has achieved all the annual goals and short-term objectives, which were specified on the IEP, related to the employment and community competencies.
2. The student is employed in a community-based job, for the number of hours per week specified in the training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.
3. The student has mastered the employment and community competencies specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
   a. the expected employment and community competencies,
   b. the criteria for determining and certifying mastery of the competencies,
   c. the work scheduled and minimum number of hours to be worked per week, and
   d. a description of the supervision to be provided by school district staff.
4. Student mastery of performance standards may be documented through tracking sheet checklist, grades, or samples of student work. Written documentation of student mastery must minimally include the date each standard was mastered, and the sign off by the teacher who verified mastery. Written documentation shall be maintained until the student has graduated.

A student may transfer from 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 School District of Indian River County Special Diploma Option 2 procedural manual. *FS 1003.438*

HIGH SCHOOL SPECIAL CERTIFICATE OF COMPLETION REQUIREMENTS

A student who has been identified as a student with an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; an 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 Special 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

Students may continue to work toward mastery of their IEP goals and requirements for graduation through the end of the school year in which they turn 22 so long as they do not graduate with a standard diploma. The ESE Department will work to develop a Transitions Program designed for students between 18 and 22 working to complete a Special Diploma. The program will be for students who continue to require additional support and services to achieve their post-secondary goals. An IEP team will determine eligibility to this program as well as mastery and completion of the program or meeting exit criteria.

STUDENT PROGRESSION: GLOSSARY OF TERMS

Academic Recovery/Acceleration – Remediation and homework help provided by district personnel 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.

Accelerated Learning Centers – Credit Recovery (ALS) – Credit recovery services are provided for students during the school day, before and after school and during the summer.

Access Points for Students with Significant Cognitive Disabilities – The Next Generation Sunshine State Standards Access Points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the State Standards, Access Points reflect the core intent of the standards with reduced levels of complexity.

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).

Alternate Assessment – The Florida Alternate Assessment is an alternate achievement, performance-based test that is aligned with the Next Generation Sunshine State 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 five 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 FCAT, that is given to third grade students to show proficiency in the tested benchmark areas (examples: SAT 9/10, portfolio, etc.).

ALS: Accelerated Learning System *(A+ Learning System software)* – Provide dropout prevention recovery for at-risk students who are in danger of dropping out of school, or who are in need of additional course/credits. The *A+ Learning System* software program consists of an Internet-deliverable instructional management system supported by standards-based assessment tools and core curriculum for grades 6-12. Students earn credits through successful completion of rigorous course matrices which meet all district and state standards (Grades 6-12).

AYP (Adequate Yearly Progress) – No Child Left Behind federal legislation requires that each child make adequate yearly progress.

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.

Common Core State Standards – The Common Core State 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.

Common Core Content Connectors - a system aligned to Common Core State Standards supported by curriculum and instruction to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

Comprehensive English Language Learning Assessment (CELLA) – An assessment that the State of Florida uses to measure the growth of students classified as English Language Learners (ELL) in mastering the areas of reading, writing, listening, and speaking in English.

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.

EP (Educational Plan) – A legal written plan required by the Florida Department of Education for students in the gifted program.

ePEP (Online Personal Education Planner) – Students who enter Grade 6 for the first time in 2006-2007 and beyond are required to complete an ePEP as part of a career program in Grade 8 and update yearly in grades 9-11 as part of the course registration process in high school.

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 Comprehensive Assessment Test (FCAT 2.0) – The State of Florida's assessment given annually to students in grades 3-10.

Formative Assessments – Classroom-based assessments that are utilized to assess mastery of concepts and skills taught in the specific course which informs teachers of instructional adjustments to help students master standards.

GED Option – Provides intense instructional preparation for students in order to facilitate successful completion of GED testing leading to the awarding of a GED.

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.

Health Opportunities through Physical Education (H.O.P.E.) – This one credit physical education course includes integration of health and is required for graduation for those students who elected a standard diploma and who entered the 9th grade for the first time in 2007-2008 and beyond. It replaces for those students the ½ credit personal fitness, ½ credit elective PE, and ½ credit Health/Life Management. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

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 Mathematics – Improve math skills of students who have scored a Level 1 on FCAT Mathematics.

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.

Kindergarten Screening – A statewide screening to assess the readiness of students based on state performance standards. The kindergarten screening is required within the first 30 days of the student's enrollment.

LAS (The Language Assessment Scales Test) – This test is administered to assess the aural/oral skills of a student for whom English is a second language.

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 in order to pass the course. Modifications to core academic grade level standards are reflected as Special Standards.

Performance-Based Diploma (GED Exit Option) - **–** An academic and career oriented program designed to assist students in obtaining a district high school diploma. The program is for students 16 years or older, who perform below grade level, have academic deficiencies, a history of absenteeism, and a desire to complete requirements to obtain a high school diploma. The program addresses the student's need to develop and improve academic performance and work ethic (e.g., student 16 years or older who are at risk of not graduating).

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 of time.

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, ELL Plan or 504 plan which addresses deficits in reading, writing, science, and/or mathematics meet the requirements of a progress monitoring plan for a documented deficit.

Stanford Achievement Test: Tenth Addition(SAT 10) - standardized achievement test utilized by school districts in the United States for assessing children from kindergarten through high school.

APPENDIX A
Semester Grades - Grade 6

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

Numeric Scale

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

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

APPENDIX B
Semester Grades - Grade 7

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

Numeric Scale

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

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

APPENDIX C
Semester Grades - Grade 8-12

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

Numeric Scale

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

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

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

APPENDIX D
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.

APPENDIX E

Semester Grades - Grade 8-12 (Includes EOC grade of 30%)

	Exam Grade					
Nine Week Grades	**A**	**B**	**C**	**D**	**F**	**F#**
A+ & A+	A	A	A	A(B)	B	B
A+ & A	A	A	A(B)	A(B)	B	B
A+ & B+	A	A	B	B	B	B
A+ & B	A	A(B)	B	B	B	B
A+ & C+	B	B	B	B	B(C)	C
A+ & C	B	B	B	B	B	C
A+ & D+	B	B	B	C	C	C
A+ & D	B	B	B(C)	C	C	C
A+ & F	B	C	C	C	F(D)	F
A & A	A	A	A(B)	B	B	B
A & B+	A	A	B	B	B	B
A & B	A	B	B	B	B(C)	B
A & C+	B	B	B	B(C)	B(C)	C
A & C	B	B	B	B(C)	C	C
A & D+	B	B	B(C)	C	C	C
A & D	B	B	C	C	C	C
A & F	C(B)	C	C	C	F(D)	F
B+ & B+	B	B	B	B	B(C)	C
B+ & B	B	B	B	B	B(C)	C
B+ & C+	B	B	B	C	C	C
B+ & C	B	B	B(C)	C	C	C
B+ & D+	B	C	C	C	C	C
B+ & D	B	C	C	C	C(D)	C
B+ & F	C	C	C	C(D)	F(D)	F
B & B	B	B	B	B(C)	C	C
B & C+	B	B	B(C)	C	C	C
B & C	B	B	C	C	C	C
B & D+	B	C	C	C	C(D)	C
B & D	C(B)	C	C	C	C(D)	D
B & F	C	C	C	D	F(D)	F
C+ & C+	B	C	C	C	C	C
C+ & C	B	C	C	C	C(D)	C
C+ & D+	C	C	C	C	D	D
C+ & D	C	C	C	C(D)	D	D
C+ & F	C	C	D	D	F(D)	F
C & C	C(B)	C	C	C	C(D)	D
C & D+	C	C	C	C(D)	D	D
C & D	C	C	C	D	D	D
C & F	C	D(C)	D	D	F(D)	F
D+ & D+	C	C	D	D	D	D
D+ & D	C	C	D	D	D	D
D+ & F	D(C)	D	D	D	F	F
D & D	C	D(C)	D	D	D	F
D & F	D(C)	D	D	D	F	F
F & F	F(D)	F(D)	F(D)	F	F	F

SEMESTER GRADE

Numeric Scale

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

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

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

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
DISTRICT SCHOOL BOARD POLICY CHANGES
SUPPORT INFORMATION

Today's Date: 8/23/2012

Policy Number: 10.04

Policy Title: Smoking in Buildings

Check one of the following:

New Policy: ☐ Amendment: XX Repeal: ☐

I. Summary of Proposed New or Revised Policy:

Eliminate outdated language and specify that the policy applies to all property owned, leased, or occupied by the School System.

II. Estimated Economic Impact: $ None

III. Referenced Statutes:

Authority: 1001.41, 1001.51, 1001.49, 1001.42, 1001.43 (F.S.)

Implemented: 1001.42, 386.209 F.S. (F.S. and/or FSBE)

IV. Indian River County School Board (Ms. Stang will complete after adoption.)

Date Adopted by IRCSB: _____

Date Amended by IRCSB: / /

Date Repealed by IRCSB: / /

V. School Board Authorization:

Action Initiated by: School Board Members

Approved by: _____
(Signature of) Superintendent/School Board Secretary

Do not write below this line.

School Board Recording Secretary:

1. Discussion Agenda Item: Workshops 9/11/2012
2. Action Agenda Item – Date for Public Hearing 9/25/2012
3. Legal Notice 10/1/2012
4. Public Hearing/Adopted Date (Action Item) 11/13/2012

001-95-BRD
REV: 08/2011
GSL-SL Item #32

10.04 SMOKING/ ~~IN BUILDINGS~~TOBACCO PRODUCTS PROHIBITED

~~A. Educational Facilities~~

~~There shall be no smoking in any educational facility within the District. Additionally, no smoking is permitted in any common areas such as hallways, corridors, lobbies, entryways, or stairwells of any buildings or in any place that may have the likelihood of being in view of students. Outside areas where smoking is permitted shall be away from the main entrance to the facility.~~

~~B. Ancillary Facilities and Grounds~~

~~There shall be no smoking in any ancillary facility within the District. Additionally, no smoking is permitted in any common areas such as hallways, corridors, lobbies, entryways, or stairwells of any buildings. Smoking is prohibited within 50 feet of any flammable storage area. Smoking is permitted in outside designated areas specifically designated by the principal or supervisor.~~

~~C. Vehicles~~

~~Smoking is prohibited in all School District vehicles.~~

A. D. Commencing with the 2012-2013 fiscal year, all uses of tobacco products in any form are prohibited in any School Board owned, leased, or occupied facility or vehicle~~,~~ on School Board owned, leased, or occupied ~~–~~property, or at any School Board or school sponsored event.

Authority: 1001.41, 1001.42, 1001.43, 1001.49, 1001.51 F.S.
Implemented: 1001.42, 386.209, F.S.
Amended: 1/16/84, 8/28/01, 10/14/03, 12/9/08, 2/14/2012