

**District School Board of Indian River County**  
**1990 25<sup>th</sup> Street, Vero Beach, FL 32960**  
**Business Meeting**  
**Agenda**

**Date: February 24, 2015**

**Time: 6:00 p.m.**

**Room: Teacher Education Center (TEC)**

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.

**INVOCATION**

Shortly before the opening gavel that officially begins a School Board meeting, the Chairman will introduce the Invocation Speaker. No person in attendance is or shall be required to participate in this observance and the personal decision of each person regarding participation will have no impact on his or her right to actively participate in the school board's business meeting.

- I. CALL MEETING TO ORDER – Chairman McCain
- II. PLEDGE OF ALLEGIANCE TO THE FLAG AND PRESENTATION OF COLORS
- III. ADOPTION OF ORDERS OF THE DAY
- IV. PRESENTATIONS  
**Recognition of 2015 Indian River County Teacher of the Year and the 2014 Employee of the Year – Mrs. Hofer**
- V. CITIZEN INPUT
- VI. CONSENT AGENDA
  - A. Approval of Minutes – Dr. Adams**
    - 1. Student Code of Conduct held 2/10/2015
    - 2. Discussion Session held 2/10/2015
    - 3. Business Meeting held 2/10/2015Superintendent recommends approval.
  - B. Approval of Personnel Recommendations – Mr. Fritz**

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

**C. Approval of Student Leaving Indian River County for 2015-2016 School Year – Mr. Rynberg**

This is a request to continue to attend school in Brevard for the 2015-2016 school year. Superintendent recommends approval.

**D. Approval of Donation – Mr. Morrison**

1. Sebastian River High School received a donation of a storage container from the Florida Safety Council. The storage container will be used by the Sebastian River High School Band. A donation in the amount of \$1,350 was received from the Sebastian Clambake Foundation. The funds will be utilized by the Sebastian River High School Boys Lacrosse team.
2. A donation in the amount of \$1,000 was received by Storm Grove Middle School from Seacoast National Bank. The funds will be used to support the Storm Grove Middle School 7<sup>th</sup> grade students End of Year Celebration.

Superintendent recommends approval.

**Added on 2/20/2015:**

**E. Approval of Hearing Officer's Recommendations – Dr. Adams**

It is recommended that the District School Board accept the Hearing Officer's recommendations in regard to Student Hearing Number #14-65. Superintendent recommended approval.

**VII. ACTION AGENDA**

**A. Approval of Approval of Budget Amendments – Mr. Morrison**

This request is for approval of the following budget amendments for fiscal year ending June 30, 2015:

Amendment # 1 – General Fund BA – July 2014 through January 2015

Amendment # 1 – Special Revenue – Other

Superintendent recommends approval.

**B. Approval of 2014-2015 Student Progression Plan – Mr. Rynberg**

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. The Student Progression Plan will be available prior to the meeting. Superintendent recommends approval.

VIII. SUPERINTENDENT'S REPORT

IX. DISCUSSION

No discussion items

X. SCHOOL BOARD MEMBER MATTERS – Chairman McCain

XI. INFORMATION AGENDA

**A. Financial Report for Month ending December 2014 -- Mr. Morrison**

Attached are the Financial Reports for the month ending December 31, 2014.

**B. Monthly Facilities Report – Mr. Morrison**

See attached report.

XII. SUPERINTENDENT'S CLOSING

XIII. ADJOURNMENT – Chairman McCain

Any invocation that may be offered before the official start of the School Board business meeting is and shall be the voluntary offering of a private citizen to and for the benefit of the School Board pursuant to Resolution #2015-08. The views and beliefs expressed by the Invocation Speaker have not been previously reviewed or approved by the School Board and do not necessarily represent their individual religious beliefs, nor are the views or beliefs expressed intended to express allegiance to or preference for any particular religion, denomination, faith, creed, or belief by the School Board. No person in attendance at this meeting is or shall be required to participate in any invocation and such decision whether or not to participate will have no impact on his or her right to actively participate in the public meeting.

Anyone who needs a special accommodation may contact the School District's American Disabilities Act Coordinator at 564-3071 (TTY 564-8507) at least 48-hours in advance of the 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 25<sup>th</sup> Street, Vero Beach, FL 32960, unless otherwise specified. Meetings may broadcast live on Comcast/Xfinity Ch. 28, AT&T Uverse Ch. 99, and the School District's website stream; and may be replayed on Tuesdays and Thursdays at the time of the original meeting. For a schedule, please visit the District's website at [www.indianriverschools.org/iretv](http://www.indianriverschools.org/iretv). The agenda can be accessed by Internet at <https://www.indianriverschools.org>.

**This Page Intentionally Left Blank**

The District School Board of Indian River County met on Tuesday, February 10, 2015, at 9:30 a.m. The workshop was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25<sup>th</sup> Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Dr. Frances J. Adams, Superintendent of Schools; and Suzanne D'Agresta, School Board Attorney, were also present.

### **Code of Student Conduct Workshop Minutes**

- I. Workshop was called to order by Chairman McCain.
- II. Purpose of the Workshop – Dr. Adams  
Dr. Adams said that this was a work in progress. She said that last year they felt there needed to be a change in the mindset. Dr. Adams said that Dr. Torres-Martinez took the lead on the changes, with the assistance of the Committee. She said that members of the Committee were present in support of the new Code and to answer questions.
- III. Presentation of Code of Student Conduct Update – Mr. Rynberg/Dr. Torres-Martinez  
Mr. Rynberg reviewed the documents that were given to the Board. He said that this had been a journey to establish a positive school climate. Mr. Rynberg said that it started with direction from the Board to re-visit the Code of Student conduct, with community stakeholders. The presentation would focus on suspensions and removals, keeping in mind the impact to minorities and students with disabilities. Mr. Rynberg said that IRFIL training would assist teachers in developing the school climate, relationships, and student self-efficacy to establish stronger student outcomes.

Dr. Torres-Martinez talked about the change in the system of consequences that removed punitive action and instilled best practices. A short video was shown to observe the collaborative efforts of the Core Team. Dr. Torres-Martinez said that the Team members included administrators, teachers, community stakeholders, and students. They analyzed the consequences to ensure that they were measurable to the infraction. She said that there was rich debate. The results were more positive and less punitive. Going forward, they studied the matrix for accountability and responsibility that included teachable moments. Mr. Rynberg said that the workshop would focus on Section 5 as it related to the degree of severity, menu of options, restorative practices, and reportable infractions. Examples were given as to how the Code differed from the current code.

Board Members were given an opportunity to ask questions and offer suggestions. Questions included areas of code enforcement, code consistency, and student safety. They also discussed the need for an appeals process under Board Policy #5610.05 Prohibition from Extra-Curricular Activities. They discussed the need to remove disruptive students from the classroom. They talked about the support teachers needed when students were sent to the office for disruptive behavior and sent back ten minutes later. Another question was how teachers received training to handle these situations and how teachers were to find the time for training. It was also noted that there should be consequences for Tiers 1 and 2, and more accountability from the outside in. Dr. Adams said that there were Student Support Specialists in every school to support teachers. She said that they would have further discussion at the Discussion Session.

It was suggested that students be reminded that there were cameras on the buses. This would be a good way to help students think twice. Another question was the possible utilization of the Alternative Education Center to reinstate programs such as H.O.P.E.

IV. Adjournment – Chairman McCain

With no further discussion, the session adjourned at approximately 10:44 a.m.

The District School Board of Indian River County met on February 10, 2015 at 1:00 p.m. The session was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25<sup>th</sup> Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Dr. Frances J. Adams, Superintendent of Schools; and Suzanne D’Agresta, School Board Attorney, were also present.

### Discussion Session Minutes

- I. Discussion session was called to order by Chairman McCain.
- II. Items Placed on Agenda by Board Members – Chairman McCain
  - A. Charles Searcy
    1. Capital Dollar Sharing with Charter Schools

Board Members discussed the development of a system to share capital dollars with charter schools. Dr. Adams explained that charter schools received a pro-rate share from the millage. She said that it was approximately \$3 million dollars or 12%. Mr. Morrison presented information regarding charter school funding and the District’s lack of funding to keep up with the ongoing replacement of roofs, air conditioning, and other infrastructure needs. He called it the “can’t afford list”. Mr. Morrison said that he would ensure that all of the information presented at this meeting was available on the District website for the public. Board Members were reminded that before making a decision on funding charter schools, they would first have to decide what repairs would have to come off the list. Mr. Sanders addressed the security camera purchase for student safety. Mr. Earman presented information on the roof replacement schedule. Board and Staff discussed the issue of spreading out debt over a much longer time frame such as 30 years. It was noted that it would be at a higher cost. Mr. Morrison explained the difficulty in projecting revenues and legislative action over a ten-year period or longer period of time. Board Members agreed to discuss the subject of charter school financing over the summer. A Board Member said that the Board needed to first have a complete understanding of what dollars were going to charter schools and what their needs were for capital funds.
    2. Desegregation Order Compliance and Where We Stand on the Matter

Board Members discussed the Order and the question of moving forward to have the Order dismissed by a judge. Mrs. D’Agresta explained the process and the required gathering of information needed to successfully have the court order removed. Mr. Fritz presented data. The problem was in the area of unsuccessful attempts in recruitment. Mr. Searcy said that we needed to get started.

B. Claudia Jiménez

1. Board Policy #5610.05 Prohibition from Extra-Curricular Activities

There was continued concern that the process was not included in policy and there was no due process for students and parents. Dr. Adams said that she would bring this Policy discussion to the next Discussion Session. Mrs. D'Agresta discussed the policy adoption process.

2. Utilization of Alternative Center for Education

Suggestion was made to use available space at the school to reinstate the H.O.P.E. program (or a similar program) for at risk students who were expelled/suspended and who needed assistance with homework. Dr. Adams said that the space was being utilized in compliance with the request from the NAACP for adult education and IRSC classes. In response, Dr. Adams was asked to do a ten minute presentation on some of the programs that went away due to the recession.

3. Random Drug Testing of All Students and Desegregation Order Non-compliance at Charter Schools

After discussing the issue of compliance with federal laws, the Board directed the Superintendent to take the first step by sending a letter to the charter schools. Dr. Adams said that she would send a letter letting them know that we would like to work with them. It was mentioned by one Board Member to have the Superintendent personally contact the charter schools to discuss the issue.

C. Dale Simchick

1. Mrs. Simchick noted that she would attend a lunch and learn at Grand Harbor Club regarding the Moonshot Moment. She said, in compliance of the Florida Sunshine Law, that no other Board Members would attend.

D. Shawn Frost

No items.

E. Chairman McCain

1. Superintendent Search

In response to a question from employees on how to give input on the Superintendent search, the Board agreed to have Ms. Stang distribute, via email, a memo to all employees. Dr. Adams suggested utilizing a neutral party for groups such as the Principals' Meeting to prepare input for the Board.

The Board talked about what to expect during the meeting with Dr. Blanton from Florida School Boards Association on March 3, when the Board would select their top candidates to interview. Chairman McCain said that the Board would also need to hold an information session to discuss any changes to the current contract. Board Members discussed the list of questions that was used during the last search. Dr. Adams said that the list of questions were in line with the position. It was noted that after the basic questions were presented, if there was sufficient time left during the interviews, the Board could ask additional questions that may



surface during the interview. It was also stated that the community would have one hour prior to the interview to talk to the candidates. Forms could be provided to the community, if they wanted to share any thoughts on the candidates with the Board. Chairman McCain said that a staff member was needed during the two weeks of interviews to transport candidates/spouses and to arrange for the breakfast/lunch/dinner reservations and seating. Board Members were interested in video recording, in case a Board Member wanted to refer back, but not streaming the video. Chairman McCain, hearing no response, said that the Board would use the straw voting method for the final vote. Board Members agreed that they wanted a couple days between the last interview and the special meeting before making a final decision. Chairman McCain asked the Board to let Ms. Stang know what dates between March 16 and March 27 (for interviews) would not work.

III. BOARD COMMITTEE REPORTS – Chairman McCain

Mrs. Simchick reported on the Sebastian Planning and Zoning Committee meeting.

IV. ITEMS PLACE ON AGENDA BY SUPERINTENDENT – Dr. Adams

Dr. Adams talked about the request to change a job description for Pre-K that that was on the business meeting agenda, changing it to a twelve-month position. Dr. Adams said that she would have the salary increase figure available at the business meeting.

V. ADJOURNMENT – Chairman McCain

With no further discussion, the session adjourned at approximately 3:50 p.m.

The District School Board of Indian River County met on February 10, 2015, at 6:00 p.m. The meeting was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25<sup>th</sup> Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Dr. Frances J. Adams, Superintendent of Schools; and Suzanne D'Agresta, School Board Attorney, were also present. Prior to the meeting, an invocation was given by Rev. Graham Bingham, Minister of Congregation Care from First Presbyterian Church.

### Business Meeting Minutes

- I. Meeting was called to order by Chairman McCain.
- II. Pledge of Allegiance to the Flag and Presentation of Colors by Vero Beach High School's Air Force Junior ROTC under the Direction of Wade E. Dues, Chief Master Sergeant (Ret.), USAF Aerospace Science Instructor, Detachment 043.
- III. ADOPTION OF ORDERS OF THE DAY  
Chairman McCain called for a motion. Mrs. Simchick moved approval of the Orders of the Day and Ms. Jiménez seconded the motion. Mr. Searcy requested to move Consent G to follow the Consent Agenda for discussion. Mrs. Simchick and Ms. Jiménez amended their motions to move Consent G. Board Member questioned the bylaws. The Board voted unanimously in favor of the motion as amended, with a 5-0 vote.
- IV. PRESENTATIONS
  - A. **Indian River County Sunshine State Scholar – Mr. Rynberg/Mrs. Lane**

The Superintendent and Board recognized Kaden Diniz, who attended Vero Beach High School and was on track to be an AP graduate with honors. He held a weighted 4.7 GPA and was ranked 17<sup>th</sup> in his class and was the Vice President of the Mu Alpha Theta math team. He was a member of the National Honor Society and played soccer for the Indians. Kaden had a perfect score on the math portion of PSAT and placed 9<sup>th</sup> in the Florida Mu Alpha Theta competition. The Sunshine State Scholar Program began in 1997. Since 2010, it had been supported by the Florida Education Foundation and continued today to be a premiere program for recruiting the top students in the areas of STEM. Kaden Diniz was chosen to represent Indian River County in the statewide Sunshine State Scholar Program.
  - B. **Teen Dating Violence Awareness and Prevention Month Proclamation - Dr. Torres-Martinez/Ms. Williams, Safe Space Youth Services Prevention Coordinator**

The Board, in tandem with the Indian River County Commission, proclaimed the month of February 2015 as Teen Dating Violence Awareness and Prevention Month. Dr. Torres-Martinez read the proclamation. Ms. Williams presented statistics.

Chairman McCain called for a motion. Ms. Jiménez moved approval of the Proclamation. Mrs. Simchick seconded the motion and it carried unanimously, with a 5-0 vote.

V. CITIZEN INPUT

Gene Waddell requested to speak on charter schools.

Luke Flynt requested to speak on poverty.

VI. CONSENT AGENDA

Chairman McCain called for a motion. Mrs. Simchick moved approval of the Consent Agenda, moving Consent G to follow. Ms. Jiménez seconded the motion and it carried unanimously, with a 5-0 vote.

**A. Approval of Minutes**

1. 2014-2015 District Initiatives Update Workshop held 1/27/2015
2. Visioning and Discussion Session held 1/27/2015
3. Business Meeting held 1/27/2015

Minutes were available prior to the meeting. Superintendent recommended approval.

**B. Approval of Personnel Recommendations – Mr. Fritz**

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

**C. Approval of the Remaining 2014-2015 School Advisory Council Membership Reports – Mr. Green**

Pursuant to School Board Rule 2125 and 1001.452 Florida Statutes, the School Advisory Council Membership Reports for the schools listed below were attached for approval. Each School Advisory Council below was composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who were representative of the ethnic, racial, and economic community served by the school. Students must serve on high school advisory councils and may serve on middle school advisory councils. These were the final schools needing SAC membership approval for the 2014–2015 school year.

1. Alternative Center for Education
2. Indian River Academy
3. Liberty Magnet
4. Osceola Magnet
5. Oslo Middle School
6. Sebastian River Middle School
7. Wabasso School

Superintendent recommended approval.

**D. Approval of Donation – Mr. Morrison**

Sebastian River High School received a donation in the amount of \$5,000 from the Sebastian High School Band Boosters, Inc. The funds would be used for the Sebastian River High School Chorus Department for equipment, travel, competition fees, and supplies. Superintendent recommended approval.

**E. Approval of Out-of-State Travel for Sebastian River High School's International Baccalaureate Students and Teachers to New York City – Dr. Adams**

A letter from Principal Racine was attached in support of International Baccalaureate Teachers and Diploma students requested to travel out of state to New York City, New York. Travel arrangements and funding for the expenses would be provided by the individual students and fundraising activities. Students and Teachers would tour the 911 Museum, the Metropolitan Museum of Art, Central park, Ellis Island, the Statue of Liberty, and the Empire State Building. Travel insurance had been secured through Risk Management. Superintendent recommended approval.

**F. Approval to Dispose of Surplus Property – Mr. Morrison**

This request was for approval to dispose of surplus property in accordance with Florida Statutes 274.05 and 274.06. The attached lists represented property to be deleted from various inventories and/or for items that had been declared surplus. After Board approval, property would be recycled and/or auctioned. It was requested that this property be deleted from the Fixed Asset Ledger. Superintendent recommended approval.

**G. Approval of Skate Factory of Vero Transportation Agreement Renewal – Mr. Rynberg**

Moved to follow the Action Agenda.

VII. ACTION AGENDA

**A. Approval of Summer School Schedule for 2015 – Mr. Rynberg**

The 2015 Summer School Schedule was presented for Board approval. The information on the attachments included programs offered, facilities, and the funding source. The costs were estimated at \$1,380,394.00. Superintendent recommended approval.

Chairman McCain called for a motion. Ms. Jiménez moved approval of the Summer School Schedule for 2015. Mr. Frost seconded the motion. Board Members and staff discussed the motion. With no further discussion, the Board voted unanimously in favor of the motion, with a 5-0 vote.

**B. Approval of Collegiate High School Articulation Agreement with Indian River State College for Aug. 15, 2015 - Dec. 31, 2015 – Mr. Rynberg**

Senate Bill 850 required that we have a Collegiate High School articulation agreement with a college designated within our servicing area. F.S.1007.271 required Collegiate High Schools to provide secondary students with an opportunity to complete 30 college credit hours, in conjunction with CAPE (Career and Professional Education) certification. The Collegiate High School Program would be implemented in the 2015-2016 school year. Senate Bill 1514 required School Districts to pay the standard tuition rate per credit hour and for the associated course materials for courses taken on the college campuses. This agreement, in conjunction with our current Dual Enrollment agreement, set forth the criteria for students taking college level courses. Attached was the agreement with Indian River State College. Superintendent recommended approval.

Chairman McCain called for a motion. Ms. Jiménez moved approval of the Collegiate High School Articulation Agreement with Indian River State College for Aug. 15, 2015 - Dec. 31, 2015. Mr. Searcy seconded the motion. After discussing the contract language, both Ms. Jiménez and Mr. Searcy withdrew their motions.

Mrs. Simchick moved to accept the contract with the amendment to the Evaluation of the Agreement: to read as follows, “This agreement shall be renewed annually unless one party requests a change or termination, in which case a change or termination will be given in writing by either party within ninety (90) days.” Mr. Searcy seconded the motion and it carried unanimously, with a 5-0 vote.

**C. Approval to Award RFP #2015-12-01 to Delta Automation, Inc., for Programming, Service, and Repair of the Schneider Electric Andover Building Automation System (BAS) - Mr. Morrison**

A Request for Proposal (RFP) was promulgated to obtain an hourly rate for the programming, service and repair of Schneider Electric Andover BAS Systems on an as needed basis. Hourly rate included all labor, equipment, machinery, tools, materials, and transportation necessary to perform work and complete each project. Replacement parts, when needed, would be provided by the District. The estimated annual financial impact to the District was \$120,000. The Purchasing Department recommended the primary award to Delta Automation, Inc., and secondary award to MC2, Inc., as the best responsive and responsible bidders meeting specifications, terms, and conditions. Please see attached backup. Superintendent recommended approval.

Chairman McCain called for a motion. Mr. Searcy moved to approve the award RFP #2015-12-01 to Delta Automation, Inc., for programing, service, and repair of the Schneider Electric Andover Building Automation System (BAS). Mr. Frost Seconded the motion and it carried unanimously, with a 5-0 vote.

**D. Approval of District School Board Appointments to the Land Use and Acquisition Committee – Chairman McCain**

In accordance with the Site Selection Process established in 2007, the District School Board established a standing committee composed of five, voting members (minimally) that are to be appointed by individual School Board Members whose terms to serve would run concurrently with the appointing Board Member's term. Mr. Searcy chose to appoint Joel Molinari as his representative. Mrs. Simchick chose to appoint Elly Manov as her representative. Mr. Frost chose to appoint Sergio Mota. A copy of their volunteer applications was available in the Board Office. Superintendent recommended approval.

Chairman McCain called for a motion. Ms. Jiménez moved approval of the appointments to the District School Board's Land Use and Acquisition Committee. Mr. Searcy seconded the motion and it carried unanimously, with a 5-0 vote.

**E. Approval to Set Public Hearing Date for Adoption of Revisions, Repeals, and New School Board Policies – Dr. Adams**

On January 13, 2015, the School Board discussed the Board Policy revisions, repeals, and new policies. The Board requested to move forward with the adoption process. The purpose of the revisions was to be consistent with present practice, new practice, and legislation. The Public Hearing would be held during the regular Business meeting on March 24, 2015. Superintendent recommended approval.

Chairman McCain called for a motion. Mrs. Simchick moved approval to set the public hearing date for adoption of revisions, repeals, and new School Board policies. Ms. Jiménez seconded the motion and it carried unanimously, with a 5-0 vote.

Item moved from Consent Agenda:

**G. Approval of Skate Factory of Vero Transportation Agreement Renewal – Mr. Rynberg**

Extended Day Program requested approval of the renewal of the Transportation Service Agreement between the School District and Skate Factory of Vero. This agreement was effective February 1, 2015, through January 31, 2016, at no cost to the District. Superintendent recommended approval.

Chairman McCain called for a motion. Mr. Searcy moved approval of the Skate Factory of Vero Transportation Agreement renewal. Ms. Jiménez seconded the motion. Board Members discussed the issue of insurance coverage. It was noted going forward that all insurance documents (general liability, automobile, and workman's compensation) with the School District named as the payee, were to be included as backup, with a process in place that would allow ample time to obtain insurance documents before Board approval and before the effective date of the contract. Mr. Searcy withdrew his motion. Ms. Jiménez withdrew her second to the motion. Mr. Searcy moved approval of the Skate Factory of Vero Transportation Agreement renewal contingent upon the Board's receipt and approval of the proper insurance coverages to include general liability, automobile, and workman's compensation. Mr. Frost seconded the motion. It was noted that when placing an item on the agenda, staff needed to be ready in order to protect the students and the School District. The Board voted unanimously in favor of the motion with a 5-0 vote.

VIII. SUPERINTENDENT'S REPORT

Dr. Adams thanked the coordinators and congratulated all of the Teachers and School-Related Employees that were recognized at the Gala held at Vero Beach High School Performing Arts Center. The District wide Teacher of the Year was Kelli Mejia, 3<sup>rd</sup> Grade Teacher at Fellsmere Elementary School. The District wide School-Related Employee of the Year was Barbara Musselwhite, Extended Day Program.

Dr. Adams reported on the Superintendent's Coffee held at Gifford Youth Activities Center. She thanked the Education Foundation for organizing the District-wide Science Fair. Dr. Adams said that all schools in the County had an opportunity to participate in the Science Fair. She thanked the community for this great partnership.

IX. DISCUSSION

Ms. Jiménez reported on the Superintendent search. She noted that the Board discussed the search at the Discussion Session held on this date. Ms. Jiménez noted that the deadline for resumes was February 20. Upcoming was the March 3 meeting with Dr. Blanton to establish a list of candidates to interview. Ms. Jiménez also talked about the process for community input during the interview process. She said that the Board invited everyone to continue to give input. Ms. Jiménez said that your voice would be heard.

X. SCHOOL BOARD MEMBER MATTERS – Chairman McCain

Mr. Searcy thanked the School District for sending flowers and cards regarding the recent death of his father and father-in-law. He reminded everyone to call their Mother and Father.

Ms. Jiménez reported on the Vero Beach High School Symphonic Orchestra Master Pieces Concert and the Top 10% discussion at Vero Beach High School. She reported on the Health and Wellness Center. Ms. Jiménez wanted the community to know that it was being utilized at 80%.

Mrs. Simchick reported on the National Signing Day for our athletes.

Mr. Frost reported on the Science Fair and the awards ceremony that he had the privilege of assisting with the awards.

XI. INFORMATION AGENDA

**A. Financial Reports for Month Ending November 2014 - Mr. Morrison**

Attached were the Financial Reports for the month ending November 30, 2014.

XII. SUPERINTENDENT'S CLOSING

Dr. Adams stated that \$760,000 was given to secondary students in the Science Fair at the awards ceremony. She congratulated the students and to the community for their support.

In closing, Dr. Adams presented a video on the Title I Summer Enrichment Camp.

XIII. ADJOURNMENT – Chairman McCain

With no further business, the meeting adjourned at approximately 7:13 p.m.



CONSENT AGENDA 2/24/15

**Personnel Recommendations**

1. Instructional Changes  
**Falvey, Amy – Oslo Middle, resignation 2/17/15, rescind resignation 2/25/15**
2. Instructional Leaves  
**Boggan, Treva – Sebastian Elementary, 3/2/15-5/29/15**  
**Dheere, Joan – ESE, extend to 2/12/15-3/2/15**  
**Gaudio, Heather – SRMS, 3/19/15-5/15/15**  
**White, AnnMarie – SRMS, 3/23/15-4/20/15**
3. Instructional Promotions
4. Instructional Transfers
5. Instructional Separations  
**Daught, Sharon – Fellsmere, retirement, exiting DROP 6/9/15**  
**Taflinger, Deborah – SRMS, retirement, entering DROP 7/1/15**  
**VanHouten, Michael – Fellsmere, retirement 6/9/15, pending FRS attestation**
6. Instructional Employment  
**Durrett, Jennifer – Indian River Academy, Title 1 Resource, Math Coach, sunset position 2/25/15**  
**Morse, Debra – Liberty Magnet, 1<sup>st</sup> Grade Teacher 2/25/15, sunset position**
7. Support Staff Changes  
**Bills, Michael – Physical Plant, AC Mechanic, change start date from 2/11/15 to 3/2/15**
8. Support Staff Leaves  
**Boineau, Brittany – Wabasso, 2/3/15-2/16/15; extend to 2/17/15-2/24/15**  
**Flowers, Madessia – Transportation, 2/9/15-2/20/15**  
**Hubbard, Laura – Wabasso, 2/2/15-2/18/15; extend to 2/19/15-3/16/15**  
**Phillips, Mary – Dodgertown, extend to 2/6/15-2/22/15**  
**San Martin, Tania – Pelican Island, extend to 2/5/15-2/13/15**  
**Smith, Melinda – Transportation, extend to 10/11/14-2/24/15**
9. Support Staff Promotions
10. Support Staff Transfers  
**Alexa, Danny – from Oslo Middle Custodian to SRHS Custodian 2/12/15**  
**Murphy, Teresa – from Rosewood Magnet Extended Day Worker to Citrus Extended Day Worker 2/10/15**
11. Support Staff Separations  
**Allen, Laura – Finance, resignation ~~2/20/15~~ 2/27/15**  
**Demps, Georgana – Technical Center for Career and Adult**

- Education, retirement, entering DROP 4/1/15  
**Dutoi, Melissa – Beachland, resignation 2/27/15**  
 Flemming, Noel – VBHS, retirement 3/31/15, pending FRS  
 attestation  
 Murphy, Teresa – Rosewood Magnet, Student Monitor, resignation  
 2/10/15  
 Reaves, Claudine - Technical Center for Career and Adult  
 Education, retirement, entering DROP 3/1/15  
 Scott, Theresa – SRMS, retirement 8/31/15, pending FRS  
 attestation
12. Support Staff Employment  
**Durni, David – Beachland, School Computer Lab Assistant  
 2/25/15**  
**Gonzalez, Roberto – Transportation, Bus Driver 2/25/15**  
**McKenzie, Robert – Transportation, Bus Driver 2/25/15**  
 Strater, Christina – Storm Grove Middle, 4.0 hour Food Service  
 Worker 2/25/15
13. Administrative Separations
14. Administrative Employment
15. Administrative Leaves
16. Approval of Placement in Instructional Substitute Pool  
 Colella, Cynthia – Substitute Teacher 2/25/15  
 Frazee, Autumn – Substitute Teacher 2/25/15  
**Philo, Melissa – Substitute Teacher 2/25/15**  
**Stoner, Leslie – Substitute Teacher 2/25/15**  
 Warren, Atasha – Substitute Teacher 2/25/15
17. Approval of Placement in Support Staff Substitute Pool  
**Cutray, Emma – Substitute Bus Assistant 2/25/15**  
**Dutoi, Melissa – Substitute Food Service Worker 3/2/15**

# SEBASTIAN RIVER HIGH SCHOOL

9001 Shark Boulevard • Sebastian, Florida 32958

Telephone: (772) 564-4170 • Fax: (772) 564-4182

February 4, 2015

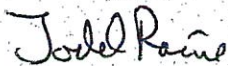
Carter Morrison  
1990 25<sup>th</sup> Street  
Vero Beach, Florida

Dear Mr. Morrison,

My Band Director, Mr. Ashby Goldstein, would like to accept your offer of the donated motorcycle container from the Florida Safety Council. Storage is at a premium with an expanding band program and this generous donation comes at a critical time for the band program.

Thank you for considering the multiple programs at SRHS that could have benefited from this donation. We are excited about the opportunity.

Sincerely,



Todd Racine  
Principal

Cc: Dr. Jessica Keaton, Ashby Goldstein



*"You Can't Hide That Shark Pride"*

Todd Racine  
Principal

Dariyall Brown  
Assistant Principal

Jessica Keaton  
Assistant Principal

Kelly Ward  
Assistant Principal

William Wilson III  
Assistant Principal

Stephanie Cleveland  
Guidance Counselor

Kim O'Keefe  
Guidance Counselor

Wendy Palmer  
Guidance Counselor

Lynn Phillips  
Guidance Counselor

Enrique Valencia  
Guidance Counselor







"Preparing You for a Safer Tomorrow"  
~ Since 1953 ~

www.FloridaSafety.org  
407.896.1894 800.372.3335

January 28, 2015



John Earman  
Director of Physical Plants  
Freshman Learning Center  
1507 19<sup>th</sup> Street  
Vero Beach, FL 32960

Dear Mr. Earman,

The *Florida Safety Council* hereby donates to the *Freshman Learning Center*, as a gift, the storage container that was used for our motorcycle training range which is located on the property of the Freshman Learning Center. This is a bona fide gift and there is no obligation, expressed or implied, to repay this gift at any time.

We respectfully request that we leave our options open to returning to your facility when the demand warrants such a move.

We thank you for partnering with us in providing this much needed safety training in the community.

Sincerely,

James L. Meade  
Executive Director

Corporate Headquarters: 1505 E. Colonial Drive - Orlando, FL 32803

Locations Throughout Florida

- A Non-Profit Organization -



# SEBASTIAN RIVER HIGH SCHOOL



9001 Shark Boulevard • Sebastian, Florida 32958

Telephone: (772) 564-4170 • Fax: (772) 564-4182

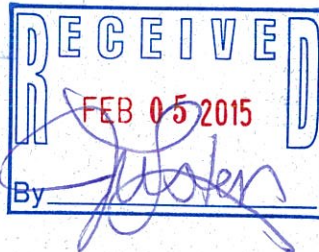
Date : February 2, 2015  
To : School Board Members  
From : Todd Racine, Principal  
Sebastian River High School  
Regarding: Donation

A donation of \$1350.00 was received from The Sebastian Clambake Foundation, Inc. The funds were donated to Sebastian River High School's Boys Lacrosse team.

The funds will be used for entry fees, travel, equipment and supplies. These funds were deposited into Sebastian River High school's internal funds account, titled Boys Lacrosse.

Sincerely,

*Todd Racine*  
Todd Racine  
Principal



## "You Can't Hide That Shark Pride"

Todd Racine  
Principal

Dariyall Brown  
Assistant Principal

Jessica Keaton  
Assistant Principal

Kelly Ward  
Assistant Principal

William Wilson III  
Assistant Principal

Stephanie Cleveland  
Guidance Counselor

Kim O'Keefe  
Guidance Counselor

Wendy Palmer  
Guidance Counselor

Lynn Phillips  
Guidance Counselor

Enrique Valencia  
Guidance Counselor





**STORM GROVE MIDDLE SCHOOL**

6400 57th Street Vero Beach, FL 32967

772-564-6400 • Fax: 772-564-6321

Jennifer B. Idlette, Principal

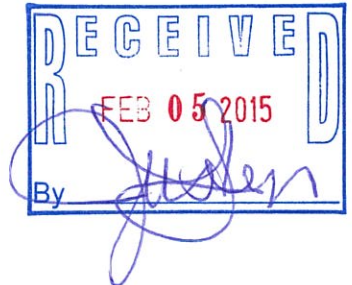
Denny Hart  
Assistant Principal

Yvonne Douglas  
Guidance Counselor

Michele Keeling  
Assistant Principal

Julie Spiesel  
Guidance Counselor

**Date:** January 21, 2015  
**To:** School Board Members  
**From:** Jennifer Idlette, Principal  
Storm Grove Middle School  
**Regarding:** Donation



A donation in the amount of \$1000.00 was received from Seacoast National Bank. The funds were donated to Storm Grove Middle's 7<sup>th</sup> grade class to support the 7<sup>th</sup> Grade End of Year Celebration.

These funds were deposited in the Storm Grove Middle internal funds account, titled 7<sup>th</sup> Grade Class.

Sincerely,

Jennifer Idlette  
Principal

**FLORIDA DEPARTMENT OF EDUCATION  
FINANCIAL MANAGEMENT SECTION  
AMENDMENT TO DISTRICT SCHOOL BUDGET**

**SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
Amendment # 1 - July 2014 through January 2015  
General Fund**

<b>ESTIMATED REVENUE</b>					
	Function	Beginning Budget	Increase	Decrease	Revised Budget
<b>Grand Totals</b>		161,263,530.06	99,384.79	1,470,439.33	159,892,475.52
Federal Direct Sources	3100	150,000.00	0.00	0.00	150,000.00
Federal Through State Sources	3200	400,000.00	0.00	0.00	400,000.00
State Sources	3300	43,255,742.50	0.00	1,470,439.33	41,785,303.17
Local Sources	3400	92,382,472.70	44,948.64	0.00	92,427,421.34
Transfers	3600	4,526,397.00	0.00	0.00	4,526,397.00
Other Financing Sources	3700	25,000.00	54,436.15	0.00	79,436.15
Fund Equity	2700	20,523,917.86	0.00	0.00	20,523,917.86
<b>APPROPRIATIONS</b>					
	Function	Beginning Budget	Increase	Decrease	Revised Budget
Instructional Services	5000	91,228,162.90	0.00	1,194,568.28	90,033,594.62
Pupil Personnel Services	6100	3,728,186.30	355.32	0.00	3,728,541.62
Instructional Media Services	6200	2,110,829.77	0.00	125,763.89	1,985,065.88
Instructional Curriculum Development	6300	2,982,958.58	8,076.27	0.00	2,991,034.85
Instructional Staff Training	6400	1,417,570.01	74,991.26	0.00	1,492,561.27
Instructional Related Technology	6500	2,335,326.55	1,009,164.91	0.00	3,344,491.46
Board of Education	7100	1,627,444.57	0.00	463,308.08	1,164,136.49
General Administration	7200	405,802.96	6,000.00	0.00	411,802.96
School Administration	7300	8,205,288.68	0.00	2,591.36	8,202,697.32
Facilities Acquisition and Construction	7400	1,352,835.69	23,801.00	0.00	1,376,636.69
Fiscal Services	7500	1,187,212.53	0.00	48,000.00	1,139,212.53
Food Services	7600	0.00	0.00	0.00	0.00
Central Services	7700	2,236,771.29	0.00	18,756.61	2,218,014.68
Transportation Services	7800	4,921,667.77	119,916.52	0.00	5,041,584.29
Operation Services	7900	12,074,319.92	623,479.23	0.00	12,697,799.15
Maintenance Services	8100	2,922,609.89	66,683.00	0.00	2,989,292.89
Administrative Technology Services	8200	7,691,856.22	0.00	605,728.54	7,086,127.68
Community Services	9100	0.00	0.00	0.00	0.00
Debt Services	9200	35,000.00	0.00	35,000.00	0.00
Transfers	9700	0.00	0.00	0.00	0.00
Budgeted Fund Balance		14,799,686.43	0.00	809,805.29	13,989,881.14
<b>Grand Totals</b>		161,263,530.06	1,932,467.51	3,303,522.05	159,892,475.52

Adopted By Board: February 24, 2015

\_\_\_\_\_  
District Superintendent's Signature

**School District of Indian River County  
General Fund Budget Amendment  
July 2014 thru January 2015**

**General Fund - Amendment # 1**

**ESTIMATED REVENUES:**

Total estimated revenues decreased by \$1,371,054.54 for the months of July 2014 through January 2015

**Object Code 3300 - State Sources:**

\$	46,044.79	- Increase estimated revenue budget for receipt of Instructional Leadership and Faculty Development Grant
	4,688.72	- Increase estimated revenue budget for receipt of Postsecondary Education Readiness Test (PERT) - FLDOE Entitlement
	29,677.16	- Increase estimated revenue budget to actual receipts of Voluntary Pre-K - July summer program
	(1,235,579.00)	- Decrease estimated revenue budget for the FEFP 3rd calculation adjustment
	(313,391.00)	- Decrease estimated revenue budget for Class Size Reduction FEFP funding - 3rd calculation
	(1,880.00)	- Decrease estimated revenue budget for Lottery FEFP funding - 3rd calculation
<u>\$</u>	<u>(1,470,439.33)</u>	Net decrease in State Sources

**Object Code 3400 - Local Sources:**

\$	3,700.00	- Increase estimated revenue budget for the Biotech Academies at Vero Beach and Sebastian High Schools
	3,000.00	- Increase estimated revenue budget for Florida Inclusion Network - Storm Grove Middle School
	(50,000.00)	- Decrease estimated revenue budget for Miscellaneous Local Sources and transfer to the Sale of Fixed Assets
	450.00	- Increase estimated revenue budget for donation - Teacher and Employee of the Year
	87,798.64	- Increase estimated revenue budget for collection of internal accounts reimbursement - Various Schools
<u>\$</u>	<u>44,948.64</u>	Net increase in Local Sources

**Object Code 3700 - Loss Recoveries:**

\$	50,000.00	- Increase estimated revenue budget for Sale of Fixed Assets - transfer from Miscellaneous Local sources
	4,436.15	- Increase estimated revenue budget for Insurance Loss Recoveries - Bus Damage
<u>\$</u>	<u>54,436.15</u>	Net increase in Loss Recoveries

**APPROPRIATIONS:**

Changes in the Appropriations budget changes are reflected as follows:

\$	87,798.64	- Increase appropriations budget for collection of internal accounts reimbursement - Various Schools
\$	46,044.79	- Increase appropriations budget for the Instructional Leadership and Faculty Development Grant
\$	4,688.72	- Increase appropriations budget for the Postsecondary Education Readiness Test (PERT) - FLDOE Entitlement
\$	450.00	- Increase appropriations budget for donation for Teacher and Employee of the Year
\$	4,436.15	- Increase appropriations budget for Insurance Loss Recoveries - Bus Damage
\$	25,586.17	- Increase appropriations budget for Voluntary Pre-K - July summer program
\$	60,000.00	- Increase appropriations budget for Turf Management costs
\$	208,837.03	- Increase appropriations for IB/AP funds for High Schools
\$	125,205.75	- Increase appropriations for CAPE funds to High Schools
\$	(1,130,996.00)	- Decrease appropriations to various accounts for the FEFP 3rd calculation
\$	3,700.00	- Increase appropriations budget for the Biotech Academies at Vero Beach and Sebastian High Schools
\$	3,000.00	- Increase appropriations budget for Florida Inclusion Network - Storm Grove
<u>\$</u>	<u>(561,248.75)</u>	Net decrease in Appropriations Budget

**FUND BALANCE:**

There was a decrease to Fund Balance of \$809,805.29 for the months of July 2014 through January 2015, as follows:

\$	(419,854.00)	- Decrease to fund balance for the 3rd FEFP calculation
\$	(60,000.00)	- Decrease to fund balance to cover Turf Management costs
\$	(208,837.03)	- Decrease to fund balance for the allocation of IB/AP funds to High Schools
\$	(125,205.75)	- Decrease to fund balance for the allocation of CAPE funds to High Schools
\$	4,090.99	- Increase to fund balance for VPK summer revenue adjustment
<u>\$</u>	<u>(809,805.79)</u>	Total decrease to Fund Balance



FLORIDA DEPARTMENT OF EDUCATION  
 FINANCIAL MANAGEMENT SECTION  
 AMENDMENT TO DISTRICT SCHOOL BUDGET FY 2014 - 2015

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 AMENDMENT No. 1 Consolidated  
 Special Revenue - Other

ESTIMATED REVENUE					
	Revenue Code	Present Budget	Increase	Decrease	Revised Budget
<b>Totals</b>		11,768,956.79	80,630.03	66,363.98	11,783,222.84
Vocational Education Acts	3201	162,779.25	0.00	0.00	162,779.25
Race To The Top	3214	646,690.51	42,050.98	0.00	688,741.49
Teacher/Principal Train/Recruit (Title II)	3225	732,233.63	0.00	0.00	732,233.63
Individuals with Disabilities Education Act	3230	4,336,026.99	0.00	552.71	4,335,474.28
Title I	3240	5,462,018.13	0.00	43,444.63	5,418,573.50
Adult General Education	3251	163,730.54	0.00	0.00	163,730.54
Federal Through Local	3280	28,359.00	20,386.00	0.00	48,745.00
Other Federal Through State	3290	38,804.38	0.00	22,366.64	16,437.74
Emergency Immigrant Education Program	3293	198,314.36	18,193.05	0.00	216,507.41
Adult Ed Fees (Block Tuition)	3461	0.00	0.00	0.00	0.00
APPROPRIATIONS					
	Function	Present Budget	Increase	Decrease	Revised Budget
Instructional Services	5000	6,587,566.98	5,786.40	0.00	6,593,353.38
Pupil Personnel Services	6100	1,032,783.45	0.00	16,286.40	1,016,497.05
Instructional Media Services	6200	0.00	0.00	0.00	0.00
Instructional & Curriculum Development	6300	2,138,769.24	0.00	3,581.57	2,135,187.67
Instructional Staff Training	6400	1,207,606.67	66,665.64	0.00	1,274,272.31
Instructional Related Technology	6500	0.00	0.00	0.00	0.00
General Administration	7200	474,803.38	0.00	6,934.48	467,868.90
School Administration	7300	61,957.00	0.00	0.00	61,957.00
Fiscal Services	7500	0.00	0.00	0.00	0.00
Central Services	7700	38,750.00	0.00	0.00	38,750.00
Transportation Services	7800	174,059.84	0.00	8,931.00	165,128.84
Administrative Technology Services	8200	15,000.00	0.00	0.00	15,000.00
Community Services	9100	37,660.23	0.00	22,452.54	15,207.69
<b>Totals</b>		11,768,956.79	72,452.04	58,185.99	11,783,222.84

Adopted By Board: \_\_\_\_\_ February 24, 2015

\_\_\_\_\_  
 District Superintendent's Signature

*dc*  
 2-2-15  
*gck*  
 2-2-15

FLORIDA DEPARTMENT OF EDUCATION  
 FINANCIAL MANAGEMENT SECTION  
 AMENDMENT TO DISTRICT SCHOOL BUDGET FY 2014 - 2015

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 AMENDMENT No. 1 - Special Revenue - Other  
 Special Revenue - Other

STATED REVENUE					
	Revenue Code	Present Budget	Increase	Decrease	Revised Budget
<b>Totals</b>		11,122,266.28	38,579.05	66,363.98	11,094,481.35
Vocational Education Acts	3201	162,779.25	0.00	0.00	162,779.25
Teacher/Principal Train/Recruit (Title II)	3225	732,233.63	0.00	0.00	732,233.63
Individuals with Disabilities Education Act	3230	4,336,026.99	0.00	552.71	4,335,474.28
Title I	3240	5,462,018.13	0.00	43,444.63	5,418,573.50
Adult General Education	3251	163,730.54	0.00	0.00	163,730.54
Federal Through State	3280	28,359.00	20,386.00	0.00	48,745.00
Other Federal Through State	3290	38,804.38	0.00	22,366.64	16,437.74
Emergency Immigrant Education Program	3293	198,314.36	18,193.05	0.00	216,507.41
Adult Ed Fees (Block Tuition)	3461	0.00	0.00	0.00	0.00
APPROPRIATIONS					
	Function	Present Budget	Increase	Decrease	Revised Budget
Instructional Services	5000	6,354,837.87	5,786.40	0.00	6,360,624.27
Pupil Personnel Services	6100	1,027,783.45	0.01	16,286.41	1,011,497.05
Instructional & Media Services	6200	0.00	0.00	0.00	0.00
Instructional & Curriculum Development	6300	2,057,578.37	0.00	3,581.57	2,053,996.80
Instructional Staff Training	6400	933,586.14	24,614.66	0.00	958,200.80
General Administration	7200	474,803.38	0.00	6,934.48	467,868.90
School Administration	7300	61,957.00	0.00	0.00	61,957.00
Transportation Services	7800	174,059.84	0.00	8,931.00	165,128.84
Community Services	9100	37,660.23	0.00	22,452.54	15,207.69
<b>Totals</b>		11,122,266.28	30,401.07	58,186.00	11,094,481.35

Adopted By Board: \_\_\_\_\_ February 24, 2015

\_\_\_\_\_  
 District Superintendent's Signature

*(Signature)*  
 2-2-15  
 2-2-15

FLORIDA DEPARTMENT OF EDUCATION  
 FINANCIAL MANAGEMENT SECTION  
 AMENDMENT TO DISTRICT SCHOOL BUDGET FY 2014 - 2015

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 AMENDMENT No. 1 - Race to the Top  
 Special Revenue - Other

ESTIMATED REVENUE					
	Revenue Code	Present Budget	Increase	Decrease	Revised Budget
<b>Totals</b>		646,690.51	42,050.98	0.00	688,741.49
Race To The Top	3214	646,690.51	42,050.98	0.00	688,741.49
APPROPRIATIONS					
	Function	Present Budget	Increase	Decrease	Revised Budget
Instructional Services	5000	232,729.11	0.00	0.00	232,729.11
Pupil Personnel Services	6100	5,000.00	0.00	0.00	5,000.00
Instructional and Curr. Development Srv.	6300	81,190.87	0.00	0.00	81,190.87
Instructional Staff Training	6400	274,020.53	42,050.98	0.00	316,071.51
Instructional Related Technology	6500	0.00	0.00	0.00	0.00
General Administration	7200	0.00	0.00	0.00	0.00
Central Services	7700	38,750.00	0.00	0.00	38,750.00
Administrative Technology Services	8200	15,000.00	0.00	0.00	15,000.00
<b>Totals</b>		646,690.51	42,050.98	0.00	688,741.49

Adopted By Board: \_\_\_\_\_ February 24, 2015

\_\_\_\_\_  
 District Superintendent's Signature

*(Signature)*  
 2-2-15



School District of Indian River County  
 Amendment to District School Budget FY 2014-2015  
 Amendment #1 – Special Revenue Other

There was a net increase in Estimated Revenue during the period July 1, 2014- December 31, 2014 of \$14,266.05 as discussed below:

Race to the Top:

- (750.00) Reverse unused budget in 2013-2014 RTTT District Evaluation System Monitoring after final FA399 sent to the Florida Department of Education.
- (32,199.02) Reverse unused budget in 2013-2014 RTTT Florida Standards Professional Development Action Project after final FA399 sent to the Florida Department of Education.
- 75,000.00 Budget adoption RTTT Professional Development for Digital Learning per Florida Department of Education Project Award Notification (PAN) dated 10/10/14.

Individuals with Disabilities Act:

- (552.71) Budget decrease from Florida Department of Education on Project Award Notification (PAN) dated 12/30/14 for 2014-2015 IDEA Part B Pre-K Entitlement.

Title I:

- (46,471.63) Reverse unused budget in 2013-2014 Title I Migrant after final FA399 sent to the Florida Department of Education.
- 3,027.00 Budget increase from Florida Department of Education Project Award Notification (PAN) dated 10/31/14 for 2014-2015 Title I Migrant.

Federal through Local:

- 20,386.00 Budget allocation for SEDNET 2014-2015.

Other Federal through Local:

- (22,366.64) Reverse unused budget in 2013-2014 21<sup>st</sup>. Century after final FA399 sent to Florida Department of Education.

Title III:

- 18,193.05 Budget adoption Title III Enhanced Instructional Opportunities for Recently Arrived Immigrant Children/Youth per Florida Department of Education Project Award Notification (PAN) dated 11/21/2014.

\$ 14,266.05 Total Net Change in Estimated Revenue for the period July 1- December 30, 2014.

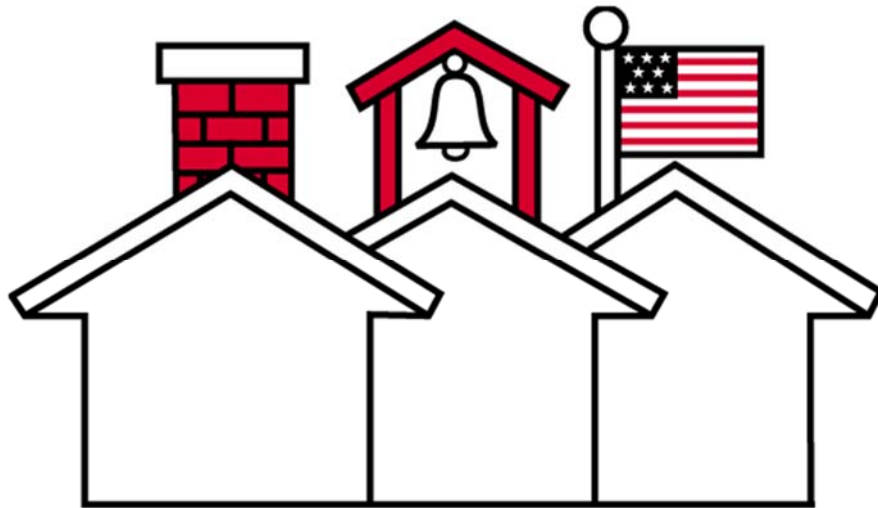
Appropriations:

Appropriation changes reflect the amendment to functions for the grants amended to Estimated Revenue listed above and for function shifts to cover grant expenditures through December 31, 2014.

*(Handwritten initials and dates)*  
 2-2-15  
 2-2-15

# School District of Indian River County

*"Educate and inspire every student to be successful"*



## **2014-2015 STUDENT PROGRESSION PLAN**

Student Progression Plan  
**TABLE OF CONTENTS**

**INTRODUCTION** ..... 1

**GENERAL INFORMATION** ..... 2-13

Admission-Requirements for Original Entry..... 2

Interstate Compact for Military Children ..... 2

Attendance..... 2

Curricula..... 2-3

Report Cards..... 3-4

Student Progression and Progress Monitoring Plans..... 4-5

Indian River Multi-Tiered System of Support (IR MTSSS) ..... 5-7

Academically Challenging Curriculum to Enhance Learning..... 7-8

Home Education ..... 8

Elementary School..... 8-9

Middle School ..... 9

Part-time Enrollment ..... 9

Interscholastic Extra-Curricular Activities ..... 9

Transferring into Middle School from Home Education ..... 9

High School..... 9-10

Part-time Enrollment ..... 9-10

Interscholastic Extracurricular Activities ..... 10

Transferring into High School from Home Education ..... 10

Virtual Instruction ..... 10-11

Indian River Virtual School..... 11-12

Grade Placement Procedures ..... 11

Attendance ..... 12

Extracurricular and Enrichment Activities ..... 12

Retention/Credit Retrieval..... 12

Elementary School..... 12

Middle School ..... 12

High School ..... 12

Promotion/Graduation..... 12

Florida Virtual School..... 12-13

Part-Time Program ..... 13

Virtual/Online Course Requirement..... 13

Florida Standards Assessments (FSA) and Other Mandatory Assessments..... 13

**STUDENT PROGRESSION GRADES K – 5** ..... 14-26

Curricula..... 14

Physical Education Waiver ..... 14

Student Assignment..... 15

Participation in State Wide Assessment Programs ..... 15-16

Participation in District-Wide Assessment Program ..... 16

Progress Monitoring Plans and Remediation ..... 16-17

The Balanced Literacy Plan..... 17-18

Grading and Reporting for Kindergarten to Fifth Grade ..... 18-19

Grading-Academic Achievement Grade ..... 19

Work Habit Grade ..... 19-20

Promotion Policy ..... 21

Referral to Promotion Review Committee ..... 21-22

Promotion with a Progress Monitoring Plan (PMP) ..... 22

Retention..... 22

Retention in Grade 3 Based on Reading Proficiency and Good Cause Exemptions..... 22-23

Student Progression Plan

Summer School .....	23
Promotion after Summer School (3 <sup>rd</sup> Grade Reading Camp).....	23
Third Grade Mid-Year Promotion.....	23-24
Successful Progression of Retained Third Graders .....	24-25
Intensive Intervention.....	25
Intensive Acceleration Class.....	25-26

**STUDENT PROGRESSION GRADES 6 – 8..... 27-37**

Program Requirements.....	27-29
Grading and Report Cards.....	29-30
Credit Acceleration Program (CAP).....	31
CAPE Digital Tool Certificates .....	31
Academically Challenging Curriculum to Enhance Learning (ACCEL) .....	31-32
Content Enrichment ACCEL Options.....	31
Grade/Subject Area Advancement ACCEL Options.....	31-32
Student Mid-Term Progress Reports .....	32
Promotion Criteria.....	32
Remediation and Progress Monitoring .....	32-33
Promotion with Remediation and Retention .....	33-34
Summer School .....	34
State Uniform Transfer of Middle School Course/Credits.....	34-35
High School Credit Earned in Middle School.....	35
End of Course (EOC) Assessment Requirements .....	35
Dual Enrollment .....	36-37

**STUDENT PROGRESSION GRADES 9 – 12..... 38-65**

Credit (As Defined in Section F.S. 1003.436).....	38
Virtual on Line Course Requirements.....	38
End of Course (EOC) Assessment Requirements .....	38-39
Summary of High School Accountability Assessments and High School Graduation Requirements .....	39
High School Standard Diploma Graduation Credit Requirements .....	39-43
Students Entering Grade Nine in 2013-2014 or 2014-2015 .....	40-41
Students Entering Grade Nine in 2012-2013.....	41
Students Entering Grade Nine in 2011-2012.....	42-43
Earning Credit .....	43-44
Three Year College Preparatory Program.....	44-45
Three Year Career Preparatory Program .....	45
Career & Professional Education (CAPE) Academies .....	45-46
CAPE Industry Certifications .....	46
Selection of an Accelerated Graduation Option .....	46
Credit Acceleration Program (CAP).....	46-47
Early High School Graduation .....	47
Academically Challenging Curriculum to enhance (ACCEL).....	47-48
Content Enrichment ACCEL Options.....	47
Grade/Subject Area Advancement ACCEL Options.....	47-48
Statewide Assessment and GPA Requirements for Accelerated Graduation Options .....	48-49
Required Grade Point Average for Standard High School Graduation .....	49
Additional Requirements for Standard High School Diploma .....	49-51
Concordant Scores Option .....	50
FCAT.....	50
FCAT 2.0 and Florida EOC Assessments .....	50
High School Competency Test (HSCT).....	50-51
Graduation Options.....	51
Other Options.....	51-53
Additional Instruction to Meet High School Graduation Requirements .....	53
Grading and Report Cards.....	53

Student Progression Plan

Grading of Dual Enrollment Coursework ..... 53  
Weighted Grade Policy ..... 53-54  
Promotion and Grade Classification ..... 54  
Student Mid-Term Progress Report..... 55  
Remediation ..... 55-56  
Honor Graduate Designation ..... 56  
Scholar Graduate Designation..... 56  
Merit Graduate Designation ..... 56  
Performance Based Diploma Requirements ..... 56-57  
High School Equivalency ..... 57  
Adult Education High School Classes ..... 57  
Articulated Acceleration ..... 57  
Dual Enrollment ..... 59  
Early Admission Full Time Dual Enrollment..... 59  
Career Early Admission ..... 59  
Graduation Under Early Admission and Advanced Studies Through Other Colleges and Universities 59-60  
Advanced Placement..... 60  
Dual Enrollment and Advanced Placement Instruction ..... 60  
The International Baccalaureate Program ..... 60  
Career and Professional Education/Ready to Work ..... 60-61  
Credit by Examination ..... 61  
Advanced International Certificate of Education (A.I.C.E.)..... 61  
State Board of Education Review ..... 61  
State Uniform Transfer of High School Credits..... 62-63  
Bright Futures Scholarship..... 63  
    Florida Academic Scholars (FAS)..... 63  
    Florida Medallion Scholars (FMS) ..... 63  
    Florida Gold Seal Vocational Scholars (GSV) ..... 64-65  
        4-year Diploma ..... 64  
        3-year Career Preparatory Diploma ..... 64  
        3-year College Preparatory Diploma ..... 64  
        High School Equivalency ..... 64  
    Community Service..... 64  
    Test Scores..... 65

**EXCEPTIONAL STUDENT EDUCATION** ..... 66-72

Course Adaptations for Students with Disabilities ..... 66  
Online Instruction ..... 67  
Promotion of Students with Disabilities..... 67  
Retention/Assignment of Students with a Disability ..... 67  
Retention in Grade 3 Based Upon Reading Proficiency and Good Cause Exemptions ..... 67  
Extended School Year ..... 68  
Graduation Options for Students with a Disabilities (High School) ..... 68  
Standard Diploma ..... 68  
Waivers of State Standardized Assessment Requirements ..... 69  
Enhanced New Needed Opportunity for Better Life and Education  
    for Student with Disabilities (ENNOBLES) Act ..... 69  
End of Course (EOC)..... 69  
Special Diploma Options..... 69-70  
Minimum Subject Area Requirements for Other than Standard Diploma..... 70  
    Special Diploma Option 1 ..... 70  
    Special Diploma Option 2 ..... 70-71  
Special Certificate of Completion..... 72  
Post-Secondary Transition..... 72



**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) – (K-12)** ..... 73-77

- ESOL Program Overview..... 73
- Eligibility for ESOL Services ..... 73
- Provision to Notify Parent/Guardian in Home Language When Testing is Delayed..... 73
- English Language Learner (ELL) Committee ..... 73-74
- ESOL Program Eligibility Criteria..... 74
- Programmatic Assessment..... 74
- Equal Access to Appropriate Programming for English Language Learners ..... 74
- Statewide Assessment of English Language Learners ..... 75
- Accommodation for ELL Students in the Administration of Statewide Assessments ..... 75
- Extension of Services ..... 75
- ESOL Program Exit Options (6A-6.0903 FAC)..... 76
- Report Cards..... 77
- Retention..... 77

**STUDENT PROGRESSION: GLOSSARY OF TERMS**..... 78-80

**APPENDIX**..... 81-85

- Appendix A Semester Grade Conversion Chart (Grade 6)..... 81
- Appendix B Semester Grade Conversion Chart (Grade 7)..... 82
- Appendix C Semester Grade Conversion Chart (Grade 8 – 12)..... 83
- Appendix D International Baccalaureate Diploma Program..... 84
- Appendix E Semester Grade Conversion Chart (Grade 8-12) EOC 30% ..... 85

# **STUDENT PROGRESSION PLAN REQUIREMENTS AND PROCEDURES 2014-2015**

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

Mr. Andrew Rynberg  
Assistant Superintendent  
Tel: 772-564-3014

---

## **Sections:-Introduction/K-5**

Mrs. Deb Berg  
Director of Elementary Education  
Tel: 772-564-3067

## **Sections: -Virtual/Home School & Secondary 6 - 12**

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

## **Section: Exceptional Student Education (ESE) – (K-12)**

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

## **Section: English for Speakers of Other Languages (ESOL) – (K-12)**

Mrs. Karen Malits  
Coordinator of Title I, III, & X Programs  
Tel: 772-564-3038

Student Progression Plan

# 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 student 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 student resided prior to moving to Indian River County. However, any student who does not present a certification of school entry health examination and immunization within thirty (30) days will be refused attendance in school until the requirement is completed. An exemption may be granted as provided in F.S. 1003.22.

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, 1000.38, and 1000.39, F.S.*

### **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 Florida Standards.

The Florida Standards will be fully implemented in grades K-12 in the 2014-2015 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 required Florida 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.

## Student Progression Plan

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 shall 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 Assessment of Standards in English Language Arts grades 3-11 and mathematics in grades 3-8 must be provided with additional assessments to determine the nature of the student difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

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)*

A portfolio of English Language Arts standards will be created for students in Grade 3 who are not meeting grade level expectations. This portfolio will document the levels of achievement the student has met in regards to each standard. Parents will be notified throughout the year if their child is not meeting expectations and are at risk of scoring below a level 3 on the Florida Standards Assessment, and a plan of remediation will be discussed with the parent.

### **INDIAN RIVER MULTI-TIERED SYSTEM OF SUPPORT (IR MTSS)**

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

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

A comprehensive MTSS framework includes the following essential components:

1. High quality, evidence-based core, supplemental, and intensive instruction and supports.



## Student Progression Plan

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

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

### Figure I. Characteristics of Levels of Tiered Supports and Specially Designed Instruction

#### Tier 1

##### Core, Universal Supports

- Research/Evidence-based, high-quality, general education instruction and supports
- Includes differentiated instruction
- Universal screening and benchmark assessments for all students
- Data collection continues to inform instruction
- *If less than 80% of students meet predetermined standards given core, universal instruction, teachers will engage in Tier 1 problem-solving*

#### Tier 2

##### Targeted, Supplemental Supports

- Interventions/supports based on data revealing that students need more assistance to meet expected performance standards than core, universal instruction
- Interventions/supports and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Interventions/supports are aligned with the Florida Standards and core instructional goals.
- Progress monitoring occurs more frequently to ensure that the intervention is working (recommended bi-weekly)
- *If more than 15% of students are receiving support at this level, teachers will engage in Tier 1 problem-solving*

#### Tier 3

##### Intensive, Individualized Supports

- Intensive, individualized interventions/supports based on individual student needs
- Students receiving prolonged interventions may be several grade levels behind or ahead
- Interventions/supports aligned with core curriculum/instruction and supplemental interventions/supports.
- Progress monitoring occurs frequently to ensure maximum acceleration (recommended weekly)
- *If more than 5% of students are receiving support at this level, teachers will engage in Tier 1 and Tier 2 problem-solving*



### **Specially Designed Instruction**

- Intensive, individualized instruction/interventions/supports that are provided to address the unique needs of a child with a disability who have been found eligible for services under the Individual with Disabilities Education Act (IDEA).
- Includes adaptations to the content, methodology, or delivery of instruction to ensure access to the general education curriculum
- A student's needed adaptations provided throughout core, supplemental, and intensive instruction.
- Services and supports provided are implemented as a part of an Individual Education Plan (IEP)
- Services/supports aligned with core curriculum/instruction, supplemental interventions/supports, and intensive interventions/supports.
- Progress monitoring frequently to ensure maximum acceleration (weekly recommended)

### **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, and 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 has been developed for students meeting eligibility requirements. A Performance Contract with attendance, conduct, participation requirements and grade expectations has also been developed, copies of the policy are available upon request.

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  
Address
  - c. 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. 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. 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 extracurricular 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, created 1002.455, F.S. The statute states, A student may participate in virtual instruction in the school district in which he or she resides if the student meets the eligibility criteria. The student is eligible to participate if:

1. The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program 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 a permanent change of station order.
3. The student was enrolled during the prior school year in a virtual instruction program under s. 1002.45, the K-8 Virtual School Program under s. 1002.415, or a full-time Florida Virtual School program under s. 1002.37.
4. The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year; or
5. The student was eligible to enter kindergarten or first grade.

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

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

Students residing within Indian River County have opportunities to participate in virtual education programs, they include, Indian River Virtual School, Brevard Virtual School, K12 Virtual School(Fuel Education), Pasco County and Florida 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](http://www.FLVSFT.com).

To be eligible to enroll in the Indian River Virtual School 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 FEP 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 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](http://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.
4. 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 (Beginning August 1, 2014 an Online Driver's Education course does satisfy the Virtual Online course requirements beginning with the 2014-15 9<sup>th</sup> grade cohort). A student who is enrolled in a full-time or part-time virtual instruction program meets this requirement. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. *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.

### **FLORIDA STANDARDS ASSESSMENTS (FSA) AND OTHER MANDATORY ASSESSMENTS**

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

## 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 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/Civics, science, physical education, music, art, media/Technology, 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 <https://www.indianriverschools.org/SiteDirectory/Curriculum/Pages/default.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 Director of Elementary Education will be involved in the decision making process. This process would involve the accumulation of evidence that the student is prepared academically, socially and emotionally for the challenges of that grade.

## **PARTICIPATION IN STATE WIDE ASSESSMENT PROGRAM**

### **1. Florida Kindergarten Readiness Screener (FLKRS)**

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 30<sup>th</sup> day of school will be administered a FLKRS assessment. A screener determined by the Department of Education. *F.S. 1002.69*

### **2. Florida Assessment for the Instruction of Reading (FAIR-FS)**

The Florida Assessment for the Instruction of Reading is administered to all 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 Standards Assessment (FSA-AIR)**

The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and will be fully implemented in grades K–12 in the 2014–2015 school year. All Florida schools will teach the Florida Standards, and the Florida Department of Education (FDOE) has contracted with the American Institutes for Research (AIR) to develop and administer new statewide assessments. These assessments will provide parents, teachers, policy makers and the general public with information regarding how well students are learning the Florida standards. The following assessments will be administered for the first time spring 2015. For grades 3-5, English Language Arts Assessment with a writing component for grades 4-5. For grades 3-5, Mathematics and grade 5 will continue to take the Next Generation Standards Assessment in science during this same time.

### **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.

**PARTICIPATION IN DISTRICT-WIDE ASSESSMENT PROGRAM**

All Kindergarten through third grade students are expected to participate in the Stanford Achievement Test, Tenth Edition (SAT-10) 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.

**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 English Language Arts, science and mathematics or who score below Level 3 in English Language Arts 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 English Language Arts 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.

If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained. The parent of any student who exhibits a substantial deficiency in reading, will be notified in writing through the reading deficiency letter that his or her child has been identified as having a substantial deficiency in reading. This letter will describe the current services and proposed supplemental instruction services and supports that will be provided to help remediate the identified area of reading deficiency. Strategies for parents to use in helping their child succeed in reading proficiency will also be documented in the reading deficiency letter.

The district school board may only exempt students from mandatory retention, for good cause.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of F.S. 1008.212.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. *F.S. 1008.25*
7. Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

## **THE BALANCED LITERACY PLAN**

The focus of the Balanced Literacy Plan 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.

#### Student Progression Plan

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 Florida Standards Assessment (FSA) 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).*

The district's criteria and policies for mid-year promotion of a retained 3<sup>rd</sup> 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, and conduct of students in kindergarten through grade five.

The report will be based upon the student's classroom work, observations, assessments, and other relevant information as per *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 evaluation 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 school/class/curricular assessments 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.

### **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                   | • Preparedness |
| • Class work/Homework Completion     | • Punctuality  |
| • Individual and Group Participation | • Attendance   |
| • Organization                       | • Honesty      |



Student Progression Plan

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	=	89.5 - 100
B	=	79.5 - 89.49
C	=	69.5 - 79.49
D	=	59.5 - 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	89.5 - 100
S	=	Successfully Meeting Expectations	79.5 - 89.49
P	=	Progressing, But Needs Support	69.5 - 79.49
N	=	Not Meeting Expectations	0 - 69.49
X	=	Area of Concern	
NE	=	Not evaluated at this time, standard not covered	

The following letter grades are used in Kindergarten:

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

The following letter grades are used in First Grade:

<b>ACADEMIC &amp; WORK HABIT REPORT CARD KEY</b>	
<b>E</b> = Exceeding Expectations	<b>P</b> = Progressing, but Needs Support
<b>S</b> = Successfully Meeting Expectations	<b>N</b> = Not Meeting Expectations
<b>I</b> = Improving, but Needs Support	
<b>X</b> = Area of Concern / Improvement Needed	
<b>NE</b> = 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 Florida Standards—that are necessary for successful grade-to-grade progression and high school graduation. Satisfactory performance shall be measured based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information as per 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 who's 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 or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment.
5. Students with disabilities who participate in the statewide, standardized Reading assessment or, upon implementation, the English Language Arts assessment and who have an individual Educational Plan or a section 504 plan that reflects that the student has received the intensive remediation in reading, and was previously retained in kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes diagnostic information and specific reading strategies. A student may not be retained more than once in grade 3.  
*F.S.1008.25*



7. Students who have received intensive remediation in reading or English Language Arts for 2 or more years, but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

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

The teacher will submit to the principal documentation that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Such documentation may consist 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. Academic summer programs will be offered beyond third grade when funding is available.

### **PROMOTION AFTER SUMMER SCHOOL (3<sup>rd</sup> Grade Reading Camp)**

Students who score at level 1 on the statewide, standardized reading assessment in third grade must be retained. These students can demonstrate reading proficiency at level 2 or higher through a portfolio. Students who are not exempted from retention through these or other good cause exemptions can continue to accumulate evidence for a portfolio throughout summer reading camp. 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 an administrator or designee for verification. When performance is verified, the student's home school will be notified. Students who do not meet one of these promotion criteria at the end of summer reading camp, will be retained in third grade.

### **THIRD GRADE MID-YEAR PROMOTION**

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

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. This evidence must include multiple choice items from passages that are approximately 60% literary text and 40% informational text and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the third-grade reading standards or teacher-prepared assessments that are aligned with the third-grade reading standards. For each standard there must be at least three examples of mastery and all examples of mastery must be demonstrated by a grade of "C" or higher.

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 above the 45<sup>th</sup> percentile on the SAT 10.

2. Mid-Year Promotion after November 1

a. By Portfolio

The portfolio must contain evidence of mastery of third grade Florida Standards 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 Florida Standards. This evidence must include multiple choice items from passages that are approximately 60% literary text and 40% informational text and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the fourth-grade reading standards or teacher-prepared assessments that are aligned with the third-grade reading standards. 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 the Florida Standards Assessment and are not eligible for promotion through good cause will be retained in third grade. Written notice will be sent to the parent of any third grade retained student. This notice will indicate:

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

The notification must comply with the provisions of *F.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. have reduced student-teacher ratio in accordance with FS 1008-25 especially during intervention reading instruction
2. be taught through effective instructional practices
3. receive differentiated and intensive instruction with materials different than those used with the child during their previous year in third grade.
4. have a daily, uninterrupted 90 minute reading block that uses scientifically research-based reading instruction including small group instruction.
5. be provided additional reading instruction
6. have additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need and strategies for appropriate intervention and instruction.
7. more frequent progress monitoring than other students along with a PMP (Progress Monitoring plan which will include developing a student portfolio.
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, a read at home plan outlined in a parental contract, including participation in
2. Family Nights 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 Florida Standards Assessment and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the Florida Standards Assessment. This class must:

1. have a student teacher ratio lower than other 3<sup>rd</sup> 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 Florida 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

Student Progression Plan

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.

## 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 course descriptions and performance standards in the form of benchmarks for Florida Standards have been developed for each course offered in the 6-8 Program.

<b>English/ Language Arts (ELA)</b>	3 years
<b>Mathematics</b>	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. Earning high school credit for Algebra I or Geometry course is contingent upon the student's performance on the end-of-course (EOC) assessment required by F.S. 1008.22(3)(c)2.a.(I), and F.S.1003.4285,(a)2 and beginning in the 2012-2013 school year, the results will count as 30% of the final grade 1008.22F.S.  Students enrolled in high school Geometry, beginning in the 2012-2013, must take the EOC and the results will count as 30% of the final grade <i>F.S. 1008.22</i>
<b>Science</b>	3 years Beginning in the 2012-2013, middle grades students enrolled in high school Biology 1 must take the Biology EOC and the results will count as 30% of the final course grade <i>F.S. 1008.22</i>
<b>Social Studies</b>	3 years Including the study of the US/Florida history, civics, and world cultures. Civics will have an EOC and the results will count as 30% of the final course grade. <i>F.S. 1008.22</i>
<b>Reading</b>	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:**

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

Student Progression Plan

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.

The course may be taught by any member of the instructional staff; must result in a completed

<b>English/Language Arts</b>	3 year- long (or equivalent) middle school or higher courses that shall emphasize literature, composition and technical text.
<b>Mathematics</b>	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.
<b>Science</b>	3 year- long (or equivalent) middle school or higher courses in science.
<b>Social Studies</b>	3 year- long (or equivalent) middle school or higher courses in social studies, one year of which must include the study of state and local government and civics education.
<b>Career and Education Planning</b>	One course in career and education planning to be completed in the seventh or eighth grade.

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 be internet-based to inform students of high school graduation requirements and diploma designation options, 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 the ELA of the standardized statewide assessment 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. F.S. 1011.62(9),



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 the standardized statewide assessment for Mathematics must receive remediation the following year, which may be integrated into the student's required mathematics course *F.S. 1000.42*.

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*

F.S. 1001.42 (18) (b) Includes all students taking the Florida Alternative Assessment (FAA) for ELA and Mathematics to be considered for early warning remediation regardless of their performance level, as they are not demonstrating proficiency on the traditional standards.

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:  
<https://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 or Florida 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 all courses in grades six through twelve.

For the 2014-2015 school year only, sixth grade students will take a unit or quarter test during the regularly scheduled first semester exam period that will be calculated into the second nine week grade. Sixth grade students will take a comprehensive semester assessment during the regularly scheduled second semester exam period that will be calculated into the second semester grade.



Student Progression Plan

Teachers of students in grade six will use **Appendix A** Grade Conversion Chart for the first semester. Teachers of students in grade six will use **Appendix B** Grade Conversation Chart for the second semester.

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.

<b>A</b>	=	89.50 - 100	Outstanding Progress
<b>B</b>	=	79.50 - 89.49	Above Average Progress
<b>C</b>	=	69.50 - 79.49	Average Progress
<b>D</b>	=	59.50 - 69.49	Lowest Acceptable Progress
<b>F</b>	=	0 - 59.49	Failing
<b>I</b>	=	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)
<b>S</b>	=	Satisfactory	
<b>U</b>	=	Unsatisfactory	
<b>NG</b>	=	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.

## **CAPE DIGITAL TOOL CERTIFICATES**

Beginning with the 2015-2016 school year, middle school students have the opportunity to earn a digital tool certificate. Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. These digital skills include word processing, spreadsheets, presentations, and digital arts and are taught in the year-long computer class at each middle school. Each student will receive a high school credit after successful completion of this course.

## **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 *F.S. 1003.4295*,

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 *F.S.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 8<sup>th</sup> grade to 9<sup>th</sup> grade until they have successfully completed all of the requirements in the core academic areas as required by the State of Florida.

## **REMEDICATION AND PROGRESS MONITORING**

Students will be identified for remediation by the student's classroom work, observations, tests, district and state assessments, and other relevant information. Remedial instruction may differ according to age, grade, and educational need. The principal may reassign students during the school year if teacher evaluations and test scores indicate the need for reassignment. Students who are performing below grade level expectations and who do not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who score below Level 3 on statewide assessments as stated in Section *F.S.1008.22*, 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 FSA 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 8<sup>th</sup> grade will be retained.

Students who are retained in 8<sup>th</sup> 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 FSA; 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.

Students will have an opportunity to take at least 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	8 <sup>th</sup>	NA	There is not a lower level course
Algebra 1	8 <sup>th</sup>	65 <sup>th</sup> day	Algebra 1A
Algebra 1 Honors	7 <sup>th</sup> & 8 <sup>th</sup>	65 <sup>th</sup> day	Algebra 1 or Algebra 1A
Geometry Honors	8 <sup>th</sup>	65 <sup>th</sup> day	Elective or On-line Regular Geometry
Spanish 1	8 <sup>th</sup>	65 <sup>th</sup> day	Elective
Intro to Info Tech	8 <sup>th</sup>	NA	Elective

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 65<sup>th</sup> 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 taken in middle school who want to be removed from the course, must be removed by the 65<sup>th</sup> 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 by the 65<sup>th</sup> 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)*



## **DUAL ENROLLMENT**

Secondary students in a Florida public school are eligible for dual enrollment and may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term (*F.S. 1007.271*)

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 (*F.S. 1007.273*). 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 through 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.

The career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course *F.S. 1008.44*. 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 *F.S. 1007.272(21)*.

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](http://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 advanced placement International Baccalaureate (IB), and Certificate of Education 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*

**End of Course (EOC) Assessment Requirements**

For promotion to 9<sup>th</sup> grade, successful completion of a high school level Algebra I, Geometry, or Biology course is not contingent upon the performance on the end-of-course assessment. 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 standardized statewide assessment *F.S.1008.22*.

Beginning with the 2013-2014 school year, each student's performance on the statewide standardized EOC assessment in civics education must constitute 30 percent of the student's final grade. If a student is enrolled in an Algebra I course in Middle school, they must take and pass the EOC, to fulfill the graduation requirements for high school.

## 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 ONLINE 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 *F.S. 1002.45* meets this requirement. This requirement does not apply to a student who has an individual educational plan. *F.S. 1003.57*, 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. An online Driver's Education course does not satisfy the virtual online course requirement beginning with the 2013-14 9<sup>th</sup> grade cohort.

### **END OF COURSE (EOC) ASSESSMENT REQUIREMENTS**

The 2010-2011 ninth grade cohort shall take the statewide, standardized Algebra I end-of-course assessment under *F.S. 1008.22 (3) (c) 2.c.*, 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 *F.S. 1008.22(3)(c)2.c.*, 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 US History EOC 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**

Students will take the Florida standardized statewide assessment to measure student achievement in reading (grades 3-10), writing (grades 4-11), and mathematics (grades 3-8). The Florida End of Course (EOC) assessments are very different from the standardized statewide assessment. Students will participate in these computer-based EOC 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. Students must pass the 10<sup>th</sup> grade ELA FSA (or ACT/SAT concordant score) and Algebra I EOC or earn a comparative score on a Postsecondary Education Readiness Test (PERT). Students are required to participate in the EOC tests and the results will count 30% of the student's final grade *F.S. 1003.4282*.

	2011-12	2012-13	2013-14	2014-15
<b>School Grades Calculations</b>	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	Gr. 9/Gr. 10/Gr. 11 ELA FSA Algebra 1 EOC Geometry EOC Biology 1 EOC US History EOC Algebra II (if enrolled)

**HIGH SCHOOL STANDARD DIPLOMA GRADUATION CREDIT REQUIREMENTS**

Except as otherwise authorized pursuant to S.1003.429, F.S., for Accelerated high school graduation options, 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.

Student Progression Plan

<b>STUDENTS ENTERING GRADE NINE IN 2013–2014 or 2014-2015</b>		
<b>English Language Arts (ELA)</b>	<b>4 credits</b>	<ul style="list-style-type: none"> <li>• ELA I, II*, III, IV</li> <li>• ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement</li> </ul>
<b>Mathematics</b>	<b>4 credits</b>	<ul style="list-style-type: none"> <li>• One of which must be Algebra I* and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I* and Geometry*)</li> </ul>
<b>Science</b>	<b>3 credits</b>	<ul style="list-style-type: none"> <li>• One of which must be Biology I*, two of which must be equally rigorous science courses.</li> <li>• Two of the three required credits must have a laboratory component.</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I*)</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I*).</li> </ul>
<b>Social Studies</b>	<b>3 credits</b>	1 World History* 1 United States History .5 Economics (must include Financial Literacy) .5 American Government
<b>Physical Education</b>	<b>1 credit</b>	<b>Option 1: 1 Credit</b> in Physical Education to include the integration of Health (HOPE) <b>Option 2: .5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health (other eligible courses or eligible course substitutions **) 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: <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Performing Fine Arts/Practical Arts Career &amp; Technical Education</b>	<b>1 credit or ½ credit in each of the areas to the right</b>	<ul style="list-style-type: none"> <li>• One credit in practical arts career and technical education or exploratory career and technical education</li> <li>• 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</li> </ul>
<b>Eight credits electives:</b>		<ul style="list-style-type: none"> <li>• <b>Four (4) credits</b> in elective courses selected by the student as part of the education plan required by S.1003.4156 F.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.</li> <li>• 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</li> <li>• For each year in which a student scores at Level 1 the statewide assessment 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 <i>F.S.1011.62. (9)</i>.</li> <li>• For each year in which a student scores Level 1 or Level 2 on the statewide assessments, these courses may be taught through applied, integrated or combined courses and are subject to approval by the Department of Education.</li> <li>• At least one course within the 24-credit program must be completed through online learning.</li> </ul>
<b>World Languages</b>		<ul style="list-style-type: none"> <li>• Minimum 2 years of the same language required for admission into most universities and some scholarships.</li> <li>• Not required for standard diploma graduation.</li> </ul>
<b>Online course</b>		<ul style="list-style-type: none"> <li>• At least one course within the 24-credit program must be completed through online learning. Students must earn a 2.0 grade point average on a 4.0 scale. A virtual driver education course may satisfy this online course graduation requirement.</li> </ul>
<b>State Assessments*</b>		<ul style="list-style-type: none"> <li>• Students must earn a passing score on the Grade 10 ELA statewide assessment.</li> <li>• Students must take the Grade 11 ELA statewide assessment when implemented.</li> <li>• Passing the Algebra 1 EOC is required and the results will count as 30% of the final course grade.</li> <li>• Students must take the Geometry EOC and the results will count as 30% of the final course grade.</li> <li>• If Algebra II is selected, Algebra II EOC assessments will count for 30% of the final course grade when implemented.</li> <li>• Students must take the Biology EOC assessment and the results will count as 30% of the final course grade.</li> <li>• Students must take the US History EOC assessment and the results will count as 30% of the final course grade.</li> </ul>
<b>Grade Point Average</b>		<ul style="list-style-type: none"> <li>• Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</li> </ul>
<b>Service Hours</b>		<ul style="list-style-type: none"> <li>• Bright Futures requires 100 or 75 for FAS and FMS scholarships respectively.  <a href="http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf">http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf</a></li> </ul>



Student Progression Plan

<b>STUDENTS ENTERING GRADE NINE IN 2013–2014 or 2014-2015(cont' d)</b>	
<b>Scholar Designation</b>	<ul style="list-style-type: none"> <li>In addition to meeting the standard high school diploma requirements:</li> <li>Pass ELA Grade 11 statewide assessment once implemented</li> <li>Algebra II and must pass the EOC assessment when implemented</li> <li>Statistics or equally rigorous math</li> <li>Chemistry or Physics and another equally rigorous science</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>Pass Biology EOC assessment</li> <li>Pass US History EOC assessment (<i>F. S. 1003.4285</i>)</li> </ul>
<b>Merit Designation</b>	<ul style="list-style-type: none"> <li>In addition to meeting the standard high school diploma requirements:</li> <li>Attain one or more industry certifications from the list established (<i>F. S. 1003.4285</i>)</li> </ul>
<b>ACCEL Program (18 credits minimum)</b>	<ul style="list-style-type: none"> <li>Physical education not required</li> <li>Online course not required</li> <li>3 elective credits only</li> <li>Service Hours are not required</li> <li>All other graduation requirements for a standard diploma must be met (<i>per F.S. 1003.4282(3) (a)-(e)</i>).</li> </ul>

<b>STUDENTS ENTERING GRADE NINE IN 2012 - 2013</b>		
<b>English Language Arts (ELA)</b>	<b>4 credits</b>	<ul style="list-style-type: none"> <li>ELA I, II*, III, IV</li> <li>ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement</li> </ul>
<b>Mathematics</b>	<b>4 credits</b>	<ul style="list-style-type: none"> <li>One of which must be Algebra I* and one of which must be Geometry</li> <li>Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I* and Geometry*)</li> </ul>
<b>Science</b>	<b>3 credits</b>	<ul style="list-style-type: none"> <li>One of which must be Biology, two of which must have a laboratory component</li> <li>Any industry certification that leads to college credit substitutes for up to one science credit (except Biology I)</li> <li>An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>Social Studies</b>	<b>3 credits</b>	<ul style="list-style-type: none"> <li>1 credit World History*</li> <li>1 credit United States History</li> <li>.5 credit Economics (must include Financial Literacy)</li> <li>.5 credit American Government</li> </ul>
<b>Physical Education**</b>	<b>3 credits</b>	<ul style="list-style-type: none"> <li>Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE)</li> <li>Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS</li> <li>**2 credits of JROTC satisfy this requirement</li> </ul>
<b>Performing Fine Arts/Practical Arts Career &amp; Technical Education</b>	<b>1 credit</b>	<ul style="list-style-type: none"> <li>Fine or Performing Arts, Speech and Debate, or eligible Practical Arts.</li> </ul>
<b>Eight credits electives:</b>		<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>For each year in which a student scores at Level 1 the state wide assessment or 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 F.S.1011.62. (9), F.S.</li> <li>For each year in which a student scores Level 1 or Level 2 on the state wide assessments</li> </ul>
<b>World Languages</b>		<ul style="list-style-type: none"> <li>Minimum 2 years of the same language required for admission into most universities and some scholarships.</li> <li>Not required for standard diploma graduation.</li> </ul>
<b>Online course</b>		<ul style="list-style-type: none"> <li>At least one course within the 24-credit program must be completed through online learning. Students must earn a 2.0 grade point average on a 4.0 scale. A virtual driver education course may satisfy this online course graduation requirement.</li> </ul>
<b>State Assessments*</b>		<ul style="list-style-type: none"> <li>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score).</li> <li>Students must earn a passing score on the Algebra 1 EOC to earn credit.</li> <li>Students must take the Geometry EOC.</li> <li>Students must take the Biology EOC.</li> <li>Students must take the US History EOC and the results will count as 30% of the final course grade.</li> </ul>
<b>Grade Point Average</b>		<ul style="list-style-type: none"> <li>Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</li> </ul>
<b>Service Hours</b>		<ul style="list-style-type: none"> <li>Bright Futures requires 100 or 75 for FAS and FMS scholarships respectively. <a href="http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf">http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf</a></li> </ul>

Student Progression Plan

**STUDENTS ENTERING GRADE NINE IN 2012 – 2013(cont'd)**

<b>Scholar Designation</b>	<ul style="list-style-type: none"> <li>In addition to meeting the standard high school diploma requirements:</li> <li>Pass ELA Grade 11 statewide assessment once implemented</li> <li>Algebra II and must pass the EOC assessment when implemented</li> <li>Statistics or equally rigorous math</li> <li>Chemistry or Physics and another equally rigorous science</li> <li>2 credits in the same world language</li> <li>Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>Pass Biology EOC assessment</li> <li>Pass US History EOC assessment</li> </ul>
<b>Merit Designation</b>	<ul style="list-style-type: none"> <li>In addition to meeting the standard high school diploma requirements:</li> <li>Attain one or more industry certifications from the list established (per F.S. 1003.492).</li> </ul>
<b>ACCEL Program (18 credits minimum)</b>	<ul style="list-style-type: none"> <li>Physical education not required</li> <li>Online course not required</li> <li>3 elective credits only</li> <li>Service Hours are not required</li> <li>Passing the Algebra 1 EOC is required and the results will count as 30% of the final course grade.</li> <li>Students must take the Geometry EOC and the results will count as 30% of the final course grade.</li> <li>If Algebra II is selected, Algebra II Common Core assessments will count for 30% of the final course grade when implemented.</li> <li>Students must take the Biology EOC and the results will count as 30% of the final course grade. In addition to Biology, students must take 2 equally rigorous science courses.</li> <li>Students must take the US History EOC and the results will count as 30% of the final course grade.</li> </ul>

**STUDENTS ENTERING GRADE NINE IN 2011 - 2012**

<b>English Language Arts (ELA)</b>	<b>4 credits</b>	<ul style="list-style-type: none"> <li>ELA I, II*, III, IV</li> <li>ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement</li> </ul>
<b>Mathematics</b>	<b>4 credits</b>	<ul style="list-style-type: none"> <li>One of which must be Algebra I* and one of which must be Geometry</li> <li>Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I* and Geometry*)</li> </ul>
<b>Science</b>	<b>3 credits</b>	<ul style="list-style-type: none"> <li>One of which must be Biology, two of which must have a laboratory component</li> <li>Any industry certification that leads to college credit substitutes for up to one science credit (except Biology I)</li> <li>An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>Social Studies</b>	<b>3 credits</b>	<ul style="list-style-type: none"> <li>1 credit World History*</li> <li>1 credit United States History</li> <li>.5 credit Economics (must include Financial Literacy)</li> <li>.5 credit American Government</li> </ul>
<b>Physical Education **</b>	<b>3 credits</b>	<ul style="list-style-type: none"> <li>Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE)</li> <li>Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS</li> <li>**2 credits of JROTC satisfy this requirement</li> </ul>
<b>Performing Fine Arts/Practical Arts Career &amp; Technical Education</b>	<b>1 credit</b>	<ul style="list-style-type: none"> <li>Fine or Performing Arts, Speech and Debate, or eligible Practical Arts.</li> </ul>
<b>Eight credits electives:</b>		<ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>For each year in which a student scores at Level 1 the state wide assessment or 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 F.S.1011.62. (9),</li> <li>For each year in which a student scores Level 1 or Level 2 on the state wide assessments</li> </ul>
<b>World Languages</b>		<ul style="list-style-type: none"> <li>Minimum 2 years of the same language required for admission into most universities and some scholarships.</li> <li>Not required for standard diploma graduation.</li> </ul>
<b>Online course</b>		<ul style="list-style-type: none"> <li>At least one course within the 24-credit program must be completed through online learning. Students must earn a 2.0 grade point average on a 4.0 scale. A virtual driver education course may satisfy this online course graduation requirement.</li> </ul>

Student Progression Plan

<b>STUDENTS ENTERING GRADE NINE IN 2011 – 2012(cont'd)</b>		
<b>State Assessments*</b>		<ul style="list-style-type: none"> <li>• Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score).</li> <li>• Students must earn a passing score on the Algebra 1 EOC to earn credit.</li> <li>• Students must take the Geometry EOC. Students who take Geometry in school year 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final course grade.</li> <li>• Students must take the Biology EOC. Students who take Biology in school year 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final course grade.</li> </ul>
<b>Grade Point Average</b>		<ul style="list-style-type: none"> <li>• Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</li> </ul>
<b>Service Hours</b>		<ul style="list-style-type: none"> <li>• Bright Futures requires 100 or 75 for FAS and FMS scholarships respectively. <a href="http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf">http://www.floridastudentfinancialaid.org/ssfad/PDF/BFHandbookChapter1.pdf</a></li> </ul>
<b>Scholar Designation</b>		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• Algebra II</li> <li>• Statistics or equally rigorous math</li> <li>• Chemistry or Physics and another equally rigorous science</li> <li>• 2 credits in the same world language</li> <li>• Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>• Pass Biology EOC</li> <li>• Pass US History EOC</li> </ul>
<b>Merit Designation</b>		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> <li>• Attain one or more industry certifications from the list established (per <i>F.S. 1003.492</i>).</li> </ul>
<b>ACCEL Program (18 credits minimum)</b>		<ul style="list-style-type: none"> <li>• Physical education not required</li> <li>• Online course not required</li> <li>• Computer Competency not required</li> <li>• 3 elective credits only</li> <li>• Service Hours are not required</li> <li>• *Passing the Algebra 1 EOC is required and the results will count as 30% of the final course grade</li> <li>• *Students must take the Geometry EOC and the results will count as 30% of the final course grade</li> <li>• *If Algebra II is selected, Algebra II Common Core assessments will count for 30% of the final course grade when implemented</li> <li>• *Students must take the Biology EOC and the results will count as 30% of the final course grade. In addition to Biology, students must take 2 equally rigorous science courses.</li> <li>• *Students must take the US History EOC and the results will count as 30% of the final course grade</li> </ul>

**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.

Student Progression Plan

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 or 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. *F.S. 1003.4285.*

**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:**

<b>English</b>	4 credits	with major concentration in composition and literature
<b>Mathematics</b>	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.(II)F.S. must be met in order for a student to earn the required credit in geometry.
<b>Science</b>	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.
<b>Social Studies</b>	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 (must include Financial Literacy) .5 American Government

### Student Progression Plan

<b>World Language</b>	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.
<b>Electives</b>	2 credits	
<b>Total Required</b>	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:

<b>English</b>	4 credits	with major concentration in composition and literature
<b>Mathematics</b>	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.
<b>Science</b>	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.
<b>Social Studies</b>	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 (must include Financial Literacy) .5 American Government
<b>Career/Technical</b>	3 credits & 1 Elective credit	career education courses including 3 sequential courses in a career program and 1 other 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
<b>Total required</b>	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)*, *1003.429*

## **CAREER AND PROFESSIONAL EDUCATION (CAPE) ACADEMIES**

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. 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.



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.

### **CAPE INDUSTRY CERTIFICATIONS**

Secondary students have the opportunity to enroll in a “career-themed course” which includes an industry-specific curriculum aligned to workforce. To earn a CAPE industry certification, students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation. There is no monetary cost to the student regarding the certification assessment.

In fact, students may qualify for Gold Standard Industry Certification Articulation Agreements (Gold Standard Agreements). These agreements are maintained by the Florida Department of Education (FDOE) as a means for students to receive college credit for successfully earning a nationally recognized industry certification\* that is aligned with an associate in applied science or associate (AAS) in science (AS) degree. The intent is to guarantee the award of a minimum number of college credits for students entering the AAS or AS for which the Gold Standard Agreement is approved. Section 1003.493, Florida Statutes

### **SELECTION OF AN ACCELERATED GRADUATION OPTION**

Prior to selecting an accelerated graduation program (*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, receiving a standard high school diploma, if the student has completed a minimum of 24 credits and meets the graduation requirements in s. F.S.1003.4281, "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 F.S. 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 F.S.1009.531, 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 F.S.1009.532(4).

## **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 Level Advancement ACCEL options include:**

- whole-grade and midyear promotion
- subject-matter acceleration
- virtual instruction in higher grade level subjects
- Credit Acceleration Program under F.S.1003.4295
- Rigorous industry certifications and work related internships and apprenticeships under F.S.1003.492, 1008.44

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.

## **STATEWIDE ASSESSMENT AND GPA REQUIREMENTS FOR ACCELERATED GRADUATION OPTIONS**

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

1. Earn a passing score on the standardized statewide assessment as defined in *F.S 1003.4282*, or scores on a standardized test that are concordant with passing scores on the standardized statewide assessment as defined in *F.S 1003.4282*.
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

#### Student Progression Plan

2. Fails to earn five credits by the end of grade 9 (the first year) or fails to earn 11 credits by the end of grade 10 (the second year). Credits must meet the requirements of the graduation option selected in order to be counted as part of the graduation plan
3. Does not achieve a passing score of 3 or higher on the grade 10 standardized statewide assessment
4. Has not completed the credit, grade point average, and testing requirement specified in *F.S. 1003.429(1)*, and (6) by the end of grade 11.

A student who meets all of the requirements of the accelerated graduation options prescribed in *F.S. 1003.429(1)* and (6) 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” or “F” with a grade of “C” or higher earned subsequently by retaking the same or comparable course or another course. Any course not replaced according to this policy will be included in the GPA.

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

### **ADDITIONAL REQUIREMENTS FOR STANDARD HIGH SCHOOL DIPLOMA**

**Concordant Scores Option**—A senior can graduate by receiving a score comparable to the current standardized statewide assessment 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		
	9 <sup>th</sup> Grade Cohort 2009-10 and prior	9 <sup>th</sup> Grade Cohort 2010-11 to 2012-13	9 <sup>th</sup> Grade Cohort 2009-10 and prior	9 <sup>th</sup> Grade Cohort 2010-11	9 <sup>th</sup> Grade Cohort 2011-2012 and beyond
<b>FCAT</b>	1926 (scale score of 300)	1926 (scale score of 300)	1889 (scale score of 300)	1889 (scale score of 300)	
<b>FCAT 2.0</b>	241	245	N/A	N/A	N/A
<b>SAT</b>	410	430	370	340	N/A
<b>ACT</b>	15	19	15	15	N/A
<b>PERT</b>	N/A	N/A	N/A	N/A	97
<b>Algebra I EOC</b>	N/A	N/A	N/A	N/A	399

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.

**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 statute, students will not be required to earn an Achievement Level 3 or higher on 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**

<b>Assessment</b>	<b>Reading</b>	<b>Mathematics</b>
<b>FCAT 2.0</b>	229	N/A
<b>FCAT</b>	1753 (scale score of 268)	1799(scale score of 278)
<b>HSCT</b>	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 standardized statewide assessment 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 standardized statewide assessment 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 *F.S. 1007.02(2)* for whom the individual educational plan (IEP) committee determines that the standardized statewide assessment cannot accurately measure the student’s abilities taking into consideration all allowable accommodations, must have the standardized statewide assessment 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 standardized statewide assessment 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 *F.S. 1007.02(2)*, 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 *F.S. 1007.02(2)*, 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 standardized statewide assessment 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 standardized statewide assessment 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. If a student's transcript shows a credit in high school reading or ELA II or III, the student must take and pass 10<sup>th</sup> grade standardized statewide assessment Reading or earn a concordant score on the SAT or ACT, or when the state transitions to ELA statewide assessments, earn a passing score on the 10<sup>th</sup> grade ELA statewide assessment in order to earn a Florida standard high school diploma.

A student who completes the minimum number of credits prescribed by statute, but who is unable to meet the required grade point average or pass the 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 standardized statewide assessment 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 standardized statewide assessment 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 standardized statewide assessment 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 standardized statewide assessment or alternative assessment and receive a standard a standard high school diploma upon passage of the grade 10 standardized statewide assessment 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 State Standards
2. performance on district and/or school assessment criteria, and
3. teacher evaluation based on mastery of performance standards and exit criteria

The grade shall be representative of the student's progress and, in as much as possible, be based on data collected throughout the grading period for which the student is being evaluated.

Schools will not exempt students from academic performance requirements, 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.

#### Student Progression Plan

1. The courses to be weighted shall be those designated by the State of Florida Department of Education as “Level Three” courses.
2. Weighting shall be applied as follows:
  - a. International Baccalaureate (IB), Advanced Placement (AP), and Dual Enrollment courses will be weighted at an additional 1.0 grade point.
  - b. Honors courses will be weighted at a 0.5 grade point.
  - c. School districts and community colleges must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate and Advanced International Certificate of Education courses when grade point averages are calculated.
  - d. “D” grades will not receive additional weighting.
3. A course taken while such course is eligible for weighting shall remain weighted at its original level even if the course is deleted from the list of eligible courses, if the weighting changes, or if there is a policy change.
4. All grades will be used in the calculation of the weighted GPA except grades of “D” or “F” that are subsequently retaken for forgiveness and a grade of “C” or better has been earned.
5. A student whose schedule changes in the middle of a semester from a weighted to an unweighted class will have the following apply: If the student has 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 in high school, a student must attain the following criteria:

- 9<sup>th</sup> grade - Student must have been promoted from 8th grade
- 10<sup>th</sup> grade - a minimum of 6 credits
- 11<sup>th</sup> grade - a minimum of 12 credits
- 12<sup>th</sup> 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 10<sup>th</sup> , 11<sup>th</sup> and 12<sup>th</sup> 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 standardized statewide assessment 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.

### **SCHOLAR GRADUATE DESIGNATION**

A student may qualify as a scholar graduate by meeting the requirements of the 9<sup>th</sup> grade cohort in which they enter high school. This designation is determined by the state if the student successfully passes: the ELA 11<sup>th</sup> grade state assessment; earn one credit in Algebra II, pass the Algebra II EOC assessments; pass the Biology I EOC assessments; earn a credit in chemistry or physics; earn a credit in a course equally rigorous to chemistry or physics; pass the statewide standardized United States History EOC; earn two credits in the same foreign language; earn at least one credit in an Advanced Placement (AP), an International Baccalaureate, an Advanced International Certificate of Education, dual enrollment course or an approved industry certification.

### **MERIT GRADUATE DESIGNATION**

A student may qualify as a merit scholar graduate by meeting the requirements of the 9<sup>th</sup> grade cohort in which they enter high school. This designation is earned by the student if they obtain one or more industry certifications from the list established under *F.S. 1003.492*.

Students can earn both a scholar and merit designation if they complete all requirements for each designation.

### **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 performing arts
- successfully pass the Florida assessments in reading and math or receive a concordant score on an standardized statewide assessment that meets graduation requirements
- attain a G.P.A. of 2.0 or higher
- complete one career/technical course and recommend the completion of a career/technical program

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.

### **HIGH SCHOOL EQUIVALENCY**

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

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

### **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 (*F.S. 1007.273*). 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 through 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.

The career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course *F.S. 1008.44*. 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 *F.S.1007.272(21)*.

IRSC's and Indian River County School District will provide an opportunity for students to participate in a collegiate high school. The collegiate high school program will serve 12<sup>th</sup> grade students for at least one full school year and will provide the opportunity to earn Career and Professional Education (CAPE) industry certifications and successfully complete 30 credit hours through the dual enrollment program toward the first year of college for an associate degree or a baccalaureate degree while enrolled in the collegiate high school program.

Students who wish to participate in the collegiate high school program, must participate simultaneously in both a CAPE industry certification program and dual enrollment. Students who are dual enrolled but not working toward a CAPE industry certification are considered dual enrollment students but not collegiate high school students.

Students participating in the collegiate high school program are required by SB 850 to enter into a student performance contract which must be signed by each participating student, the parent, a representative of the school district, and a representative of Indian River State College. 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](http://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 advanced placement International Baccalaureate (IB), and Advanced International Certificate of Education (A.I.C.E.) 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 secondary 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 secondary principal must approve of the full time dual enrollment program. (*F.S. 1007.271*)

### **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 *F.S. 1001.62* 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:



## Student Progression Plan

- 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 (A.I.C.E.)**

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 *F.S.1008.22(3)*, or an alternate assessment as specified in *F.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.

Student Progression Plan

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:**

<b>Florida Academic Scholars (FAS)</b>	
<b>Grade Point Average (GPA)</b>	3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.
<b>Required Credits</b>	<p>Courses must include 16 credits of college preparatory academic courses.</p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Mathematics (Algebra I level and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• <u>2 World Language (sequential, in the same language)</u></li> </ul> <p><b>16 Credits</b></p>

<b>Florida Medallion Scholars (FMS)</b>	
<b>Grade Point Average (GPA)</b>	3.0 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.
<b>Required Credits</b>	<p>Courses must include 16 credits of college preparatory academic courses.</p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Mathematics (Algebra I level and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• <u>2 World Language (sequential, in the same language)</u></li> </ul> <p><b>16 Credits</b></p>

<b>Florida Gold Seal Vocational Scholars (GSV)</b>	
<b>Grade Point Average (GPA)</b>	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.
<b>Required Credits</b>	<p>Courses must include 16 credits of college preparatory academic courses.</p> <p><b><u>4-year Diploma</u></b> Credits must include the 16 core credits required for high school graduation.</p> <ul style="list-style-type: none"> <li>• 4 English</li> <li>• 4 Mathematics (Algebra I)</li> <li>• 3 Natural Science (2 with lab component)</li> <li>• 3 Social Science(U.S. Hist., World Hist., U.S. Govt. and Economics)</li> <li>• 1 fine; OR Identified Practical Art; OR .5 credit in each</li> <li>• <u>1 Physical Education</u>(to include integration of health)</li> </ul> <p><b>16 Credits</b></p> <p>Plus a minimum of three Career and Technical Education credits in one vocational program taken over at least 2 academic years</p> <p><b><u>3-year Career Preparatory Diploma</u></b> with a 3.0 weighted GPA using the 14 core credits required for graduation listed below.</p> <ul style="list-style-type: none"> <li>• 4 English(3 with substantial writing)</li> <li>• 4 Mathematics (Algebra I)</li> <li>• 3 Natural Science (2 with lab component)</li> <li>• <u>3 Social Science</u>(U.S. Hist., World Hist., U.S. Govt. and Economics)</li> </ul> <p><b>14 Credits</b></p> <p><b><u>3-year College Preparatory Diploma</u></b> with a 3.0 weighted GPA using the 16 core credits required for graduation listed below.</p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Mathematics (Algebra I and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science(U.S. Hist., World Hist., U.S. Govt. and Economics)</li> <li>• <u>2 World Language (sequential, in the same language)</u></li> </ul> <p><b>16 Credits</b></p> <p><b><u>High School Equivalency</u></b> with 3.0 weighted GPA using the core credits required for your selected high school graduation option (standard, career, or college)</p>

<b>Community Service</b>	
<b>Florida Academic Scholars (FAS)</b>	100 hours of community volunteer service
<b>Florida Medallion Scholars (FMS)</b>	75 hours of community volunteer service
<b>Gold Seal Vocational (GSV)</b>	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.	

Student Progression Plan

<b>Test Scores</b>		
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.		
<b>SAT:</b>	FAS FMS GSV	1290 1170 880
<b>OR</b>		
<b>ACT:</b>	FAS FMS GSV	29 26 Eng.-17; Reading-18; Math-19
<ul style="list-style-type: none"> <li>• High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2013 and August 31, 2014 graduated in the 2013-2014 academic year.</li> <li>• Home educated students who are unable to document a college-preparatory curriculum and wish to earn an FMS award, must earn a 1070 SAT or 23 ACT; and as of 2013-14 must earn a 1220 SAT or 27 ACT.</li> <li>• Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.</li> <li>• FAS &amp; FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.</li> <li>• Exception to the maximum number of years to begin receiving funding is made for students who are active military.</li> <li>• Students who are unable to complete their program after 5 academic years due to a verifiable illness or other documented emergency may be granted a 1-year extension to the renewal timeframe.</li> <li>• The award may not be restored if it was lost due to insufficient hours prior to the 2009-10 academic year.</li> </ul>		

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

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



## EXCEPTIONAL STUDENT EDUCATION (ESE) - (K-12)

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

### **COURSE ADAPTATIONS FOR STUDENTS WITH DISABILITIES**

Adaptations to courses may be defined as:

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

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

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 Florida Standards.

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

- Instructional time may be increased or decreased.
- Instructional methodology may be varied.
- Special communication systems may be used by the teacher or the students.
- Classroom and district assessment procedures may be varied as specified in Rule 6A-1.0943, F.A.C., to accommodate the student with special needs.

Accommodations that negate the validity of the statewide standardized assessments are not allowable during these test administrations under s. 1008.22(8), F.S. For a student to receive classroom instructional accommodations not available or permitted on the statewide assessments, a parent must provide signed consent on the student's Individual Education Plan (IEP), which acknowledges in writing that he or she understands the implications of the use of such instructional accommodations. Students using instructional accommodations not permitted on statewide assessments may have the statewide standardized assessment requirements waived in accordance with the requirements of s. 1003.428(8)(b), F.S. or s. 1003.43(11)(b), F.S.

Program requirements or student performance standards for career and technical education courses may be modified for students with disabilities. Outcomes and student performance standards are specified in the IEP to provide students with disabilities the opportunity to complete a modified program and develop marketable skills leading to competitive employment.

## **ONLINE INSTRUCTION**

Under s. 1003.428(2)(c), F.S., students entering Grade 9 in the 2011-2012 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 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 IEP indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

## **PROMOTION OF STUDENTS WITH DISABILITIES**

At the elementary level, promotion is based upon the recommendations of the school-based Promotion Review Committee, and through a review of classroom performance; school-based, district, and state assessments; and the student's IEP. The Exceptional Student Education teacher of record 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/ASSIGNMENT OF STUDENTS WITH A DISABILITY**

Retention and assignment of students with a disability will be as determined by the Individual Education Plan (IEP) Team and reflected in the Individual Education Plan (IEP). Retention of students with a disability will be based on a review of classroom performance; school-based, district, and state assessments; and documented lack of progress toward the students' IEP goals and objectives. In addition, the IEP Team may consider a student's progress toward developmental milestones as a factor and give consideration for developing a comprehensive program, allocating resources, assessment and remediation to insure access to, involvement, and progress within the general education curriculum. However, extended school year services (as determined by the IEP Team) may be provided for any student as demonstrated by supporting documentation to include the objectives on the IEP or a summary of skills. FS 1008.25

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

Refer to recommendations by the school-based Promotion Review Committee.

The school district may exempt students with disabilities in grade 3 who have not achieved a Level 2 or above on the statewide Florida Standards Assessments – English Language Arts from mandatory retention only for good cause. These good cause exemptions are specified in statute s. 1008.25(6) (b), F.S., with those exemptions making reference to students with disabilities being limited to the following:

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

## **EXTENDED SCHOOL YEAR**

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

- Regression/recoupment: Was the student determined eligible for ESY services because of significant regression and an inability to recover the skills previously mastered
- Critical point in instruction/emerging skills: Is the student 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?
- Interfering behavior: Is the student exhibiting interfering behavior (e.g., ritualistic, aggressive, self-injurious)?
- Transition: Is the student preschool age (2 and ½ to 5 years old) or between the ages of 14 and 21 (or younger if the IEP team has indicated that transition is appropriate)?
- Nature or severity: Is the student's disability(ies) 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).
- Special circumstances: Are there extenuating circumstances pertinent to the student's current situation that indicates the likelihood that Free Appropriate Public Education (FAPE) would not be provided without ESY services?

## **GRADUATION OPTIONS FOR STUDENTS WITH DISABILITIES (HIGH SCHOOL)**

Due to changes in state statute, the options of special diploma or special certificate of completion will continue to be available only to students with disabilities who entered the 9th grade prior to the 2014-2015 academic year. For students with disabilities who enter 9th grade during the 2014-2015 and thereafter, the transition planning process shall involve the parents declaration of intent for his/her student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirement will be awarded a certificate of completion.

## **STANDARD DIPLOMA**

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

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

## **WAIVERS OF STATE STANDARDIZED ASSESSMENT REQUIREMENTS**

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

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

## **ENHANCED NEW NEEDED OPPORTUNITY FOR BETTER LIFE AND EDUCATION FOR 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.

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 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 has attained the minimum cumulative grade point average required for the standard diploma.
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 credits. 1008.22(8), F.S.

## **SPECIAL DIPLOMA OPTIONS**

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

The Florida Department of Education has created Access Points, as a way for students with significant cognitive disabilities to access the general education curriculum. These Access Points are designed to reflect the core intent of the Florida Standards with reduced levels of complexity. The Access Points for the Florida 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 another than Standard Diploma course (special diploma) and apply any passed Florida Standards for general education to the Access Points.
2. Documentation to determine mastery of Access Points for each course will be the responsibility of the teacher(s) and may be included in the student’s permanent records (checklists, etc.). The teacher certifying mastery must date and sign the standard when mastery is achieved.

**MINIMUM SUBJECT AREA REQUIREMENTS FOR OTHER THAN STANDARD DIPLOMA**

**Special Diploma Option 1**

Mastery of Access Points and completion of 19-24 credits including:

SUBJECT AREAS *Exceptional Education Courses*

<b>English</b>	3 credits	2 credits of reading may be substituted
<b>Mathematics</b>	2 credits	
<b>Science</b>	1 credit	
<b>Life Management and Transition (ESE)</b>	1 credit	
<b>Career Readiness</b>	2 + credits	
<b>OR</b>		
<b>Life Management</b>	.5 credits	
<b>Post-school Adult Living</b>	2 credits	1 credit of Social Studies may be substituted
<b>Employability Skills</b>	1 credit	
<b>Additional Career Readiness</b>		
<b>OR</b>		
<b>Elective Courses</b>	7 + credits	

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

**Special Diploma Option 2**

The Special Diploma Option is an individually designed diploma option that may meet the needs of young adults with disabilities in accordance with their 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; another 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 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.
  - 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 checklists, grades, or samples of student work. Written documentation of student mastery must minimally include the date each standard was mastered, and the sign off by the teacher who verified mastery. Written documentation shall be maintained until the student has graduated.

A student may transfer from Option 2 to Special Diploma Option 1 or a Standard Diploma with the understanding that 19-24 credits are required for Special Diploma Option 1 and 24 credits are required for Standard Diploma graduation. (See Special Diploma to Standard Diploma transfer requirements.) A student may graduate prior to his/her peers with the permission of the principal. For more specific information, see Special Diploma Option 2 section of School District of Indian River County Exceptional Student Education Admissions and Placement manual.

## **SPECIAL CERTIFICATE OF COMPLETION**

A student who has been identified as a student with an intellectual disability; an autism spectrum disorder; a language impairment; an orthopedic impairment; and other health impairment; a traumatic brain injury; an emotional/behavioral disability; a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia; or students who are deaf or hard-of-hearing, or dual-sensory impaired may be issued a 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**

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

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

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

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) - (K-12)**

### **ESOL PROGRAM OVERVIEW**

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

### **ELIGIBILITY FOR ESOL SERVICES**

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

### **PROVISION TO NOTIFY PARENT/GUARDIAN IN HOME LANGUAGE WHEN TESTING IS DELAYED**

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

### **ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE**

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

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

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

**ESOL PROGRAM ELIGIBILITY CRITERIA**

**LAS Links Assessment Levels**

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

**ELL Committee Determination**

GRADES	ELIGIBLE/ INELIGIBLE
K-12	ELL Committee recommendation

**PROGRAMMATIC ASSESSMENT**

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

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

**EQUAL ACCESS TO APPROPRIATE PROGRAMMING FOR ENGLISH LANGUAGE LEARNERS (6A-6.0904 FAC)**

- English Language Learners shall have equal access to all appropriate programs. This shall include but is not limited to instruction in basic subject areas that is understandable to English Language Learners and equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.
- English Language Learners with special needs and/or in need of additional services shall be provided equal and comparable services to those provided to English proficient students in a timely basis and appropriate to the student's level of English proficiency.

## **STATEWIDE ASSESSMENT OF ENGLISH LANGUAGE LEARNERS**

According to 6A-1.09432 FAC, all ELL students must participate in the statewide assessment program. Exemptions from statewide assessments are determined on an individual student basis. According to 6A-6.0909 FAC, ELL students receiving services for one year or less based upon the student's Date Entered US School (DEUSS) may be exempted from statewide assessment in English Language Arts (ELA) only.

The ELL Committee must be convened to determine if the student's participation would have an unsound instructional effect on the student (6A-1.09432 FAC). The ELL committee, in making its decision, shall consider the following factors:

- Level of mastery of basic competencies or skills in English according to appropriate local, state, and national criterion-referenced standards;
- Grades from the current or previous years; or
- Other test results.

In accordance with 6A-6.09021 FAC, all English Language Learners (ELL) K–12 classified as ELLs on the first day of test administration will be assessed annually using a statewide language proficiency assessment. Currently, Florida uses the Comprehensive English Language Learners Assessment (CELLA) to assess the areas of language acquisition: listening/speaking, reading, and writing. CELLA is administered by designated school-based personnel. All ELLs must participate in the annual statewide English Language Proficiency test (CELLA) as there is no categorical exemption from participation.

## **ACCOMMODATIONS FOR ELL STUDENTS IN THE ADMINISTRATION OF STATEWIDE ASSESSMENTS**

- Teachers will utilize and document the ESOL instructional strategies and accommodations that are being used with ELL student(s). In addition, they must ensure that ELL students are learning and progressing towards grade level academic standards.
- Test accommodations are provided as indicated in the state test administration manuals and will be based upon what the students are receiving and utilizing in the classroom settings throughout the school year.
- Test accommodations may include any one or combination of the following: flexible setting, flexible scheduling including additional time, limited assistance in heritage language, and the use of an approved dictionary.

## **EXTENSION OF SERVICES**

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

Any student being considered for extension of services shall be assessed on at least one instrument that measures all four domains of listening, speaking, reading and writing. The Date Entered US School (DEUSS) will be used to monitor Extension of Services for students who have entered a Florida school in the 2012-2013 school year or after. The ELL Committee shall convene to determine appropriate programming. If the student's anniversary date falls between the release of the Comprehensive English Language Learning Assessment (CELLA) and applicable Florida Standards Assessment (FSA) scores in a given school year and October 1<sup>st</sup> of the following school



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

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

**ESOL PROGRAM EXIT OPTIONS (6A-6.0903 FAC)**

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

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

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

<b>GRADES</b>	<b>EXIT OPTION</b>	<b>BASIS OF EXIT</b>
K-2	Exit by Test Scores	Proficient on EACH CELLA subtest: Oral (L/S), Reading, Writing
3-9		Proficient on EACH CELLA subtest: Oral (L/S), Reading, Writing ELA Florida Standards Assessment
10-12		Proficient on EACH CELLA subtest: Oral (L/S), Reading, Writing ELA Florida Standards Assessment that satisfies graduation requirements
K-12	ELL Committee	ELL Committee Recommendation

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

## **REPORT CARDS**

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

## **RETENTION**

An ELL Committee meeting must be convened to determine whether a student should be retained. The ELL Committee, including an administrator and an ESOL program designee functioning in accordance with ESOL state rules and the META Consent Decree, together shall make the decisions regarding proper grade placement. Parents are invited to attend all ELL Committee meetings. Parents of ELL students must be notified in the native language, when feasible. (F.S. 1008.25)

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

## STUDENT PROGRESSION: GLOSSARY OF TERMS

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

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

**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).

**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

**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.

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

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

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

**The Florida Content Connectors** - a system aligned to **Florida** 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.

**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 Edition (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

### 2014-15 First Semester only

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.

Charts currently under review for 2015 – 2016 school year.

# APPENDIX B

## Semester Grades - Grade 7 and Grade 6 - 2014-15 Second Semester Only

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

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.

Charts currently under review for 2015 – 2016 school year

# APPENDIX C

## Semester Grades - Grade 8-12

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

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).

Students taking End of Course Exams (EOC); Algebra I, Geometry, Biology 1, US History, and/or Algebra II (if enrolled), the following calculations will be used to include the EOC as 30% of each semester's grade as state mandated.

Semester 1 grade x 70% + EOC grade x 30%

Semester 2 grade x 70% + EOC grade x 30%

Semester Grade	EOC Grade					Final Grade
	A	B	C	D	F	
A	A	A	B	B	B	
B	B	B	B	C	C	
C	B	C	C	C	D	
D	C	C	D	D	D	
F	D	D	D	F	F	

Charts currently under review for 2015 – 2016 school year

## 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:	<i>4 credits</i>	student's first language, including the study of selections from world literature.
Language A2, B, <i>ab initio</i> :	<i>2 credits</i>	second modern language
Individual and Societies:	<i>3 credits</i>	history, geography, economics, philosophy, psychology, social anthropology, business and organization, information technology in a global society, history of the Islamic world.
Experiential Sciences:	<i>3 credits</i>	biology chemistry, physics, environmental systems, design technology
Mathematics:	<i>3 credits</i>	mathematics HL, advanced mathematics SL, mathematics studies, mathematical methods
Theory of Knowledge:	<i>1 credit</i>	
Arts and Electives:	<i>8 credits</i>	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.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	- 100 DESCRIPTION	GENERAL FUND	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3191	RESERVE OFFICERS TRAINING CORP		150,000.00	6,547.04	46,777.75	103,222.25	31
3202	MEDICAID		400,000.00	3,341.16	38,099.50	361,900.50	10
3310	FLA EDUCATION FINANCE PROGRAM		21,335,379.00	1,751,080.00	10,828,909.00	10,506,470.00	51
3315	WORKFORCE DEVELOPMENT		1,059,190.00	88,266.00	529,596.00	529,594.00	50
3323	WITHHELD FOR SBE ADM EXPENSES		10,105.00	0.00	0.00	10,105.00	0
3343	STATE LICENSE TAX		145,000.00	48,522.81	85,319.76	59,680.24	59
3344	LOTTERY FUNDS		173,966.00	0.00	0.00	173,966.00	0
3355	CLASS SIZE REDUCTION (CSR)		19,623,224.00	1,635,269.00	9,811,614.00	9,811,610.00	50
3361	SCHOOL RECOGNITION FUNDS		444,675.00	0.00	0.00	444,675.00	0
3371	VOLUNTARY PRE-K PROGRAM		493,880.66	27,211.20	206,539.35	287,341.31	42
3399	OTHER MISCELLANEOUS STATE REVE		50,733.51	1,172.18	12,683.38	38,050.13	25
3411	DISTRICT SCHOOL TAX		81,167,567.00	40,342,631.78	64,306,104.24	16,861,462.76	79
3414	CRITICAL OPERATING MILLAGE		8,261,330.00	4,106,110.89	6,542,910.53	1,718,419.47	79
3423	EXCESS FEES		68,000.00	0.00	70.20	67,929.80	0
3425	RENT		130,000.00	7,061.29	68,772.18	61,227.82	53
3431	INTEREST ON INVESTMENTS		184,000.00	3,079.66	152,081.51	31,918.49	83
3440	GIFTS, GRANTS AND REQUESTS		3,700.00	0.00	3,700.00	0.00	100
3461	ADULT ED FEES (Block Tuition)		25,000.00	810.00	11,280.00	13,720.00	45
3462	POST SECONDARY VOC COURSE FEES		167,900.00	10,314.00	50,912.68	116,987.32	30
3464	CAPITAL IMPROVEMENT FEES		8,910.00	552.00	2,618.00	6,292.00	29
3465	POSTSECONDARY LAB FEES		64,500.00	1,353.00	22,502.00	41,998.00	35
3466	LIFELONG LEARNING FEES		10,000.00	24.00	3,579.00	6,421.00	36
3467	GED TESTING FEES		9,000.00	661.25	2,921.25	6,078.75	32
3469	OTHER STUDENT FEES		12,000.00	182.00	5,237.00	6,763.00	44
3473	SCHOOL AGE CHILD CARE FEES		165,000.00	13,690.69	90,220.23	74,779.77	55
3491	BUS FEES		30,000.00	0.00	0.00	30,000.00	0
3493	SALE OF JUNK		0.00	0.00	653.40	653.40-	0
3494	FEDERAL INDIRECT		400,000.00	40,451.40	181,338.43	218,661.57	45
3495	OTHER MISC LOCAL SOURCES		1,604,943.21	823,750.75	1,307,441.55	297,501.66	81
3497	REFUNDS-PRIOR YEAR EXPENDITURE		0.00	0.00	1,091.75	1,091.75-	0
3499	RECPT-FOOD SERVICES INDIRECT C		150,000.00	18,125.67	92,263.07	57,736.93	62
3630	TRANSFERS-CAPITAL PROJECTS FD		4,526,397.00	0.00	347,782.00	4,178,615.00	8
3730	SALE OF FIXED ASSETS		25,000.00	15,903.44	32,553.82	7,553.82-	130
3740	INSURANCE LOSS RECOVERIES		4,436.15	0.00	9,294.44	4,858.29-	210
	*		140,903,836.53	48,946,111.21	94,794,866.02	46,108,970.51	67



SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	- 200 DESCRIPTION	DEBT SERVICE	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3199	MISCELLANEOUS FEDERAL DIRECT		1,413,472.06	0.00	705,974.46	707,497.60	50
3322	CO & DS WITHHELD-SBE/COBI BOND		201,202.55	0.00	0.00	201,202.55	0
3412	DIST INTEREST/SINKING TAXES		0.00	8.78	1,390.82	1,390.82-	0
3431	INTEREST ON INVESTMENTS		4,000.00	1,250.95	3,152.61	847.39	79
3630	TRANSFERS-CAPITAL PROJECTS FD		10,465,995.80	1,994,919.79	1,994,919.79	8,471,076.01	19
3750	PROCEEDS-CERTIFICATE OF PARTIC		0.00	0.00	45,455,000.00	45,455,000.00-	0
3792	PREMIUMS ON BOND REFUNDING		0.00	0.00	7,177,668.10	7,177,668.10-	0
		*	12,084,670.41	1,996,179.52	55,338,105.78	43,253,435.37-	458

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	- 300 DESCRIPTION	CAPITAL FUND	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3321	CO & DS DISTRIBUTED		68,705.00	0.00	68,705.00	0.00	100
3391	PUBLIC EDUCATION CAPITAL OUTLA		321,266.00	0.00	321,266.00	0.00	100
3397	CHARTER SCHOOL CAPITAL OUTLAY		1,026,397.00	0.00	1,026,397.00	0.00	100
3399	OTHER MISCELLANEOUS STATE REVE		30,000.00	0.00	30,000.00	0.00	100
3413	DIST LOCAL CAPITAL IMPROVE TAX		20,661,036.07	727.20	20,665,596.35	4,560.28-	100
3431	INTEREST ON INVESTMENTS		32,020.50	1,445.91	13,301.06	18,719.44	42
3490	MISCELLANEOUS LOCAL SOURCES		53,760.00	57,000.00	57,000.00	3,240.00-	106
3495	OTHER MISC LOCAL SOURCES		7,887.00	0.00	7,887.00	0.00	100
3496	Impact Fees		518,869.00	53,416.00	518,869.00	0.00	100
	*		22,719,940.57	112,589.11	22,709,021.41	10,919.16	100

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	- 400 DESCRIPTION	SPECIAL REVENUE	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3201	VOCATIONAL EDUCATION ACTS		162,779.25	11,711.39	66,068.86	96,710.39	41
3214	ARRA Race to the Top		688,741.49	14,764.66	149,131.02	539,610.47	22
3225	Teacher/PRINCIPAL TRAIN/RECRUI		732,233.63	30,909.60	276,107.46	456,126.17	38
3230	EDUCATION FOR THE HANDICAPPED		4,335,474.28	347,056.66	1,727,676.37	2,607,797.91	40
3240	ECIA, CHAPTER 1		5,418,573.50	356,134.98	1,566,243.16	3,852,330.34	29
3251	ADULT BASIC EDUCATION		163,730.54	13,807.85	71,717.68	92,012.86	44
3261	SCHOOL LUNCH REIMBURSEMENT		4,057,605.00	360,103.48	1,894,413.58	2,163,191.42	47
3262	SCHOOL BREAKFAST REIMBURSEMENT		1,198,771.20	97,962.90	531,321.03	667,450.17	44
3263	AFTER SCHOOL SNACKS-FED REIMB		243,540.00	23,372.46	117,364.96	126,175.04	48
3265	USDA DONATED COMMODITIES		243,234.30	0.00	0.00	243,234.30	0
3267	SUMMER FEEDING PROGRAM		250,000.00	0.00	84,041.06	165,958.94	34
3268	FRESH FRUIT AND VEGETABLE PRG		236,150.00	82,589.55	82,589.55	153,560.45	35
3280	Federal Through Local		48,745.00	5,707.58	21,201.84	27,543.16	43
3290	OTHER FEDERAL THROUGH STATE		16,437.74	0.00	16,437.74	0.00	100
3293	EMERGENCY IMMIGRANT EDUC. PROG		216,507.41	12,688.66	54,607.46	161,899.95	25
3337	SCHOOL BREAKFAST SUPPLEMENT		52,734.00	0.00	52,754.00	20.00-	100
3338	SCHOOL LUNCH SUPPLEMENT		63,749.00	0.00	0.00	63,749.00	0
3431	INTEREST ON INVESTMENTS		1,800.00	124.49	1,568.62	231.38	87
3451	STUDENT LUNCHESES		624,915.00	47,880.00	255,313.46	369,601.54	41
3452	STUDENT BREAKFASTS		86,961.60	4,054.55	22,773.85	64,187.75	26
3453	ADULT BREAKFASTS/LUNCHESES		63,531.00	3,539.00	17,956.50	45,574.50	28
3454	STUDENT A LA CARTE		631,127.97	51,154.10	282,636.63	348,491.34	45
3455	Student Snacks (Revised Redbk)		30,240.00	0.00	0.00	30,240.00	0
3456	MEALS ON WHEELS-OTH FOOD SALES		322,000.00	0.00	136,541.49	185,458.51	42
3457	CATERING AND OTHER FOOD SALES		4,200.00	617.68	2,271.37	1,928.63	54
3495	OTHER MISC LOCAL SOURCES		0.00	0.00	5,475.77	5,475.77-	0
	*		19,893,781.91	1,464,179.59	7,436,213.46	12,457,568.45	37

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	- 700 DESCRIPTION	INTERNAL SERVICE FUN	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3199	MISCELLANEOUS FEDERAL DIRECT		783,936.00	8,627.08	214,410.59	569,525.41	27
3431	INTEREST ON INVESTMENTS		10,000.00	250.22	4,719.75	5,280.25	47
3483	PREMIUM REVENUE-VISION INS		103,000.00	9,093.61	51,344.23	51,655.77	50
3484	PREMIUM REVENUE-HEALTH INS		14,948,350.00	1,260,416.42	7,443,112.08	7,505,237.92	50
3485	PREMIUM REVENUE-DENTAL		1,400,000.00	94,835.29	558,476.35	841,523.65	40
3486	PREMIUM REVENUE-LIFE INSURANCE		550,000.00	36,432.34	210,909.51	339,090.49	38
3487	PREMIUM REVENUE-DISABILITY INS		275,000.00	20,097.38	121,528.46	153,471.54	44
3488	CONTRIBUTIONS-FLEXIBLE SPENDIN		225,000.00	14,000.31	104,231.96	120,768.04	46
		*	18,295,286.00	1,443,752.65	8,708,732.93	9,586,553.07	48

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	- 800 DESCRIPTION	AGENCY	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3431	INTEREST ON INVESTMENTS		0.00	2.69	450.55	450.55-	0
3433	INCREASE (DEC) FMV INVESTMENTS		0.00	160.43	374.36	374.36-	0
		*	0.00	163.12	824.91	824.91-	0

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	- 900 DESCRIPTION	ENTERPRISE FUNDS	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3431	INTEREST ON INVESTMENTS		700.00	36.72	475.36	224.64	68
3473	SCHOOL AGE CHILD CARE FEES		719,900.00	51,503.05	390,868.56	329,031.44	54
	*		720,600.00	51,539.77	391,343.92	329,256.08	54



SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 REVENUE STATUS SUMMARY  
 DECEMBER 31, 2014

FND FUNC	DESCRIPTION	ESTIMATED REVENUE	CURRENT REVENUE DECEMBER 2014	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
=====	=====	=====	=====	=====	=====	=====
REQUEST 005	TOTAL	214,618,115.42	54,014,514.97	189,379,108.43	25,239,006.99	88

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
INSTRUCTION SERVICE 5000										
APPROPRIATION		91341384.46	53243108.37	12931320.14	16719310.78	4305.00	6309843.00	761165.84	1372331.33	.00
EXPENDITURE		35050996.01	19126393.70	4843789.54	7821287.90	813.00	2451287.76	211011.81	596412.30	.00
ENCUMBRANCE		1370705.41	.00	.00	541753.23	.00	691189.03	30958.45	106804.70	.00
BALANCE		54919683.04	34116714.67	8087530.60	8356269.65	3492.00	3167366.21	519195.58	669114.33	.00
PUPIL PERSONNEL SER 6100										
APPROPRIATION		3719430.76	2888339.64	762120.33	26528.86	3861.00	26370.68	1146.05	11064.20	.00
EXPENDITURE		1413795.58	1098713.33	276881.56	8450.95	1795.39	14311.57	499.65	13143.13	.00
ENCUMBRANCE		13133.73	.00	.00	10502.89	.00	2230.87	399.97	.00	.00
BALANCE		2292501.45	1789626.31	485238.77	7575.02	2065.61	9828.24	246.43	2078.93	.00
INST MEDIA SERVICES 6200										
APPROPRIATION		1974724.99	1401556.87	395542.49	10609.26	.00	16500.24	147630.11	2886.02	.00
EXPENDITURE		712692.52	527276.84	143771.20	1291.34	.00	4841.02	28088.26	7423.86	.00
ENCUMBRANCE		28649.63	.00	.00	3702.01	.00	3857.48	21090.14	.00	.00
BALANCE		1233382.84	874280.03	251771.29	5615.91	.00	7801.74	98451.71	4537.84	.00
INST & CURR DEV 6300										
APPROPRIATION		2988679.93	2391198.09	550009.79	16104.25	.00	25495.65	5872.15	.00	.00
EXPENDITURE		1245232.76	989481.37	247150.96	3269.42	.00	4905.47	397.04	28.50	.00
ENCUMBRANCE		7153.73	.00	.00	2786.07	.00	4367.66	.00	.00	.00
BALANCE		1736293.44	1401716.72	302858.83	10048.76	.00	16222.52	5475.11	28.50	.00
INST STAFF TRAINING 6400										
APPROPRIATION		1442738.64	914353.68	225480.27	165389.51	.00	8958.92	39071.19	89485.07	.00
EXPENDITURE		483100.86	321647.93	76515.10	45451.50	.00	3636.00	.00	35850.33	.00
ENCUMBRANCE		57989.88	.00	.00	26328.69	.00	.00	31661.19	.00	.00
BALANCE		901647.90	592705.75	148965.17	93609.32	.00	5322.92	7410.00	53634.74	.00
INSTR RELATED TECH 6500										
APPROPRIATION		2965960.81	487223.00	129859.42	743799.66	1744.30	5668.72	1597665.71	.00	.00
EXPENDITURE		792157.19	282150.06	69534.36	331238.63	.00	5344.97	103889.17	.00	.00
ENCUMBRANCE		1742252.26	.00	.00	394032.94	.00	93.76	1348125.56	.00	.00
BALANCE		431551.36	205072.94	60325.06	18528.09	1744.30	229.99	145650.98	.00	.00
BOARD OF EDUCATION 7100										
APPROPRIATION		1139322.49	206036.00	336650.63	458108.28	.00	394.84	450.00	137682.74	.00
EXPENDITURE		501346.51	104319.64	76120.17	203095.53	.00	163.53	.00	117647.64	.00
ENCUMBRANCE		230192.02	.00	.00	229975.34	.00	179.19	37.49	.00	.00
BALANCE		407783.96	101716.36	260530.46	25037.41	.00	52.12	412.51	20035.10	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
-----										
GEN ADMINISTRATION	7200									
APPROPRIATION		411802.96	279387.13	86874.05	18550.01	.00	4651.78	264.99	22075.00	.00
EXPENDITURE		235359.44	140007.08	40769.02	8168.12	.00	2331.48	211.02	43872.72	.00
ENCUMBRANCE		7679.17	.00	.00	7008.32	.00	450.85	.00	220.00	.00
-----										
BALANCE		168764.35	139380.05	46105.03	3373.57	.00	1869.45	53.97	22017.72-	.00
-----										
SCH ADMINISTRATION	7300									
APPROPRIATION		8211667.24	6188970.05	1621537.56	95850.56	600.00	157361.22	125987.34	21360.51	.00
EXPENDITURE		3589531.61	2761071.38	697513.31	38320.92	482.67	27376.19	56964.70	7802.44	.00
ENCUMBRANCE		43202.63	.00	.00	25750.41	.00	6532.99	10301.73	617.50	.00
-----										
BALANCE		4578933.00	3427898.67	924024.25	31779.23	117.33	123452.04	58720.91	12940.57	.00
-----										
FAC ACQ & CONST	7400									
APPROPRIATION		1369361.69	455535.00	104388.29	18718.29	8000.00	3750.00	778970.11	.00	.00
EXPENDITURE		625638.25	227767.56	53433.04	13617.65	3374.08	1141.82	326304.10	.00	.00
ENCUMBRANCE		18931.48	.00	.00	4129.29	.00	323.89	14478.30	.00	.00
-----										
BALANCE		724791.96	227767.44	50955.25	971.35	4625.92	2284.29	438187.71	.00	.00
-----										
FISCAL SERVICES	7500									
APPROPRIATION		1137212.53	828953.00	228518.45	60731.08	.00	3010.01	199.99	15800.00	.00
EXPENDITURE		584562.08	415243.75	111429.55	39814.30	.00	1183.25	199.99	16691.24	.00
ENCUMBRANCE		14959.78	.00	.00	14959.78	.00	.00	.00	.00	.00
-----										
BALANCE		537690.67	413709.25	117088.90	5957.00	.00	1826.76	.00	891.24-	.00
-----										
FOOD SERVICE	7600									
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
-----										
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
-----										
CENTRAL SERVICES	7700									
APPROPRIATION		2244421.23	1406405.42	363116.71	374467.65	8767.00	58330.40	11849.40	21484.65	.00
EXPENDITURE		945747.17	650065.44	177769.30	101640.79	4334.54	5753.10	2584.00	3600.00	.00
ENCUMBRANCE		146125.52	.00	.00	138104.63	.00	5171.70	2651.19	198.00	.00
-----										
BALANCE		1152548.54	756339.98	185347.41	134722.23	4432.46	47405.60	6614.21	17686.65	.00
-----										
TRANSPORTATION SER	7800									
APPROPRIATION		4944105.16	2856509.89	891457.90	320208.40	692214.76	182568.83	505.00	640.38	.00
EXPENDITURE		2024117.49	1117358.17	348579.12	105860.11	296503.17	72904.16	451.15	82461.61	.00
ENCUMBRANCE		155602.68	.00	.00	25114.79	103332.58	27141.85	13.46	.00	.00
-----										
BALANCE		2764384.99	1739151.72	542878.78	189233.50	292379.01	82522.82	40.39	81821.23-	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
OPERATION SERVICES 7900										
APPROPRIATION		12686692.87	3207354.55	991105.86	3215021.21	4859071.00	388642.37	6659.51	18838.37	.00
EXPENDITURE		6681883.14	1533302.98	465064.58	2381002.02	2147526.71	152842.28	2144.57	.00	.00
ENCUMBRANCE		294691.65	.00	.00	176047.09	8419.66	110187.41	37.49	.00	.00
BALANCE		5710118.08	1674051.57	526041.28	657972.10	2703124.63	125612.68	4477.45	18838.37	.00
MAINTENANCE SERVICE 8100										
APPROPRIATION		2984672.03	1900989.05	498189.26	346884.98	47154.01	172690.95	18544.78	219.00	.00
EXPENDITURE		1533988.99	946369.15	246468.81	199452.50	41290.55	85747.77	14441.21	219.00	.00
ENCUMBRANCE		184954.39	.00	.00	101703.80	2425.01	78289.30	2536.28	.00	.00
BALANCE		1265728.65	954619.90	251720.45	45728.68	3438.45	8653.88	1567.29	.00	.00
ADMIN TECH SERVICES 8200										
APPROPRIATION		7121798.68	1629471.50	394241.27	852478.70	1330.85	1452.32	4242724.04	100.00	.00
EXPENDITURE		2392327.19	793741.41	190132.14	749482.30	2445.92	132.73	656302.69	90.00	.00
ENCUMBRANCE		704239.77	.00	.00	88381.02	.00	675.86	615182.89	.00	.00
BALANCE		4025231.72	835730.09	204109.13	14615.38	1115.07	643.73	2971238.46	10.00	.00
COMMUNITY SERVICES 9100										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		146683976.47	80285391.24	20510412.42	23442761.48	5627047.92	7365689.93	7738706.21	1713967.27	.00
EXPENDITURE		58812476.79	31034909.79	8064921.76	12051443.98	2498566.03	2833903.10	1403489.36	925242.77	.00
ENCUMBRANCE		5020463.73	.00	.00	1790280.30	114177.25	930691.84	2077474.14	107840.20	.00
BALANCE		82851035.95	49250481.45	12445490.66	9601037.20	3014304.64	3601094.99	4257742.71	680884.30	.00
DEBT SERVICES 9200										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
GRAND TOTAL FOR FUND										
APPROPRIATION		146683976.47	80285391.24	20510412.42	23442761.48	5627047.92	7365689.93	7738706.21	1713967.27	.00
EXPENDITURE		58812476.79	31034909.79	8064921.76	12051443.98	2498566.03	2833903.10	1403489.36	925242.77	.00
ENCUMBRANCE		5020463.73	.00	.00	1790280.30	114177.25	930691.84	2077474.14	107840.20	.00
BALANCE		82851035.95	49250481.45	12445490.66	9601037.20	3014304.64	3601094.99	4257742.71	680884.30	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
DEBT SERVICES	9200									
APPROPRIATION		11294627.67	.00	.00	.00	.00	.00	.00	11294627.67	.00
EXPENDITURE		2395107.33	.00	.00	407590.79	.00	.00	.00	1987516.54	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		8899520.34	.00	.00	407590.79-	.00	.00	.00	9307111.13	.00
*SUB TOTAL										
APPROPRIATION		11294627.67	.00	.00	.00	.00	.00	.00	11294627.67	.00
EXPENDITURE		2395107.33	.00	.00	407590.79	.00	.00	.00	1987516.54	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		8899520.34	.00	.00	407590.79-	.00	.00	.00	9307111.13	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		11294627.67	.00	.00	.00	.00	.00	.00	11294627.67	.00
EXPENDITURE		2395107.33	.00	.00	407590.79	.00	.00	.00	1987516.54	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		8899520.34	.00	.00	407590.79-	.00	.00	.00	9307111.13	.00



ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
FAC ACQ & CONST	7400									
APPROPRIATION		27160904.12	.00	.00	.00	.00	.00	27160904.12	.00	.00
EXPENDITURE		5396341.52	.00	.00	.00	.00	.00	5396341.52	.00	.00
ENCUMBRANCE		12684303.82	.00	.00	.00	.00	.00	12684303.82	.00	.00
BALANCE		9080258.78	.00	.00	.00	.00	.00	9080258.78	.00	.00
*SUB TOTAL										
APPROPRIATION		27160904.12	.00	.00	.00	.00	.00	27160904.12	.00	.00
EXPENDITURE		5396341.52	.00	.00	.00	.00	.00	5396341.52	.00	.00
ENCUMBRANCE		12684303.82	.00	.00	.00	.00	.00	12684303.82	.00	.00
BALANCE		9080258.78	.00	.00	.00	.00	.00	9080258.78	.00	.00
9700 - 9790										
APPROPRIATION		14992392.80	.00	.00	.00	.00	.00	.00	.00	4992392.80
EXPENDITURE		2342701.79	.00	.00	.00	.00	.00	.00	.00	2342701.79
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		12649691.01	.00	.00	.00	.00	.00	.00	.00	2649691.01
*SUB TOTAL										
APPROPRIATION		14992392.80	.00	.00	.00	.00	.00	.00	.00	4992392.80
EXPENDITURE		2342701.79	.00	.00	.00	.00	.00	.00	.00	2342701.79
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		12649691.01	.00	.00	.00	.00	.00	.00	.00	2649691.01
GRAND TOTAL FOR FUND										
APPROPRIATION		42153296.92	.00	.00	.00	.00	.00	27160904.12	.00	4992392.80
EXPENDITURE		7739043.31	.00	.00	.00	.00	.00	5396341.52	.00	2342701.79
ENCUMBRANCE		12684303.82	.00	.00	.00	.00	.00	12684303.82	.00	.00
BALANCE		21729949.79	.00	.00	.00	.00	.00	9080258.78	.00	2649691.01

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
INSTRUCTION SERVICE 5000										
APPROPRIATION		6593353.38	4307528.05	1248825.12	250165.93	.00	314418.94	422759.53	49655.81	.00
EXPENDITURE		2106410.09	1318477.77	381749.51	58473.89	.00	175369.35	137863.26	34476.31	.00
ENCUMBRANCE		92467.64	.00	.00	11670.30	.00	40833.82	39963.52	.00	.00
BALANCE		4394475.65	2989050.28	867075.61	180021.74	.00	98215.77	244932.75	15179.50	.00
PUPIL PERSONNEL SER 6100										
APPROPRIATION		1016497.05	714544.59	179942.01	22034.00	.00	95976.45	.00	4000.00	.00
EXPENDITURE		348824.74	259986.66	64247.75	986.77	.00	21608.56	.00	1995.00	.00
ENCUMBRANCE		2827.88	.00	.00	1921.91	.00	905.97	.00	.00	.00
BALANCE		664844.43	454557.93	115694.26	19125.32	.00	73461.92	.00	2005.00	.00
INST & CURR DEV 6300										
APPROPRIATION		2135187.67	1633035.10	412170.88	60681.69	.00	.00	26300.00	3000.00	.00
EXPENDITURE		851051.14	660896.89	150709.50	24376.79	.00	.00	14998.96	69.00	.00
ENCUMBRANCE		16004.83	.00	.00	16004.83	.00	.00	.00	.00	.00
BALANCE		1268131.70	972138.21	261461.38	20300.07	.00	.00	11301.04	2931.00	.00
INST STAFF TRAINING 6400										
APPROPRIATION		1274272.31	425692.03	81070.66	525288.51	.00	82054.51	7366.07	152800.53	.00
EXPENDITURE		426785.43	145558.13	27794.14	210788.75	.00	17152.40	.00	25492.01	.00
ENCUMBRANCE		140992.44	.00	.00	138787.78	.00	2204.66	.00	.00	.00
BALANCE		706494.44	280133.90	53276.52	175711.98	.00	62697.45	7366.07	127308.52	.00
GEN ADMINISTRATION 7200										
APPROPRIATION		467868.90	.00	.00	.00	.00	.00	.00	467868.90	.00
EXPENDITURE		181338.43	.00	.00	.00	.00	.00	.00	181338.43	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		286530.47	.00	.00	.00	.00	.00	.00	286530.47	.00
SCH ADMINISTRATION 7300										
APPROPRIATION		61957.00	44355.00	17602.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		7451.67	5630.56	1821.11	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		54505.33	38724.44	15780.89	.00	.00	.00	.00	.00	.00
FOOD SERVICE 7600										
APPROPRIATION		8595118.55	2695558.33	1003020.90	149057.91	310389.36	3940587.69	198922.95	297581.41	.00
EXPENDITURE		3239485.83	1005286.58	312197.48	53943.55	138838.46	1595549.70	19237.04	114433.02	.00
ENCUMBRANCE		1648549.91	.00	4225.90	45750.45	18242.21	1547632.17	32699.18	.00	.00
BALANCE		3707082.81	1690271.75	686597.52	49363.91	153308.69	797405.82	146986.73	183148.39	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
CENTRAL SERVICES 7700										
APPROPRIATION		38750.00	.00	.00	38750.00	.00	.00	.00	.00	.00
EXPENDITURE		3537.00	.00	.00	3537.00	.00	.00	.00	.00	.00
ENCUMBRANCE		731.00	.00	.00	731.00	.00	.00	.00	.00	.00
BALANCE		34482.00	.00	.00	34482.00	.00	.00	.00	.00	.00
TRANSPORTATION SER 7800										
APPROPRIATION		165128.84	.00	.00	100.00	.00	.00	.00	165028.84	.00
EXPENDITURE		8585.40	.00	.00	.00	.00	.00	.00	8585.40	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		156543.44	.00	.00	100.00	.00	.00	.00	156443.44	.00
ADMIN TECH SERVICES 8200										
APPROPRIATION		15000.00	.00	.00	15000.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		15000.00	.00	.00	15000.00	.00	.00	.00	.00	.00
COMMUNITY SERVICES 9100										
APPROPRIATION		15207.69	9947.84	1629.52	.00	.00	3630.33	.00	.00	.00
EXPENDITURE		15207.69	9947.84	1629.52	.00	.00	3630.33	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		20378341.39	9830660.94	2944261.09	1061078.04	310389.36	4436667.92	655348.55	1139935.49	.00
EXPENDITURE		7188677.42	3405784.43	940149.01	352106.75	138838.46	1813310.34	172099.26	366389.17	.00
ENCUMBRANCE		1901573.70	.00	4225.90	214866.27	18242.21	1591576.62	72662.70	.00	.00
BALANCE		11288090.27	6424876.51	1999886.18	494105.02	153308.69	1031780.96	410586.59	773546.32	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		20378341.39	9830660.94	2944261.09	1061078.04	310389.36	4436667.92	655348.55	1139935.49	.00
EXPENDITURE		7188677.42	3405784.43	940149.01	352106.75	138838.46	1813310.34	172099.26	366389.17	.00
ENCUMBRANCE		1901573.70	.00	4225.90	214866.27	18242.21	1591576.62	72662.70	.00	.00
BALANCE		11288090.27	6424876.51	1999886.18	494105.02	153308.69	1031780.96	410586.59	773546.32	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
FAC ACQ & CONST 7400										
APPROPRIATION		176951.96	.00	.00	.00	.00	.00	176951.96	.00	.00
EXPENDITURE		143252.56	.00	.00	.00	.00	.00	143252.56	.00	.00
ENCUMBRANCE		13699.00	.00	.00	.00	.00	.00	13699.00	.00	.00
BALANCE		20000.40	.00	.00	.00	.00	.00	20000.40	.00	.00
FISCAL SERVICES 7500										
APPROPRIATION		82253.81	66411.00	15842.81	.00	.00	.00	.00	.00	.00
EXPENDITURE		41052.18	33205.56	7846.62	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		41201.63	33205.44	7996.19	.00	.00	.00	.00	.00	.00
CENTRAL SERVICES 7700										
APPROPRIATION		19312474.23	44456.01	2794019.18	1447925.98	1800.00	4500.00	30844.06	14988929.00	.00
EXPENDITURE		3826519.25	22228.08	1319761.74	585977.90	1053.64	2840.88	6119.63	1888537.38	.00
ENCUMBRANCE		291.18	.00	.00	291.18	.00	.00	.00	.00	.00
BALANCE		15485663.80	22227.93	1474257.44	861656.90	746.36	1659.12	24724.43	13100391.62	.00
OPERATION SERVICES 7900										
APPROPRIATION		300.00	.00	.00	.00	.00	.00	.00	300.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		295.00	.00	.00	.00	.00	.00	.00	295.00	.00
BALANCE		5.00	.00	.00	.00	.00	.00	.00	5.00	.00
MAINTENANCE SERVICE 8100										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		19571980.00	110867.01	2809861.99	1447925.98	1800.00	4500.00	207796.02	14989229.00	.00
EXPENDITURE		4010823.99	55433.64	1327608.36	585977.90	1053.64	2840.88	149372.19	1888537.38	.00
ENCUMBRANCE		14285.18	.00	.00	291.18	.00	.00	13699.00	295.00	.00
BALANCE		15546870.83	55433.37	1482253.63	861656.90	746.36	1659.12	44724.83	13100396.62	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		19571980.00	110867.01	2809861.99	1447925.98	1800.00	4500.00	207796.02	14989229.00	.00
EXPENDITURE		4010823.99	55433.64	1327608.36	585977.90	1053.64	2840.88	149372.19	1888537.38	.00
ENCUMBRANCE		14285.18	.00	.00	291.18	.00	.00	13699.00	295.00	.00
BALANCE		15546870.83	55433.37	1482253.63	861656.90	746.36	1659.12	44724.83	13100396.62	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
COMMUNITY SERVICES	9100									
APPROPRIATION		750084.90	496976.21	93958.69	56000.00	.00	69500.00	33500.00	150.00	.00
EXPENDITURE		323005.90	231255.19	41441.73	20488.58	.00	28897.40	823.00	100.00	.00
ENCUMBRANCE		6414.14	.00	.00	3407.36	.00	2728.93	277.85	.00	.00
BALANCE		420664.86	265721.02	52516.96	32104.06	.00	37873.67	32399.15	50.00	.00
*SUB TOTAL										
APPROPRIATION		750084.90	496976.21	93958.69	56000.00	.00	69500.00	33500.00	150.00	.00
EXPENDITURE		323005.90	231255.19	41441.73	20488.58	.00	28897.40	823.00	100.00	.00
ENCUMBRANCE		6414.14	.00	.00	3407.36	.00	2728.93	277.85	.00	.00
BALANCE		420664.86	265721.02	52516.96	32104.06	.00	37873.67	32399.15	50.00	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		750084.90	496976.21	93958.69	56000.00	.00	69500.00	33500.00	150.00	.00
EXPENDITURE		323005.90	231255.19	41441.73	20488.58	.00	28897.40	823.00	100.00	.00
ENCUMBRANCE		6414.14	.00	.00	3407.36	.00	2728.93	277.85	.00	.00
BALANCE		420664.86	265721.02	52516.96	32104.06	.00	37873.67	32399.15	50.00	.00

\* \* \* END OF IRBD410 REPORT \* \* \*

FND - 300 CAPITAL PROJECTS		PRD-00 BEGINNING			PRD-06 DECEMBER 2014	
TY PRJ		BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE
B	TRANSFERS	14,992,392.80	0.00	0.00	2,342,701.79	12,649,691.01
B 001	Safety to Health	2,662,033.00	23,602.35	221,219.45	630,362.02	1,786,849.18
B 002	ADA COMPLIANCE	63,000.00	0.00	7,529.50	6,065.00	49,405.50
B 003	ENVIRONMENTAL COMPLIANCE	15,323.44	0.00	7,688.61	967.39	6,667.44
B 004	AIR CONDITIONING	1,116,425.39	21,335.99	112,649.40	236,844.57	745,595.43
B 005	ROOFING	488,320.21	0.00	49,377.22	38,628.99	400,314.00
B 007	WALKWAYS AND SIDEWALKS	35,698.00	0.00	0.00	327.00	35,371.00
B 008	ELECTRICAL	249,778.94	84.55	30,669.06	75,876.98	143,148.35
B 009	SITE IMPROVEMENTS	366,825.26	32,500.00	43,920.24	82,400.92	208,004.10
B 010	BUILDING RENOVATIONS	95,642.12	0.00	3,903.51	53,654.08	38,084.53
B 012	TECHNOLOGY	786,915.87	0.00	21,690.07	6,534.82	758,690.98
B 013	MOTOR VEHICLES	850,553.61	717,987.00	0.00	3,840.00	128,726.61
B 016	PLUMBING & WATER PROJECTS	36,144.23	1,044.90	14,318.87	17,916.33	2,864.13
B 018	PAVING	10,000.00	0.00	6,000.00	2,400.00	1,600.00
B 021	TECHNOLOGY TRANS.VIDEO/COMMUN.	85,122.70	0.00	25,000.00	0.00	60,122.70
B 023	PAINTING SERVICES	5,000.00	0.00	0.00	0.00	5,000.00
B 024	MISC EQUIPMENT	567,819.12	28,710.80	65,061.31	76,405.62	397,641.39
B 029	SEBASTIAN RIVER HIGH ADDITION	7,556.50	0.00	0.00	7,556.50	0.00
B 032	DRAINAGE	5,000.00	0.00	0.00	0.00	5,000.00
B 033	WINDOWS & DOORS	49,225.37	0.00	24,694.00	15,640.64	8,890.73
B 034	CUSTODIAL/GROUNDS EQUIPMENT	50,000.00	259.00	34,528.18	15,166.05	564.77
B 036	CONSULTING	28,779.91	0.00	8,000.00	5,000.00	15,779.91
B 037	GLENDALE HARDCOURT	2,471.25	0.00	0.00	0.00	2,471.25
B 044	GYM/BAND/PE	174,499.36	0.00	69,531.04	40,153.50	64,814.82
B 048	PORTABLE LEASING & FF&E	2,236,260.76	0.00	261,366.96	894,524.45	1,080,369.35
B 050	DODGERTOWN CAFETERIA RENOVATIO	0.00	0.00	0.00	0.00	0.00
B 052	LAND PURCHASES	0.00	0.00	0.00	0.00	0.00
B 060	SRMS Locker Room Renovation	0.00	0.00	0.00	0.00	0.00
B 067	Storm Grove Middle School	0.00	0.00	0.00	0.00	0.00
B 068	Beachland -- Expansion	303,520.00	0.00	303,520.00	0.00	0.00
B 069	Upgrade TV Production Studio	0.00	0.00	0.00	0.00	0.00
B 072	PLAYGROUNDS	1,037,793.68	0.00	417,212.24	600,542.01	20,039.43
B 100	OTHER DISTRICTWIDE PROJECTS	0.00	0.00	0.00	0.00	0.00
B 401	District Office Lease	45,000.00	0.00	18,750.00	26,250.00	0.00
B 402	Administration Facility	7,030,238.74	0.00	6,718,592.09	311,610.74	35.91
B 403	Support Services Complex	0.00	0.00	0.00	0.00	0.00
B 404	Fellsmere Cafe Expan & Class A	594,164.71	0.00	6,106.94	571,403.78	16,653.99
B 405	Traffic Improvement Projects	0.00	0.00	0.00	0.00	0.00
B 406	TCE Additional Classrooms	204,093.11	0.00	59,244.46	112,573.77	32,274.88
B 407	Vero Beach El Replacement	21,700.00	0.00	0.00	21,235.60	464.40
B 408	Energy Management Projects	0.00	0.00	0.00	0.00	0.00
B 411	Renovate Thompson for Osceola	989.33	0.00	0.00	981.00	8.33
B 412	Rehabilitate Oslo Middle Schl	290,360.38	0.00	22,595.66	156,390.89	111,373.83
B 413	Vero Beach HS/FLC/PAC HVAC	0.00	0.00	0.00	0.00	0.00
B 414	Performing Arts Allocation	70,000.00	10,961.60	0.00	27,778.04	31,260.36
B 415	Gifford Middle School Chillers	17,913.50	0.00	0.00	0.00	17,913.50
B 416	Gifford M.Kalwell Revitalizatn	136,520.79	0.00	29,329.00	4,560.00	102,631.79
B 417	SRHS Lights EMS	0.00	0.00	0.00	0.00	0.00
B 418	Citrus Mechanical Rehab.	3,449.40	0.00	3,449.40	0.00	0.00
B 419	SMS TES	77,718.20	0.00	0.00	71,971.20	5,747.00
B 420	Highlands Mechanical Rehab.	43,115.98	0.00	7,633.00	5,500.00	29,982.98



FND - 300 CAPITAL PROJECTS		PRD-00 BEGINNING			PRD-06 DECEMBER 2014	
TY PRJ		BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE
B 421	Floor replacement to tile DW	286,456.71	0.00	46,879.36	239,577.35	0.00
B 422	Rosewood PPU Road Improvements	227,934.48	0.00	5,001.48	189,286.00	33,647.00
B 423	VBHS Firedoors	0.00	0.00	0.00	0.00	0.00
B 425	VBHS Citrus Bowl Field Rehab	1,952.01	0.00	0.00	0.00	1,952.01
B 426	VBHS FLC Soccer/Lacorsse Flds	4,538.65	0.00	0.00	0.00	4,538.65
B 427	TCE Firewall	0.00	0.00	0.00	0.00	0.00
B 428	Data Air for IT Room	0.00	0.00	0.00	0.00	0.00
B 429	Citrus Additional Classrooms	5,736,098.01	0.00	3,935,843.77	812,916.28	987,337.96
B 430	Glendale FAFCO Tank Replacemnt	53,760.00	0.00	0.00	0.00	53,760.00
B 431	Districtwide Chiller Replacemt	860,191.40	0.00	95,729.00	33,500.00	730,962.40
B 432	VBHS Building IV Repairs	125,000.00	0.00	7,270.00	0.00	117,730.00
B 440	Beachland Drainage Project	0.00	0.00	0.00	0.00	0.00
B 441	Beachland Media Center	0.00	0.00	0.00	0.00	0.00
B 442	TCE Parking Lot Project	0.00	0.00	0.00	0.00	0.00
B 443	Storm Grove Stage	0.00	0.00	0.00	0.00	0.00
	*	42,153,296.92	835,968.19	12,684,303.82	7,739,043.31	20,893,981.60

BUDGET STATUS SUMMARY  
BUDGET AND EXPENDITURE REPORT-CAPITAL PROJECTS

TY PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE
REQUEST 091 TOTAL	42,153,296.92	835,968.19	12,684,303.82	7,739,043.31	20,893,981.60

FND - 420 SPECIAL REVENUE - OTHER - 420		PRD-00 BEGINNING			PRD-06 DECEMBER 2014		
TY PRJ		BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
B 101	Title I Part C Migrant 2014/15	60805.00	0.00	958.76	16660.43	43185.81	71.02
B 102	Title I Part C Migrant 2013/14	1990.80	0.00	0.00	1990.80	0.00	.00
B 105	Title I Part A Basic 2014-2015	5145874.98	12966.07	73517.41	1414815.47	3644576.03	70.83
B 106	Title I Part A Basic 2013-2014	69872.72	0.00	0.00	69872.72	0.00	.00
B 109	Title III Enh Opp for Imig.	18193.05	0.00	0.00	0.00	18193.05	100.00
B 111	Title II FY15 Teacher Training	690851.00	200.00	9964.32	234724.83	445961.85	64.55
B 112	Title II FY14 Teacher Training	41382.63	0.00	0.00	41382.63	0.00	.00
B 134	Title I School Imp Init FY14	15838.00	0.00	0.00	15838.00	0.00	.00
B 135	Title I School Imp Init FY 15	124192.00	0.00	0.00	47065.74	77126.26	62.10
B 151	Title III Part A Eng Lang 2015	198369.44	0.00	1645.61	54662.54	142061.29	71.61
B 152	Title III Part A Eng Lang 2014	55.08-	0.00	0.00	55.08-	0.00	.00
B 180	21st Century Com Lgnr Cntr 14	16437.74	0.00	0.00	16437.74	0.00	.00
B 201	IDEA Part B Pre K 2014-2015	109174.29	0.00	181.20	40601.81	68391.28	62.64
B 206	IDEA Part B 2013-2014	79710.94	0.00	0.00	79710.94	0.00	.00
B 207	IDEA Part B 2014-2015	4095589.00	0.00	21624.22	1594022.55	2479942.23	60.55
B 301	Adult Education FY 14/15	161885.00	0.00	845.56	69872.14	91167.30	56.32
B 302	Adult Education FY 13/14	1845.54	0.00	0.00	1845.54	0.00	.00
B 309	Carl Perkins Secondary FY 15	157851.00	0.00	83.80	61140.61	96626.59	61.21
B 310	Carl Perkins Sec Voc Ed FY14	4928.25	0.00	0.00	4928.25	0.00	.00
	*	10994736.30	13166.07	108820.88	3765517.66	7107231.69	64.64

FND - 421 Special Revenue -Other-Fed Dir		PRD-00 BEGINNING			PRD-06	DECEMBER	2014	
TY	PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM	
B	203	SEDNET ALLOCATION	20386.00	0.00	5930.50	6907.50	7548.00	37.03
B	315	Carl Perkins Post Sec FY14/15	28359.00	0.00	1294.14	14294.34	12770.52	45.03
		*	48745.00	0.00	7224.64	21201.84	20318.52	41.68

FND - 422 Special Revenue - Other - Reim		PRD-00 BEGINNING			PRD-06	DECEMBER	2014
TY	PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
B	114	PROJECT10 CONNECT MINI GRANT	1000.05	0.00	0.00	1000.05	0.00 .00
B	205	UDL THROUGH TECHNOLOGY 14/15	50000.00	0.00	28454.38	12341.02	9204.60 18.41
		*	51000.05	0.00	28454.38	13341.07	9204.60 18.05

FND - 434 Special Rev Race To The Top		PRD-00 BEGINNING			PRD-06 DECEMBER 2014		
TY PRJ		BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
B 433	PROF.DEV.FOR DIGITAL LEARNING	75000.00	0.00	52954.68	4923.33	17121.99	22.83
B 434	Race To The Top 2010 - 2014	613741.49	67145.34	55569.21	144207.69	346819.25	56.51
	*	688741.49	67145.34	108523.89	149131.02	363941.24	52.84



TY PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
REQUEST 093 TOTAL	11783222.84	80311.41	253023.79	3949191.59	7500696.05	63.66

Please find below the Facilities Update Report:

**Citrus Elementary School Cafeteria Expansion**

The cafeteria roof is now complete and the interior slab is poured. The systems now being installed are plumbing, electrical, and air conditioning. Colors have been selected and work is continuing on schedule with a completion date in May. Additionally, the new chiller yard and thermal energy storage plant is operating as designed.





## Administration Building

The site work is continuing with underground utilities being the focus. The retention pond has been increased and the slopes stabilized. The footings will begin on February 23<sup>rd</sup>, which marks the beginning of the vertical construction.



## Vero Beach High School Scoreboard

The scoreboard at the Vero Beach High School baseball field began malfunctioning during the baseball season last spring and was repaired numerous times during and after the season in an effort to salvage it. After many failed attempts at repair, a new scoreboard was purchased and installed in time for the beginning of the 2015 spring baseball season.





### Sebastian River High School Single Point of Entry

As a part of the districtwide security project, an effort is being made to create a single point of entry at all of the schools to allow administrators to control and monitor visitors to their site. Sebastian River High School has received a new single point of entry feature with new ornamental ironwork. The new configuration now directs all visitors to the school to travel through the front office before having access to the inner campus. More single points of entry are being created at other schools and will be shared when completed.



### **Beachland Drainage Project**

Survey and design is underway for construction of a new drainage system at Beachland Elementary. During heavy rain events, the existing drainage system is overwhelmed and stormwater backs up onto the sidewalks and threatens several of the classrooms. The new drainage system will handle the larger amounts of runoff and direct them to designed retention areas that were constructed during the traffic loop project. This construction will take place over the summer and be completed before school begins in the fall.

### **Annual Facilities and Physical Plant Needs Assessments and Site Visits**

Every year Facilities and Physical Plant, together, visit with the principals at every school in the District and discuss with them their needs and wants for their school and campus. The needs are compiled in a list and presented to the Support Services Committee to prioritize during the budgeting process. The annual site visits have begun for this year and will continue for the next two weeks.

### **Sebastian River High School Baseball Backstop**

The backstop for the baseball field at Sebastian River High School is going to be replaced at the conclusion of the 2015 spring baseball season. The backstop is experiencing some deterioration and wear and has arrived at the end of its useful life. The new backstop will be higher and will be located closer to home plate. The existing backstop is 61' away from home plate, and the new one will be located only 40' from home plate.

### **Vero Beach High School Freshman Learning Center Chiller Replacement**

The chiller at the Vero Beach High School Freshman Learning Center was awarded by the School Board at the January 27<sup>th</sup> meeting. The project has begun and materials are being reviewed by our design professionals in preparation for ordering. Actual construction will begin as soon as those materials are approved and delivered. The project should be substantially complete on June 1<sup>st</sup>.



**This Page Intentionally Left Blank**