

**CLARK ADVANCED LEARNING
CENTER
STUDENT PROGRESSION PLAN
2023-24**

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EQUIP AND EMPOWER STUDENTS FOR SUCCESS!

In 2004, Clark Advanced Learning Center (Clark) was established as a charter high school in partnership with Martin County School District and Indian River State College to provide “middle majority” 11th and 12th grade students with enhanced education and career training opportunities through access to a rigorous technology-enriched curriculum in a “small school” environment. In 2007, the school began accepting 10th grade students. Employing proven “best practices” in education, Clark leads students to high school graduation and preparation for college and/or high-tech career opportunities. Technology-related “majors” combined with an interdisciplinary project-based curriculum, extensive exposure to career-based and contextual learning opportunities, job shadowing, internships, dual enrollment, and articulated credit engages students in academically challenging courses in preparation for lifelong learning and career success.

The vision of Clark involves the creation and implementation of a supportive enriched learning environment that produces students who are academically and technologically prepared to continue their education at the college-level and enter the competitive workplace. This vision is achieved through the following objectives:

- Provide academically challenging, articulated programs that include an integrated curriculum, sequenced work-based learning, and dual enrollment opportunities for high school students.
- Provide a rigorous academic environment that meets the needs of students and the expectations of parents, business partners, and employers.
- Increase student achievement through the implementation of innovative teaching strategies. Ensure all populations have equal access and support to participate as fully as possible in Clark programs.
- Enhance the abilities of teachers, counselors, mentors, business partners, and parents to implement quality contextual programs that add relevance to academic learning.
- Develop a systematic assessment and evaluation system to measure and track accomplishments of identified outcomes.
- Disseminate project results and lessons learned through regional, state, and national conferences and workshops.

Clark helps students prepare for the challenges of the future in a small-school environment with access to all the advantages and resources of a college campus. Clark maximizes dual enrollment opportunities, enabling students to earn college credits, at no charge, with the possibility of earning a full associate degree while still in high school. Clark graduates will be well prepared to advance to Indian River State College, pursue two and four-year degree programs and/or move directly into the workforce with high-tech skills. Clark engages high school sophomores, juniors, and seniors in highly personalized activities using innovative technology to gain important skills for the future.

I. EDUCATIONAL PRINCIPLES

The purpose of Clark Advanced Learning Center (Clark) is to provide secondary-level students with enhanced educational and career training opportunities through access to a rigorous, technology enriched curriculum in a small school environment. Employing proven best practices in education, Clark leads students to high school graduation and preparation for college and career opportunities. An extensive dual enrollment program offered through Indian River State College (IRSC) provides students with the opportunity to simultaneously earn high school and college credits and enables highly qualified students to attain an associate degree concurrent with a high school diploma. Technology-related majors combined with an interdisciplinary curriculum, extensive exposure to career-based and contextual learning opportunities, job shadowing, internships, and articulated credit engage Clark students in academically challenging courses in preparation for lifelong learning and career success.

- Clark Advanced Learning Center is guided by five essential educational principles:
- Students learn best through active engagement in meaningful learning experiences.
 - Students develop the capacity to think critically, solve problems, and communicate effectively through contextual learning opportunities.
- Students learn about themselves, their heritage, and the interdependent world through facilitative teaching, inter-disciplinary instruction, self-directed learning activities, and subject content applied to real-world problems.
- Students prepare for further education and careers through a challenging curriculum, accelerated dual enrollment options, integration of technology throughout the curriculum, guided career exploration, mentoring, internships, and capstone projects.
- Students learn to fulfill their civic obligations through active involvement in school and community service.

II. ADMISSIONS

A. ADMISSION REQUIREMENTS

The following eligibility standards for admission to Clark are in effect for the 2023-24 school year:

- Be a resident of Martin County. Martin County residency must be documented at time of application.
- Be classified as a high school sophomore, junior, or senior. *
- Have a minimum unweighted GPA of 2.0 (entering seniors must have a minimum unweighted GPA of 2.5).
- Earned one credit with a grade of C (70%) or higher in each semester of Algebra 1 and a passing score on the End Of Course (EOC) exam or other exam approved for concordant scores (PSAT, SAT, ACT).

- Complete the application and provide a 300-word (minimum) essay on "Why I want to attend Clark Advanced Learning Center".
- If not currently enrolled in a Martin County public school, official transcripts, report cards, proof of residency, and test scores must be submitted for the application to be considered complete.
- For entering sophomores from Florida Public Schools: Attained a Level 3 proficiency on the ninth-grade grade FSA-ELA Reading/Writing exam as established by the State of Florida.
- For entering juniors and seniors from Florida Public Schools: Attained 10th grade proficiency as established by the State of Florida on the Florida Dept. Of Education required ELA (Reading/Writing) assessment.
- If not currently enrolled in a Florida Public School: We must receive official transcripts, report cards, proof of residency, test scores, and grade-level reading, language, and math standardized test/EOC scores for the application to be considered complete.

Minimum high-school credits required for grade level:

10th grade: 5 credits (1 English credit and at least 3 credits in academic areas such as math, science, social studies, and/or foreign languages)

11th grade: 11 credits

12th grade: 18 credits

These requirements are subject to review/revision to reflect current Florida Department of Education policies, guidelines, and legislative actions. Students who have not met all the admission criteria above, but who otherwise demonstrate an ability to benefit from Clark programs may be approved for admission on a case-by-case basis by the Principal/Executive Director. Students will be considered for admission without regard to race, religion, national origin, gender, or physical disability.

Students participating in dual enrollment courses must meet Indian River State College (IRSC) eligibility requirements to ensure they are prepared for college-level studies. Clark will serve an enrollment of up to 250 students each year. If the number of eligible applicants exceeds the capacity of the program, all students meeting admission criteria shall have an equal chance of admission through a random lottery selection process in accordance with Florida Statute 1002.33(10)(b). Applicants who are placed on a wait list will be offered enrollment as spaces become available. Once an applicant has been admitted to the school and has enrolled, he/she is not required to reapply, but must submit Clark's "Intent to Return" form for future enrollment periods, unless the student fails to attend or officially withdraws from the school.

B. Eligible Applicants

An eligible applicant is a student who meets the eligibility standards above and who has submitted a completed application online by the established deadline.

A completed application includes the following:

- Clark Advanced Learning Center Application
- 300 Word Student Essay

- Official High School Transcripts from all high schools attended, if transferring from any school outside of Martin County School District (MCSD)
- Official College Transcripts from all colleges attended (if applicable)
- Official test scores for FSA/FAST, EOC exams, ACT, SAT, PSAT, Post-Secondary Education Readiness Test (P.E.R.T.), TABE, as applicable

The following forms are completed upon student acceptance to Clark:

- Request for Records
- Student Enrollment
- Health Information & Emergency Contact
- Transportation Survey
- IRSC Dual Enrollment Application (online)
- Laptop Computer Acceptable Use Agreement / Network Acceptable Use Policy
- Clark Parent and Student Acknowledgement

Participation in Home School Sports and Activities

A student attending a charter school may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned only if there is a district or interdistrict controlled open-enrollment provision.

C. Transfer/Late Enrolling Students

- Transfer students will only be admitted if space permits after the random selection and wait list process.
- Students who transfer and are admitted into Clark after classes begin will be allowed to make up class work to receive full semester credit.
- Students who transfer within the county must enroll within three (3) school days from their withdrawal to be eligible to earn full credit for the semester's work.
- Students who transfer from another school outside the district must enroll within ten (10) days from their withdrawal to be eligible to earn full credit for the semester's work.

D. Medical Examinations

Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. If the medical exam meets this 12-month requirement, parents may submit this information on the school-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at:

<https://www.floridahealth.gov/programs-and-services/childrens-health/school-health/documents/school-health-entry-exam-form-dh3040-chp-07-2013.pdf>

E. Immunization Requirements

Students entering a Florida public school for the first time must present one of the following:

A Florida Certificate of Immunization, Form 680 (blue card), completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the general public.

Information on Florida school immunization requirements is available at:

http://www.doh.state.fl.us/Family/school/parent/parent_info.html

Note: The Executive Director or designee will issue a written exemption not to exceed thirty (30) school days to permit a student who transfers into the district to attend classes until his/her records can be obtained. If the parent or the student fails to present a proper immunization certificate at the end of the thirty-day exemption period, the student will be temporarily prohibited from attending school until the proper immunization certification is received.

Appeals

Appeals regarding admission of students due to eligibility standards will be referred to a three-member Admissions Committee composed of the IRSC Chastain Campus President, the Clark Executive Director, and the Chastain Campus Director or designee. Upon written request of an applicant's parent/guardian, the Admissions Committee will review all documentation related to the student's eligibility and make a determination regarding admission. The decision of the Admissions Committee is final.

III. SCHOOL OPERATIONS

Clark Advanced Learning Center is a public, secondary charter school established and operated pursuant to Florida Statute, the terms of the school's charter, policies established by the Indian River State College District Board of Trustees, and applicable IRSC policies and procedures.

A. School Year and Day

Pursuant to Florida Statute, the school year is 180 school days, with specific beginning and ending dates, holidays, and teacher workdays indicated in the annual School Calendar. Students are enrolled in classes for the full 180 days and will be engaged in a minimum of 1500 instructional minutes each week. Students will be released early on specific dates as detailed on the Clark School Calendar. These days are designed for school-wide planning, school improvement initiatives, curriculum development, and teacher training. Transportation services will be provided.

B. Attendance

Students are expected to follow Florida State Law (F.S. 1003.21), which addresses mandatory attendance during the school term. All students (10-12 grades) must attend school enrolled in a minimum of four Clark/IRSC classes per semester. To meet this requirement, students may take high school classes, full-time dual enrollment schedule, or any combination of dual enrollment and high

school courses. Any exception must be recommended by the certified school counselor and approved by the Principal/Executive Director.

C. School Hours

Clark's school day is 7:50 a.m. to 2:20 p.m. Monday through Friday. Clark follows scheduled Martin County 12:15 p.m. Early Release Days.

Block	Time
First Block	7:50 – 9:15
Second Block	9:20 – 10:50
Third Block	10:55 – 12:15
Lunch	12:15 – 12:50
Fourth Block	12:55 – 2:20

Note: Clark's schedule differs from the Martin County and other School District calendars for some holidays, teacher workdays, and conference days. Clark students must always follow the Clark calendar. Parents must provide their own transportation to school at 7:50 a.m. and home at 2:20 p.m. on these dates.

Student schedules may vary to accommodate course preferences and student activities. Participation in student activities generally occurs outside normal school hours.

The school office is open from 7:00 a.m. to 3:30 p.m. Monday-Friday throughout the school year.

D. Excused Absences

Students are required to attend each scheduled class on time, every day, unless the absence is excused. Upon returning to school from an absence, students must submit a dated, signed parent/guardian note or email to student services explaining the reason for absence and the specific dates and/or times to be excused. If a note/email is not received within two school days, the absence is unexcused and may affect the student's grades or result in further disciplinary action. Notes are subject to verification by student services. The following are considered excused absences/tardiness:

- Illness of student or other medical emergency (a doctor's statement may be required) ▪ An accident resulting in bodily injury to the student.
- A death in the immediate family of the student
- Observance of a religious holiday or religious instruction as requested in writing by the parent/guardian.

- A subpoena by a law enforcement agency or for deposition or court appearance ▪ Clark administration approved on-campus or off-campus participation in academic, vocational, or non-instructional activities.
- In-school suspension
- Other significant circumstances as determined by Clark administration in accordance with State laws.

E. Advanced Notice for Excused Absence

Requests for excused absences from high school courses for family travel or vacation must be submitted in writing a minimum of two weeks in advance for Executive Director's approval. Failure to obtain prior approval may result in unexcused absence(s).

Medical and dental appointments should be planned so as not to conflict with a student's class schedule. If conflict is unavoidable, a written note must be sent in advance to excuse the absence.

If the student must leave campus before the end of his/her scheduled school day, the following steps must be taken:

- See Student Services in Room 218
- Student Services contacts parent/guardian to obtain permission for student to leave campus early
- Upon receiving permission, the student and their parents must sign out in the logbook located at the front desk. Before a student can be released to anyone, authorization must be approved through Student Services as verified in FOCUS.

F. School Activities

Students attending academic or other school-sponsored activities directly related to the instructional outcomes of one or more courses will be counted as excused but will be required to make up missed work. Students missing class while participating in a school-sponsored activity must have instructor permission noted on the appropriate field trip/activity form.

PLEASE NOTE: Students are not to make appointments with IRSC advisors, tutors, testing center, etc. during class time. These are NOT considered excused absences. Students must be in attendance the entire day to participate in after-school and/or weekend activities.

G. Unexcused Absences

Clark's OneCall system automatically contacts parents/guardians if their child has an unexcused absence or is tardy from one or more classes during the school day. According to Florida Statute 1003.26, a Clark administrator or designee shall contact the student's parent or guardian to determine the reason for unexcused absences or absences for which the reason is unknown. An excessive number of unexcused absences may result in referral for disciplinary action up to, and including, non-reenrollment at Clark, withdrawal from courses, academic penalties and/or restriction in field trips or extra-curricular activities.

H. Make-up Assignments from Clark Instructors

Full-time Clark instructors teach both high school and college courses. Most instructors will accommodate excused absences/tardiness, but there may be non-acceptance or penalties for late work from unexcused absences/tardiness. Students must follow Clark teachers' syllabi in arranging for classwork or test make-up upon their return to school. Students assigned to in-school suspension will be counted as being present and will be responsible for completing their scheduled class work. Students enrolled in IRSC college classes located at Clark, Chastain, and other campuses should refer to their instructors' syllabi for policies established by the college instructor.

I. Driver's License Law

The Florida Legislature enacted requirements (Section 322.091, F.S.) that students who attain the age of 14 and accumulate 15 unexcused absences in a period of 90 calendar days be ineligible to receive or maintain driving privileges. The school is required to report such students to the State for report to the Department of Motor Vehicles.

J. School-Sponsored Activities

Students missing class while participating in a school-sponsored activity must have instructor signed permission on the appropriate field trip/activity form. Approval will be based upon a student's satisfactory academic, attendance, and discipline records.

Blood Drives

Students donating blood should plan to spend at least one hour on their off blocks. If no off blocks available, students **MUST** have written permission from their teacher **PRIOR TO** blood donation date to miss part of a class (maximum 30 minutes unless special teacher permission)

- Students leaving early **FROM** class to donate: Students must bring the official Florida Blood Center appointment pass the next day to the teacher.
- Students arriving late **TO** class from donating: Students must bring the official Florida Blood Center appointment pass to the teacher.

K. Student Withdrawal from College or High School Courses

The Clark certified school counselor will provide students with in-person, individual, academic advising each term. Parents/guardians may attend the advising sessions or make separate conference appointments to discuss their student's progress. *After the initial scheduling conference, parents/guardians must approve and sign any schedule changes requested by the student.* Every effort will be made to encourage college coursework; however, priority will be placed upon meeting high-school graduation requirements. Prior to registering for certain academic college classes, a student must score above specific levels on the Post-Secondary Education Readiness Test (P.E.R.T.) or through another approved alternative placement measure.

After the drop date, students may voluntarily withdraw from a college course through the withdrawal date published in the IRSC Catalog by meeting with the Clark certified school counselor to obtain

written approval. Students must continue attending classes until paperwork is completed and students are informed of the outcome. Students are not permitted to withdraw from a course with an End of Course Assessment once s/he has completed 80% of the course. All class withdrawals must be processed through the school counselor. A grade of “W” will appear on the student’s permanent college transcript. This does not calculate the student’s GPA and does not count for credit in the course. If the student re-enrolls for the course during a future term, student must pay for the course retake and the resources/materials such as textbook/code(s) to support the classwork, and the most recent course attempt will be counted in the GPA. Please note that an excessive number of withdrawals may affect future financial aid eligibility and admission decisions at colleges and universities. Two withdrawals from the same course may result in higher tuition costs for the course in the future. Decisions whether to place a student in additional college courses will be determined based upon the number of withdrawals and the student’s academic performance. In some cases, a student academic contract may be required to include close monitoring and assigned study/open lab time as well as payment for course and/or materials. Priority will be given to courses required to meet high-school graduation requirements.

IV. EDUCATIONAL PROGRAM

A. Curriculum

Clark’s educational program includes integrated academic and applied technology programs that meet graduation requirements for a standard Florida High School Diploma and accelerate student progress toward an Associate degree. The standards that establish the core content of the curricula to be taught and the core content knowledge and skills that K-12 public school students are expected to acquire are the Florida Standards. Standards are posted on www.cpalms.org

Specific Requirements of the Florida Standards include:

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

The educational program at Clark is comprehensive. Students achieve high school and postsecondary course competencies through high school and college level coursework. Learning strategies and materials are designed to accommodate the individual needs and optimize learning styles of each student. The use of technology is infused throughout the curriculum to enhance and deepen student proficiency in the subject content. Course requirements include identified benchmarks from the Florida Standards that are most relevant to the course.

Other Clark activities focus on preparation for the workplace and college. These activities include, but are not limited to, the following:

- Completion of dual enrollment courses Student Success Skills (SLS1101) and Introduction to Information Technology (CIS1000) or another technology-based course within first year of enrollment.
- Internship: All students are expected to satisfactorily complete the Clark Internship as part of our Career Program, which includes completion of dual enrollment course Personal and Career Development (SLS1421).
- Bright Futures Scholarships: Students will register for Bright Futures after December 1st prior to their graduation year by completing the Florida Financial Aid application online. Workshops and parent information sessions will be held to assist completing the required Free Application for Student Financial Aid (FASFA).
- Other assistance for scholarship and college applications is available by request through Clark Student Services.

Approved Standards for grades 9 through 12

Standards for grades 9 through 12 which may be organized by grade clusters for more than one grade. Visual and performing arts, physical education, health, foreign language standards may be organized by grade clusters of more than one grade level for grades 6 through 12.

- English Language Arts (ELA) Florida Standards must establish specific curricular content for reading, writing, speaking, and listening, and language. The Benchmarks for Excellent Student Thinking (B.E.S.T.) standards will be used in K-12 ELA.
- Science Florida Academic Standards must establish specific curricular content for the nature of science, earth and space science, physical science, life science, and technology.
- Mathematics Florida Standards must establish specific curricular content for algebra, geometry, statistics and probability, number and quantity functions, and modeling. Mathematics B.E.S.T. standards will be implemented in the 2022-2023 school year.
- Social Studies Florida Academic Standards must establish specific curricular content for geography, United States and world history, government, civics, humanities, and economics. Students intending to take either AP or Dual Enrollment economic courses must take Macroeconomics to meet the high school graduation requirement.
- Visual and performing arts, physical education, health, and world language standards must establish specific curricular content and include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards from grades 6 through 12 may be organized by grade clusters.

Clark's high school academic courses are aligned with IRSC course offerings to provide maximum opportunities for dual enrollment. High school students are dual enrolled in their technical subject areas and will also be dual enrolled in their academic subject areas to the greatest extent possible, provided they meet dual enrollment program and course prerequisites. A primary goal of Clark is to allow students to earn the highest exit option possible by maximizing dual enrollment opportunities and structuring seamless "2+2" articulated program plans. The curriculum enables Clark students to earn IRSC credit up to and including an AA, AS, or AAS degree and Technical Certificates. The curriculum

is structured to provide opportunities for students to meet the requirements of the Florida Bright Futures Scholarship Program. In addition, Clark's location on the IRSC Chastain Campus enables students to take advantage of IRSC's expanded curriculum, academic services, counseling, and other student support services.

Required Instruction

Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy.

1. Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights, and subsequent amendments. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
2. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. The high school United States Government course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States ([1003.4282, F.S.](#)).
3. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
4. Flag education, including proper flag display and flag salute.
5. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
6. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable,

teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

7. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of antisemitism, prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05 (8), and the prevention of anti-Semitism. The Department of Education shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The second week in November shall be designated as "Holocaust Education Week" in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

8. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Additionally, students shall be instructed on the 1920 Ocoee Election Day Riots. Instructional materials shall include the contributions of African Americans to American society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in the Introduction (Page 7) or the state academic standards.

9. The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.
10. The elementary principles of agriculture.
11. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
12. Kindness to animals.
13. The history of the state.
14. The conservation of natural resources.
15. Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education that addresses concepts of community health; consumer health; environmental health; family life, including:
 16. Injury prevention and safety
 17. Internet safety
 18. Nutrition
 19. Personal health
 20. Prevention and control of disease
 21. Substance use and abuse
 22. Prevention of child sexual abuse, exploitation, and human trafficking.
 23. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
 24. Schools are required to provide basic training in first aid, including cardiopulmonary resuscitation (CPR), for all students in grade 9 and grade 11. Instruction in the use of CPR must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. The instruction must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and use an automated external defibrillator when a school district has the equipment necessary to perform the instruction ([1003.453 F.S.](#))
25. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
 - a) Self-awareness and self-management.
 - b) Responsible decision making.
 - c) Resiliency.
 - d) Relationship skills and conflict resolution.
 - e) Understanding and respecting other viewpoints and backgrounds.

f) For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

26. The health education curriculum for students in grades 6 to 12 shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

Additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

1. The study of Hispanic contributions to the United States.
2. The study of women's contributions to the United States.
3. The nature and importance of free enterprise to the United States economy.
4. Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and private property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation, and for grades 11 and 12 voting using the uniform primary and general election ballot described in 101.151(9).
5. In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. Additionally, all public schools in the state are encouraged to coordinate, at all grade levels, instruction related to:
 - recognizing our nation's founding fathers during "American Founders' Month" in September ([1003.44 F.S.](#), [683.1455 F.S.](#)).
 - celebrating "Freedom Week" during the last full week in September ([1003.421 F.S.](#))
 - teaching about the U.S. Constitution on September 17 of each year (Pub. L. No. 108-447).

Any student whose parent makes a written request to the school principal shall be exempted from participating in the aforementioned activities shall not be penalized by reason of that exemption.

November 7 of each year shall be suitably observed in schools as a day honoring the 100 million people who have fallen victim to communist regimes across the world.

Any student whose parent makes a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of

appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must include a link for a student's parent to access and review the instructional materials as defined in [1006.29\(2\), F.S.](#) used to teach the curriculum.

The Governor shall proclaim September 11 of each year as "9/11 Heroes' Day," which shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at 190 the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall 193 be suitably observed by public exercise in the State Capitol and 194 elsewhere as the Governor may designate.

If September 11 falls on a day that is not a school 196 day, "9/11 Heroes' Day" shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities.

Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class or the United States Government class required by s. 1003.4282(3)(d), respectively, must receive at least 45 minutes of instruction on "9/11 Heroes' Day" topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees, civilians, and emergency responders who were killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to: (a) The historical context of global terrorism. (b) A timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93. (c) The selfless heroism of police officers, firefighters, paramedics, other first responders, and civilians involved in the rescue and recovery of victims and the heroic actions taken by the passengers of United Airlines Flight 93. (d) The unprecedented outpouring of humanitarian, charitable, and volunteer aid occurring after the events of September 11, 2001. (e) The global response to terrorism and importance of respecting civil liberties while ensuring safety and security. (4) The State Board of Education must adopt revised social studies standards for inclusion in the civics education course required by s. 1003.4156 and the United States Government class required by s. 1003.4282(3)(d) which incorporate the requirements of this section.

Social Emotional Learning

Clark partners with the Martin County School District in the Mental Health Allocation Plan (1011.62 F.S.), which focuses on a multitiered system of supports to deliver evidence-based mental health intervention. Strategies or programs are implemented to reduce the likelihood of students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders. Throughout the school year students participate in community-building activities, and complete annual prevention programs, as they learn skills that enable them to become more resilient and self-motivated.

Accelerated Studies

Dual Enrollment

Clark dual enrollment students simultaneously earn high school credit toward a high school diploma along with college credit toward an Associate degree or occupational credit toward a Technical Certificate. “College Credit Dual Enrollment” clarifies the responsibility of the college in providing rigorous academic oversight for all dual enrollment courses, faculty credentials, exams, grades, and the award of postsecondary credit, irrespective of the delivery location. Dual enrollment classes accelerate the student’s college program, provide early exposure to collegiate instruction, and promote savings in college costs. Eligibility to participate in dual enrollment is defined in Florida Statute 1007.271, F.S. and State Board of Education Rule 6A-14.064. Dual enrollment is a privilege, not a right. Students must understand they may be attending classes with non-high school students and may encounter students of a variety of ages and backgrounds.

Clark students are eligible to participate in dual enrollment based on state-required GPA and placement score standards. Students who meet applicable placement score requirements and have an unweighted GPA of 3.0 or higher may participate in dual enrollment. Students who meet applicable placement score requirements and have an unweighted GPA of less than 3.0 may be granted an exception by the Clark certified school counselor and the Chastain Campus President or designee, based upon factors such as student progress, recent grade trends, nature of courses taken at Clark and previous schools, performance on standardized exams, and overall academic record. All college credit courses on the approved dual enrollment list offered by IRSC are eligible for dual enrollment by Clark students. Clark students must meet all placement testing requirements associated with the course and must also meet all course prerequisites and co-requisites.

A high standard of academic rigor applies to college classes. These standards include the following:

- Academic policies will be in accordance with the IRSC Catalog, Clark Student Progression Plan, and Clark Student Handbook.
- Students must adhere to the instructor’s course syllabus as to the nature of the course, attendance policies, course goals and requirements, methods of evaluation, and required text.
- Students are responsible for monitoring their progress and grades throughout the class.

Any Clark student who wishes to take IRSC dual enrollment college classes must first meet with the Clark certified school counselor to set up an educational plan and complete the appropriate testing. Clark is the first point of contact for parents who wish to discuss academic progress in a course, schedule a conference, or request information. IRSC academic advisors communicate with Clark’s certified school counselor.

All Dual Enrollment students are assigned to an IRSC Advisor during their first term of enrollment, during which time it is required that they meet to customize a Guided Pathway based upon their academic and career goals. Students must also meet with their IRSC Advisor annually to ensure they are making appropriate progress towards Associate degree requirements, depending on the major and degree on which a student is focusing. The Clark certified school counselor can provide guidance as to the appropriate courses needed to meet specific Associate degree requirements, but it is ultimately the

student's responsibility to meet with their IRSC advisor to ensure that all requirements for the degree are being/have been met.

Academic policies, including grading and attendance, are in accordance with the IRSC Catalog. Instructors provide students with a course syllabus with information on: ▪ Attendance policy, including number of unexcused absences allowed consequences of unexcused absences beyond the number allowed, and make-up work due to absences. ▪ Goals and requirements of the course as determined by the IRSC Instructional Department (major topics to be covered, any prerequisites, entry level placement, equipment, behavior, or study hours).

Nature of the course content as determined by the IRSC Instructional Department (list of chapters in text or paragraph summary of content or skills to be attained). ▪ Methods of evaluation as determined by the IRSC Instructional Department (number of tests/assignments, material covered on each test/assignment, and method by which grades are determined for tests and assignments and then combined to formulate a final grade).

Tests, assignments, and grading are consistent with IRSC Instructional Department practices.

IRSC instructors have the authority to refer students to Clark administration for disciplinary issues and/or removal from class.

Withdrawals are highly discouraged. Withdrawals will affect both high school and college permanent transcripts along with future enrollment and financial aid. Students must understand the following:

Dual enrolled students must obtain the signed permission of the Clark certified school counselor and parent in order to withdraw from a college class.

A dual enrollment withdrawal from class will result in a "W" posted to the student's college transcript.

Individual class withdrawals must occur before the deadline noted in the IRSC Academic Calendar.

Students not attending class who do not officially withdraw may receive a failing or unsatisfactory grade.

Students not maintaining satisfactory academic progress may be prohibited from taking future dual enrollment courses or be required to pay the cost of tuition and books before re-taking the same course through dual enrollment. Any unauthorized withdrawal from a dual enrollment course will result in a retake of the same course at the student's expense.

All "W" grades become a permanent part of the student's college transcripts and can influence future financial aid eligibility.

The completion of Clark high school graduation requirements does not guarantee completion of an AA, AS, or AAS degree. To receive a degree, a student must meet all program requirements as set forth by IRSC.

Credit Acceleration Program

Students can CAP Algebra I, Geometry, United States History, or Biology I if the student passes the statewide, standardized assessment thereby earning the course credit without the requirement of enrolling in or completing the course. Any interested students must speak with the Clark certified school counselor.

Career Preparation Program

Clark's philosophy includes the importance of career preparation as well as high scholastic standards as part of the standard curriculum. Clark students will participate in the following career activities before high school graduation. These activities will be graded by one or more of the faculty and be included in the students' final grades.

1. **Student Success Skills:** All Clark students must successfully complete a student success skills course which will support success in both future academic and professional life. Students will conduct career research, develop employability skills, investigate learning styles, and develop a personal portfolio.
2. **Internship Capstone:** During their senior year, all students are expected to satisfactorily complete the Clark Internship Capstone course. Students spend a minimum of one weekly classroom session and a sixty-hour internship experience with an approved business partner and/or community organization.

Programs of Study

1. **Program Options :** A key objective of Clark is for students to graduate prepared to meet the needs of local and regional employment markets. Clark's program options may change as warranted by employment and workforce trends. The following programs of emphasis were selected based upon input from the local business community:
 - Information and Computer Technologies
 - Digital and Graphic Design
 - Health Sciences
 - Business
 - Engineering
2. **Curriculum Innovations:** In addition to accelerated dual enrollment opportunities, the Clark curriculum incorporates the following instructional innovations identified through research as "educational best practices":
 - Technology Integrated Throughout the Curriculum
 - Senior Internships
 - Capstone Projects
 - Assessment of Student Learning
 - Student Laptops for 24/7 Technology Access

Exceptional Student Education (ESE) Progression Plan

General Information

Grade placement - Progression/promotion decisions: The primary responsibility of the Individual Educational Plan (IEP) team is to determine each student's level of performance and ability to function academically, socially, and emotionally. School personnel should use all resources to achieve parental understanding and support regarding a student's grade placement. However, the final decision must not violate the promotion requirements outlined in Florida Statutes or the School Board of Martin County Bylaws & Policies.

Students with Disabilities working on Florida Standards including Benchmarks for Excellent Student Thinking Standards/Next Generation Sunshine State Standards (B.E.S.T./NGSSS) are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels.

In grades 10-12, all students must participate in either the State Assessment and/or End of Course (EOC) assessments, as applicable.

Graduation Requirements

Standard Diploma High School Graduation Options: [Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and After](#)

Waiver of State Assessment English Language Arts (ELA) Graduation Requirement for Students with Disabilities: State law provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments, taking into consideration allowable accommodations, for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a waiver from the State Assessment/FSAA graduation requirement, the student must: Be identified as having a disability as defined in [1007.02\(2\), F.S.](#);

- Have an Individual Educational Plan (IEP);
- Have demonstrated, as determined by the IEP Team, achievement of the course standards/access points (as applicable).
- Have taken the grade 10 State Assessment/FSAA English Language Arts (ELA) assessment with appropriate, allowable accommodations at least once.

The completed Statewide, Standardized Results Waiver For Students With Disabilities form must be signed by the school principal or curriculum assistant principal and sent to the ESE district office according to [1003.428\(8\)\(b\)1,a-b,2, F.S.](#) and [1003.43\(11\)\(b\)\(1-2\), F.S.](#)

Waiver of State Assessment/ End of Course Assessment Results for Students with Disabilities: Senate Bill 4 amended [1003.428\(8\)\(b\)2, F.S.](#), and it states the following:

“A student with a disability, as defined in [1007.02\(2\), F.S.](#) for whom the IEP committee determines that an end-of-course 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 as required in paragraph (4) (a).”

As defined in [1007.02\(2\), F.S.](#), students with disabilities include students with:

- Intellectual Disability (InD)
- Deaf/Hard of Hearing (D/HH)
- Language Impairment (SI or LI)
- Visually Impaired (VI)
- Emotional/Behavioral Disability (EBD)
- Orthopedic or Other Health Impairment (OI/OHI)
- Autism Spectrum Disorder (ASD)
- Traumatic Brain Injury (TBI)
- Specific Learning Disability (SLD)

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

- Be identified as a student with a disability, as defined in [1007.02\(2\), F.S.](#)
- Have an active individual educational plan
- Have taken the EOC assessment with appropriate allowable accommodations at least once
- Have demonstrated, as determined by the IEP team, achievement of the course standards/access points (as applicable).

IEP teams must make a determination that the EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations. IEP teams are encouraged to maintain documentation regarding the team’s analysis of the student’s course performance data used to make the decision to grant or deny an EOC assessment waiver.

IEP teams may meet at any time after the student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score on an EOC assessment. The statute is silent on the topic of requiring students to take an EOC assessment more than one time.

Students who are eligible for exceptional student education (ESE) services solely on the basis of criteria found in [Rule 6A–6.03020, F.A.C.](#), Specially Designed Instruction for Students Who Are Homebound or Hospitalized, do not meet the definition of a student with a disability found in [1007.02, F.S.](#)

IEP Teams, which must include the parent, may consider exemptions for statewide standardized assessments under the regulatory requirements for Extraordinary Exceptions or Medical Complexity per [1008.212, F.S.](#)

Transition Planning

Specific requirements for transition planning are intended to make sure the IEP process prepares students with disabilities to achieve their postsecondary education and career goals. IEP teams must

carefully consider the high school diploma when they determine what services are needed to assist the student in reaching postsecondary education and career goals.

The requirements for transition planning for students with disabilities will vary based upon the student's age, but will include:

- Student involvement to ensure the student's strengths, preferences, and interests were taken into account.
- Identification of any Career and Professional Education digital tool certificates and/or industry certifications that the student seeks to attain before high school graduation.
- A statement of transition services, including course of study that the student needs to meet postsecondary goals.
- Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy.
- Information provided to the parent and student regarding transition services and educational programs available from the school, district, and outside agencies, including how the information was provided.

The requirements for transition planning for students with disabilities beginning by age 14 or entering high school, whichever occurs first, will include:

- The preparation needed to graduate with a standard high school diploma which may include such things as counseling on post-secondary education provided as a pre-employment transition service (Pre-ETS) accessed through the Division of Vocational Rehabilitation.
- A statement of intent to receive a standard high school diploma and scholar or merit designation as determined by the parent, if appropriate.
- A statement of the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.
- Appropriate measurable postsecondary education, employment/career, and independent living (if appropriate) goals and transition services (Pre-ETS) based on age-appropriate transition assessments.
- Description of the student's course of study designed to assist the student in reaching postsecondary goals.

The Clark Executive Director or designee and ESE Contact will consult with Martin County School District (MCSD) ESE staff in the classification of students, development of IEPs, and provision for services to exceptional students. Clark will provide accommodations and/or modifications as appropriate in accordance with the student's IEP. The IEP shall guide the academic program of the student. All educational opportunities and activities shall conform to applicable federal and state laws.

Accommodations at IRSC for courses not taken on Clark's Campus

“In order to provide reasonable accommodations to students with disabilities, Indian River State College asks for voluntary self-identification of students with a documented disability. This information is kept

confidential and is used to provide equal access to all programs, courses and facilities at IRSC. To ensure that services are available on the first day of classes, the student must:

Make [contact](#) with Student Accessibility Services (SAS).

Complete the Student [Accessibility Services Application](#) and the [Voter Registration Form](#).

Submit required documentation and medical professional per diagnosis (within the past five years) on letterhead from a licensed or certified physician, psychologist, school psychologist, psychiatrist, audiologist, or speech-language pathologist. This must include a diagnosis and reasonable assessment of the academic accommodation needed, based on the disability.

When requested, a verification letter from a state agency (i.e., Division of Vocational Rehabilitation or Division of Blind Services), indicating whether or not the student is a client and whether or not the agency will be responsible in providing the student with services and/or equipment.

It is the student's responsibility to discuss accommodations with the instructor to coordinate implementation. Accommodation is not retroactive, so it is very important to complete the process for accommodations as early as possible."

This information and necessary forms available at

<https://irsc.edu/student-resources/student-accessibility-services.html>

Grade Placement

Student grade placement is classified annually in August according to the following schedule:

Grade	Credits
10th	5 credits
11th	11 credits
12th	18 credits

Student grade placement, including those transferring from other counties, private schools, home education, virtual school, states, or other countries, will be determined by Clark administration or designee on the basis of completed core academic credits and test results.

Credits: High school and college credits shall be equated in accordance with Florida Department of Education guidelines to determine grade level, grade point average on the high school transcript, and high-school class ranking. Under block scheduling at Clark, one full high-school credit represents a minimum of 120 hours of instruction. Performance-based criteria (proficiency in performance standards as prescribed by the Florida Standards) and curriculum frameworks will be used in courses which do not meet the 120 hours of instruction.

Each course offered for credit in grades 10-12 must be in the Course Code Directory and have a state-adopted curriculum framework. Additionally, student performance standards which relate directly to the intended outcomes specified in the curriculum frameworks must be incorporated into the curriculum design. Any credit awarded will be based upon proficiency in the performance standards in accordance with the Clark grading system.

Credits will be accepted from a virtual instruction program.

Grade Averaging- [1003.436 \(2\), F.S.](#)

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

In the MCSD, grades are averaged using the traditional four-point (quality point) scale:

A=4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit.

Students should be advised that many universities calculate GPAs based on all courses attempted. Seniors behind cohort or in need of grade forgiveness may take Grade Forgiveness Courses through Imagine Learning Edgenuity. These seniors can take courses for original credit. Grade Forgiveness courses should not be used for acceleration. If the student's final average, with the EOC Assessment as 30 percent, results in a course grade of "D" or "F", the options for the student include one of the following: taking a credit recovery version of the course (CR) or retaking the course through a virtual program. If taking a credit recovery version of the course or retaking the entire course through a virtual program, results in a final course average of "C" or above, then this grade will replace the "D" or "F." If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation." [[1003.4282\(6\), F.S.](#)]

Transfer of Credits from Other Schools

In accordance with Florida DOE Rule 6A-1.09941 procedure and as stated by SACS CASI/AdvancED, "An AdvancED/NCA CASI or accredited school shall accept and classify transfer credits earned or grade placement from schools that are accredited by a recognized national, regional or state accrediting agency without further validation based on the school's policies and procedures governing such offerings. The school's policies and procedures should be designed to ensure proper academic placement of the student. A school may accept credits or grade placement from non-accredited schools when

validated by one or more of the following procedures: a review of the student's academic record, an analysis of a sending school's curriculum, a review of a portfolio of student work, or through an assessment of scholastic performance. The receiving school must maintain policy and procedures to govern the acceptance of credit or grade placement from non-accredited sources. A school should provide prompt and accurate transcript services for students entering or leaving the school in accordance with local policy."

State Uniform Transfer of High School Credits - State Board Rule 6A-1.09941 The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in this rule.
2. If a student's transcript shows a credit in high school reading or ELA, the student must successfully earn a proficiency score on the ELA FSA or earn concordant scores on the SAT or ACT.
3. If a student's transcript shows an Algebra 1 credit (requiring a passing state assessment), then the student must pass the assessment, unless the student earned a comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state Algebra assessment.
4. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course, the student must take the Algebra 1 EOC at least one time.
5. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period.

Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure (detailed below).

Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher and parent:

1. Portfolio evaluation by the Executive Director or designee.
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the Executive Director.
3. Demonstrated proficiency in courses taken through dual enrollment or at other public or private accredited schools.

4. Demonstrated proficiency on nationally normed standardized subject area assessments.
5. Demonstrated proficiency on the FSA ELA and/or EOCs for the courses;
6. 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 subsection of this rule if required.

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

- a review of the student's academic record.
- an analysis of a sending school's curriculum.
- a review of a portfolio of student work; or
- an assessment of scholastic performance.

High school course credits (such as Algebra I) that are taught in a middle school with a FDOE high school course code number and transferred into Clark for high school credit must be from an AdvancED/SACS accredited middle school or must be validated by Clark.

Transfer of Credits from Home Education

Students will be eligible to transfer high school credit to Clark for home education courses provided they meet the following criteria:

- Courses completed must be listed in the Course Code Directory.
- To receive credit for courses completed, a TABE score will be combined with a portfolio of records and materials to determine proficiency in performance standards as prescribed by the Florida Standards curriculum frameworks.
- Provide an official transcript from the appropriate home school agency.
- Optional Credits Earned During Summer
- Returning students who have completed their sophomore or junior year at Clark have the opportunity to earn credits applicable to the high school diploma and/or the associate degree during the summer months.

High School Diploma Requirements

Per Florida Statute 1003.43, Clark offers two options for attaining a standard Florida High School Diploma. The choice belongs solely to the parent/guardian and the student. Clark will place students in the 24-credit standard diploma track unless parents and students choose the 18 credit ACCEL option. Clark also offers students the opportunity to earn the Scholar or Merit diploma designation. Students and parent/guardian should work closely with the certified school counselor if a track other than the standard 24-credit diploma option is selected. All students seeking a Scholar or Merit diploma designation must meet the requirements for a standard high school diploma based on the year the student entered high school as a 9th grade student.

The additional requirements of a Scholar designation are:

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

The additional requirements for a Merit designation are:

- Attain one or more industry certifications from the list established under S. 1003.492, F.S.
- At the end of each semester, the parent/guardian of any Clark student will be notified when their child's grade point average falls below the minimum required for graduation. The administration or designer will schedule a conference with these students and parent/guardian to determine an appropriate course of action.
- At any time throughout the academic school year, a conference may be scheduled for and by the teacher(s), certified school counselor, administration, and/or parent if assignments, assessments, and other evidence of deficiencies in standard proficiency indicate the student is having difficulty. For the current FLDOE flyer Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement— What Students and Parents Need to Know (revised July 2017), access at <http://www.fl DOE.org/core/fileparse.php/7764/urlt/1415forwardflyer.pdf>.

V. STUDENT ASSESSMENT

Student progress at Clark is assessed through a variety of strategies outlined in the school's charter. The faculty is encouraged to utilize authentic assessment strategies and all students are encouraged to maintain an e-portfolio documenting noteworthy accomplishments, completed projects, and other indicators of progress. Typical assessment strategies are listed below.

1. Verification of college-ready skills in mathematics, writing, and reading as measured by the Post-Secondary Education Readiness Test (P.E.R.T.) Most students are pre-tested as part of the admissions process and are re-tested as appropriate to gauge progress.
2. Attainment of Florida Standards / Benchmarks for Excellent Student Thinking as documented through successful completion of credits/courses addressing those standards.
3. Success/completion rates in dual enrollment courses compared to statewide dual enrollment success rates.
4. Attainment of next sequential grade level.
5. High school graduation rates.
6. Associate degree completion rates.
7. Number of college credits successfully completed.
8. Attainment of honors recognition (high school and college).
9. Bright Futures eligibility rates.

State Assessment Requirement Concordant Scores

Students currently have multiple opportunities to pass the Grade 10 assessment prior to graduation. Students who do not pass the ELA state assessment in the spring of their sophomore year, may retest in fall and spring of their junior and senior years. For each year in which a student scores below proficiency on the grade 9 or grade 10 Florida Standards Assessment for ELA, the student according to Section 1008.22 must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic support to improve the student's performance. A student who is not meeting the requirements for satisfactory performance must be covered by one of the following plans:

- A federally required student plan such as an individual education plan (IEP).
- A school wide system of progress monitoring for all students, except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
- An individual progress monitoring plan for providing targeted instructional support to students with identified deficiencies in English language arts, mathematics, science, and social studies.

High schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, United States History and Biology to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

A senior can graduate by receiving a score comparable to the FSA-ELA proficiency score on the ACT or SAT or on the CLT (Classical Learning Test). Students may satisfy the score requirements using various combinations of tests. The Clark certified School Counselor can provide specific details regarding concordant scores for each cohort.

Implementation schedule

All such assessments must be delivered through the methods provided by the Florida Department of Education. Clark adheres to all modifications to the system of assessments and changes in the graduation requirements as updated by FDOE.

According to [1008.22\(3\), F.S.](#), the statewide, standardized ELA assessment shall be administered annually in grades 3 through 10. Retake opportunities the grade 10 ELA assessment must be provided. Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies. In order to earn a standard high school diploma, a student who has not earned a passing score on the assessment retake must earn a passing score on the assessment retake or earn a concordant score as authorized under subsection (9). Students may earn a concordant score on either the ACT, or SAT or CLT as follows:

ACT: English and Reading subtests - score of 189*.

*The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

SAT: SAT Evidence-Based Reading and Writing (EBRW) - score of 480*.

*The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

End Of Course Exams

Florida Statute (S. 1008.22(3)(b), F.S.) requires that “all students enrolled in the course” must participate in the EOC assessment, regardless of 9th grade cohort. This also applies to any student retaking a course or part of a course through any credit recovery program, including Edgenuity, Adult High School, and/or Virtual School. These students will be tested at Clark.

EOC Assessments: Per 1008.22, F.S., Student Assessment Program for Public Schools, a course that administers a statewide EOC assessment may not administer an additional final exam. The EOC will be used as the final cumulative exam for the course and will count as 30% of the grade. Secondary courses that currently administer an EOC are Civics, Algebra I, Geometry, Biology, and United States History.

For courses with an EOC, the student grade shall be for the full credit and based on 35% of the first half of the course, 35% of the second half of the course and 30% of the EOC. The final course grade shall be obtained by averaging on the quality points at the weights previously mentioned. The EOC shall be factored in as Achievement Level 5=4.0, Achievement Level 4=3.0, Achievement Level 3=2.0, Achievement Level 2=1.0 and Achievement Level 1=0. If a student does not take the EOC at the end of the course a 0 shall be factored in as the EOC grade. Should the student take the EOC in the future, the course grade shall be recalculated with the actual EOC score factored in.

Assessments (e.g., project, traditional test) in these courses as well as all other high school courses may assess the last units of instruction to assess proficiency in standards taught after the EOC, statewide standardized assessment, dual enrollment, and/or AP.

Civic Literacy Competency (grade 12)

Students taking the United State Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to [1007.25\(4\), F.S.](#)

- Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by [1007.25\(4\), F.S.](#)
- AP Government and Politics: United States (Standard Score = 3)
- AP United States History (Standard Score = 4)
- CLEP: American Government (Standard Score = 50)
- U.S. Citizenship and Immigration Services Naturalization Test – Civics (U.S. History and U.S. Government) with supplemental questions (Passing Score = 60)

Implementation schedule.

All state assessments must be delivered through the methods provided by the Florida Department of Education.

P.E.R.T.

The Postsecondary Education Readiness Test (P.E.R.T.) is Florida's common placement test. This test is used by all 28 Florida College System (FCS) institutions to determine whether or not a student is ready for college credit courses in math and English. The purpose of aligning the high school and college instruction is to reduce the number of high school graduates.

needing college remediation before enrolling in college-level courses. The P.E.R.T. has been aligned with the Postsecondary Readiness Competencies that Florida's faculty have identified as necessary for success in entry-level college credit coursework. P.E.R.T. is comprised of three 30-item, computer adaptive subtests in reading, writing and mathematics. A student's scores determine appropriate course placement upon entering college. The P.E.R.T. is available for students to take both at Clark and IRSC.

Students who meet the P.E.R.T. cut scores have demonstrated college readiness. These students may enroll in dual enrollment courses, and upon graduation, college-level courses at a Florida College System institution. Clark students who are not classified as college ready through the P.E.R.T./SAT/ACT assessments will be placed in college readiness courses in their senior year.

Alternative means and methods of demonstrating college readiness are determined for acceptance into college classes by Indian River State College. The FCS institutions may implement multiple alternative placement methods to common placement tests for students to demonstrate readiness in college-level communication and computation for dual enrollment eligibility purposes.

Postsecondary Readiness competencies and diagnostic scores can be found on the Division of Florida Colleges College and Career Readiness website at

<http://www.fldoe.org/schools/higher-ed/fl-college-system/common-placement-testing.shtml> and a P.E.R.T. Study Guide can be found at <http://www.fldoe.org/core/fileparse.php/5592/urlt/0078248-pert-studentstudyguide.pdf>

Associate in arts Degree Graduation Requirements

Official degree requirements are detailed in the IRSC College Catalog. This catalog should be used for course selection and graduation planning. Clark students are subject to the same graduation requirements and policies and have the same articulation rights as other IRSC students seeking an Associate in Arts Degree.

Associate in Science and Associate in Applied Science Degrees

Official degree requirements are detailed in the IRSC Catalog. This catalog should be used for course selection and graduation planning. Clark students are subject to the same graduation requirements and policies and have the same articulation rights as other IRSC students seeking an Associate in Science/Applied Science Degree.

A. EARLY/DELAYED GRADUATION

High School Graduation

In accordance with SB1076, students may be permitted to graduate and receive a standard high school diploma upon completing graduation requirements prior to the chronological completion of the twelfth grade. Clark recommends that all students interested in this option meet with the certified School Counselor and/or administration to discuss the potential impact of an early high school graduation. Upon graduation, students are no longer eligible to participate in the dual enrollment program with IRSC but may enroll in college courses as traditional college students.

Per [1003.4281 F.S.](#), a student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events of the year they are graduating. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies including access to the school facilities and grounds during normal operating hours.

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

Commencement Exercises

Commencement exercises will include only those students who have successfully completed requirements for a standard high school diploma, Early Admission to College Program, an ACCEL diploma, or a certificate of completion for graduation as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation when personal conduct so warrants.

Students are not permitted to postpone high school graduation beyond the point at which they have completed graduation requirements and the twelfth grade solely to qualify for the tuition benefits of the dual enrollment program. Clark will issue a standard high school diploma if all academic requirements are met before the end of the eighth semester.

Associate degree Completion

Students may be permitted to graduate from IRSC with an Associate degree during the same semester as they attain their high school graduation, provided all requirements for graduation have been met.

Course Structure and Delivery Options

Course Structure and Format

Clark courses will emphasize student-focused learning. Students will be expected to utilize technology throughout the curriculum. Students will have the opportunity to apply subject content to real-world problems, gaining leadership and collaborative skills by working in small and large groups. Teacher-

facilitated self-directed learning will be encouraged. Learning activities include presentations, individual and group projects, field trips, demonstrations, original compositions, research, and reports.

Non-traditional Options

When appropriate to the student's educational goals, program progress, current courses, academic record and other relevant criteria, the student may enroll in high school and/or college credits through a variety of non-traditional delivery methods including distance learning, independent study, internships, Florida Virtual School, and performance-based individualized study. In all cases, such learning shall be under the guidance of a qualified instructional professional. Performance-based individual study will be validated by an appropriate set of assessment activities to determine the course grade.

Enrollment in non-traditional options, especially college credit distance learning classes, is subject to careful review and advising prior to approval. Whether these nontraditional options are appropriate is determined on a case-by-case basis.

Instructional Providers

Unless otherwise approved in advance by the Clark Executive Director, all credits earned during enrollment at Clark shall be through instruction provided by Clark Advanced Learning Center, Indian River State College, MCSD Adult Community High Schools, Edgenuity, Florida Virtual School, MOSAIC, or an approved virtual education provider.

B. GRADING AND COURSE POLICIES

Instructor Authority

The instructor has authority in matters relating to course content, grading practices, and classroom procedures, as long as those decisions are consistent with Clark and IRSC policy. While appropriate for college-level study, course materials and class discussions may reflect topics not typically included in secondary courses which some parents may object to for minors. Courses will not be modified to accommodate variations in student age and/or maturity. To ensure equivalent rigor with on-campus college courses, all dual enrollments courses taught at Clark meet all expected competencies outlined in IRSC's course plan. Textbooks and instructional materials used in dual enrollment courses must be the same or comparable with those used at IRSC with the same course prefix and number. Instructors have the responsibility to keep students informed of their class policies and of the student's progress in each course. The student has the right to a course grade that represents the instructor's professional judgment of the student's performance in the course without personal prejudice. The student bears the responsibility for knowing and observing course policies.

Syllabus Requirements

The course syllabus represents an agreement between the student and the instructor regarding their responsibilities in the course. The student should review the syllabus carefully to be sure he/she understands the expectations concerning attendance, grading, testing, and make-up work procedures.

Grading Scale

Teachers will evaluate student work utilizing the following grading scale:

Grade	Percent	Point Value	Definition
A	90- 100	4	Outstanding Progress
B	80-89	3	Good Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I	0	0	Incomplete
W	0	0	Withdrawal
S	N/A	0	Satisfactory
P	N/A	0	Pass (Possible Credit)
N	0	0	No Grade, No Credit
U	N/A	0	Unsatisfactory

Grades and Credits for High School Courses

A student enrolled in one (1.0) credit course shall receive one-half (.5) credit if the student successfully completes either the first half or the second half of the course, but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. Grades are averaged using the traditional four-point scale: A= 4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit. This Grade Averaging in accordance with s. 1003.436 (2), F.S. does not include courses with EOCs that require passing the exam to earn

credit. Refer to pages 24 and 39 to determine those courses with EOCs that must be passed to earn credit. In order to earn course credit toward graduation, a student must demonstrate proficiency in performance standards. End of Course (EOC) assessments are administered for the purpose of increasing student achievement and improving college and career readiness. The EOC assessments are computer-based, criterion-referenced tests that measure the level of proficiency attained of standards for specific courses, as outlined in their course descriptions. EOC exams are currently required for students enrolled in Algebra 1, Biology, Geometry, and US History, regardless of where the course is being taught.

To learn more about the content of the Florida EOCs, individuals may review the Next Generation Sunshine State Standards, Florida Standards, Benchmarks for Excellent Student Thinking, the description of the course for which the EOC Assessment is required, and the End-of-Course Assessment Test Item Specifications. The Standards and course descriptions specify the expectations for student learning in Florida and provide the basis for the content that will be measured on each EOC Assessment. The End-of-Course Assessment Test Item Specifications, which provide information regarding the content and format of the assessments as well as sample test items for each benchmark assessed, are found at: [Test Item Specifications \(fldoe.org\)](https://fldoe.org/test-item-specifications)

Implementation schedule

All such assessments must be delivered through the methods provided by the Florida Department of Education. Clark adheres to all modifications to the system of assessments and changes in the graduation requirements as updated by FDOE.

Recording Dual Enrollment Grades on High School and College Transcripts Except where additional grade options exist for college-level enrollments (e.g., pass/fail and withdraw), the same grades for a given course shall appear on both the high school and college transcripts.

Grade Forgiveness and Repeat Enrollments

- College Courses: Repeat enrollments and grade forgiveness shall be available for college-level courses and shall be reflected on the College transcript according to the policies specified in the IRSC College Catalog and State Board of Education Rules.
- In general, a student may elect to repeat a course for which he/she has been awarded a grade of D, F, or W and has not exceeded the allowable number of repeat enrollments. Courses in which a grade of A, B, or C has been earned may not be repeated for grade forgiveness. Credits shall apply toward graduation only one time. The grade(s) for all attempts in a given course shall remain on the college transcript, however, only the most recent grade received will be used in GPA calculations. Grade forgiveness may be reflected differently on the high school transcript. A high school course enrollment may not be used for grade forgiveness in a college course.
- High School Courses: The grade forgiveness process must follow State Statute in accordance with the achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required by this section.

In accordance with Florida Statute § 1003.4282(5), the following section addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of “F” or “D” is earned in a course.

1. A course may be forgiven only if a student receives a grade of “C” or higher on a subsequent attempt. However, a subsequent transfer grade of “P” (passing) may be used to forgive a “D” or “F” earned previously in the same course. Grade forgiveness cannot be done for a “T” earned through the Credit Acceleration Program (CAP).
2. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors, AP/IB/AICE, or dual enrollment level, earning regular level weight. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
3. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course, with the Dual Enrollment weight.
4. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Ecology may forgive Physics.
5. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that course does not have to be taken during the same semester. Examples: A second semester “F” in World Languages may be forgiven by a subsequent first semester “C” in Art.
6. Students earning a grade of “D” on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of “C” or higher, all earlier grades will be forgiven.
7. In all cases of grade forgiveness, only the new grade of “C” or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced shall be included in the calculation of the cumulative Grade Point Average (GPA) required for graduation.
8. In all cases where courses are forgiven under the provisions above, the initial “F” or “D” grade(s) will remain as part of the academic history.

Students should be advised that many universities calculate GPAs based on all courses attempted. Students in need of grade forgiveness may take Grade Forgiveness Courses through Edgenuity. If the student’s final average, with the EOC Assessment as 30 percent, results in a course grade of “D” or “F”, the options for the student include one of the following: taking a credit recovery version of the course (CR) or retaking the course face-to-face or through a virtual program. If taking a credit recovery version of the course or retaking the entire course results in a final course average of “C” or above, then this grade will replace the “D” or “F.” If it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA. Any course not replaced by grade forgiveness shall be included in the calculation of the cumulative GPA required for graduation. Students must receive permission from the Clark certified School Counselor and Executive Director to enroll in grade forgiveness courses. A student may not enroll in the same course concurrently at two different public schools, such as Edgenuity Credit Recovery and/or any virtual school.

High-School and College Grade Point Averages

Clark’s transcript shows a cumulative grade point average (GPA) that includes both the high school and college coursework. IRSC transcripts show a grade point average for college classes only. The GPA appearing on the college and high school transcripts may differ depending on the number and type of credits pursued. The college transcript will show all college and vocational credit courses. The high school transcript will show all high school credit courses, but only those college courses in which the student was dually enrolled. The method for calculation of those GPA’s follows.

Unweighted grade point average calculation based on a 4.0 scale: Total Grade Quality Points Earned ÷ Total Credits Pursued.

Students receive the same weight for any dual enrollment class as for Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) classes. The statutory language (1007.271(16)) reads: “beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as AP, IB, and AICE courses when grade point averages are calculated”.

Class rank is determined by computing the weighted grade point average of all high school credit classes taken by a student.

Class Rank Computation

Students in grade 10 in school year 23-24 shall be on the 5-point course weighting scale below:

Instructional Level of Course	Grades				
	A	B	C	D	F
General	4.0	3.0	2.0	1.0	0.0
Honors	4.5	3.5	2.5	1.5	0.0
Advanced Placement/ International Baccalaureate/AICE/ Dual Enrollment	5.0	4.0	3.0	2.0	0.0

Students in grades 11-12 in school year 23-24 remain on the 7-point weighting scale below:

Instructional Level of Course	Grades				
	A	B	C	D	F
Basic	4.0	3.0	2.0	1.0	0.0
General	5.0	4.0	3.0	2.0	0.0

Honors	6.0	5.0	4.0	3.0	0.0
Advanced Placement/ International	7.0	6.0	5.0	4.0	0.0
Baccalaureate/AICE/ Dual Enrollment					

Credits pursued are defined as all classes appearing on the transcript for which the student has been awarded a grade of A, B, C, D, or F. Total quality points are defined as the total points awarded for each grade in all credits pursued. Quality Points are awarded as follows:

Grade Awarded	Quality Points
A	4
B	3
C	2
D	1
F	0

Note: The Florida Bright Futures Scholarship Program and the admissions offices of upper-division institutions may compute the high school GPA using alternate methods. Information on the procedures and progress towards meeting the eligibility requirements for Bright Futures may be obtained by contacting the Clark Certified School Counselor.

The Florida Bright Futures Scholarship Program has its own academic eligibility requirements, service hour expectations, award amounts and funding length. In addition to meeting specific program eligibility requirements, students must also meet general eligibility requirements for receipt of state aid. All eligibility requirements for the Florida Academic Scholars Award and the Florida Medallion Award are provided at www.floridastudentfinancialaid.org. Scholarship criteria are subject to annual legislature review. The website is updated as program changes are implemented.

Issuance of Grade Reports

Progress Reports:

High School Classes: To help parents/guardians monitor their child's progress and attendance, High School Progress Reports are made available to parents/guardians during the fifth week of each nine-week grading period. These reports reflect grades for high school and college classes taught by us full-time faculty. College-level class grades are available at the end of the course. Fall Semester college courses end in December and Spring Semester college courses end in April.

Focus Parent Portal

The link for FOCUS Parent Portal registration is: <https://martin.focusschoolsoftware.com/focus/auth/>

FOCUS allows parents to directly log in to the school district’s site to view the information for their enrolled student(s). If a parent has multiple children enrolled in the Martin County School District, they can add each student individually. The district has set up the information requirements to create a parent account, and additional verification may be needed before student information can be accessed. To access their child’s high school grades and attendance, parents/guardians may click on the FOCUS link on our website at <http://www.Clarkadvancedlearningcenter.org>. The initial registration for access to FOCUS will require the parent’s name and email address as well as the last 4 digits of your child's SSN, student’s school ID number and birthday as defined in our student information system. These numbers are available by calling Clark Student Services (772) 419-5754.

Formal Grade Reports:

To conserve resources, Clark is providing printed copies of report cards only by request for those who cannot access the digital version in FOCUS.

Fall Semester (August – December)	Spring Semester (January – May)
Mid Semester – Clark Full-Time Faculty Classes: grades posted to FOCUS.	Mid Semester – Clark Full-Time Faculty Classes: grades posted to FOCUS.
End of Fall Semester – All High School / Dual Enrollment Classes: report cards available in January.	End of Spring Semester – All High School / Dual Enrollment Classes: report cards available in June.

Per F.S. 1003.33(2) A student’s final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or no promotion.

Academic Performance and Attendance

Per F.S. 1003.33(2), students are not excused from any academic performance standards based upon attendance, nor may waiver of any academic requirement be used as an inducement for attendance. Attendance is crucial to success in both high school and college credit classes but is not a substitute for demonstrated performance. All Clark students are expected to maintain satisfactory grades, meet all attendance, and conduct criteria.

The Florida Department of Education policy prohibits examination exemptions based on attendance. Only students with an A average complete at least 95% of the course.

work including class work, homework, quizzes, major assessments, etc. (Only 5% zeros or Z's) throughout the semester and satisfactorily complete all exam review material may be exempt from taking the final exam.

*It should be noted that teachers are not required to offer exemptions and that students may not be exempt from standardized examinations such as the FSA or End of Course examinations.

Transcripts and Records

As student attendance, performance, grades, and other related high school information must be submitted to the Florida Department of Education (FLDOE) through the Martin County School District (MCSD), all Clark high school records will be maintained using the District's FOCUS School Software system. Clark also participates in Florida's FASTER transcripts system. Technical adaptations will be made and documented as needed to accommodate any differences in policies and requirements between Clark and MCSD.

1. Permanent Records Clark will maintain permanent student records one year following high school graduation. To assure the privacy of high school student records, Clark will follow the student records policies of the Martin County School Board set forth in School Board Policy 6Gx43-6.00. Records related to dual enrollment will be maintained in accordance with IRSC student records policies. Clark will maintain both active and past records in accordance with Florida Statutes. Enrollment records will be maintained to comply with all verification and audit requirements established by the FEFP.

All permanent "Category A" records (as defined by Florida Administrative Code Rule 6A-1.0955) of students leaving Clark, whether by graduation, transfer to the public school system, or withdrawal to attend another school, will be transferred to the appropriate student records office.

2. Temporary Records "Category B" records of student progress (as defined by Florida Administrative Code Rule 6A-1.0955) will be transferred to the appropriate school if a student withdraws from Clark. Copies of student records sent to another school will be retained by Clark, with a copy forwarded to MCSD with the name and address of the receiving school.

3. Transcripts Once a student has graduated or withdrawn from Clark, all transcript requests must be submitted through the Martin County School District Records Department. Instructions can be found at www.martinschools.org.

Recognition of Academic Achievement

National Honor Society, Science National Honor Society, National Art Honor Society, Phi Theta Kappa, and Mu Alpha Theta National Honor Society

Students who demonstrate exceptional scholarship, leadership, and character may qualify for induction into the Clark Chapter of National Honor Society, and/or Science National Honor Society, and/or National Art Honor Society, and/or IRSC's Nu Iota Chapter of Phi Theta Kappa and/or Mu Alpha Theta National Honor Society. Students who meet the eligibility standards for induction into these nationally recognized honor societies will receive notification from Clark or IRSC.

Honors List

When the quality of a student's work is outstanding, the school will honor such work with formal recognition. Students who earn an overall grade point average of 3.50 or above, maintain good attendance, and have no disciplinary referrals will be placed on the Honors List.

Academic Achievement at High School Graduation

At the end of the eighth semester, a student's academic record determines eligibility for recognition of outstanding academic achievement. This GPA includes all high school and college credits completed in the ninth through twelfth grades and recorded on the high school transcript. Honors designations will be recognized in the Clark Graduation Program based on unweighted GPA and by wearing of cords or other honors regalia at graduation. Academic achievement recognition includes:

Honors:

- Summa Cum Laude designation of Highest Honors for 3.8500-4.0
- Magna Cum Laude designation of High Honors for 3.7000-3.8499
- Cum Laude designation of Honors for 3.5000-3.6999

Honors Recognition at College Graduation

Honors recognition upon completion of the Associate Degree shall conform to the policies in the applicable IRSC College Catalog and Student Handbook.

Florida Seal of Biliteracy Program F.S. 1003.432

Beginning in School Year 2016-2017 students meeting at least one of the requirements specified below shall be awarded either the Silver or Gold Florida Seal of Biliteracy. The seal shall be affixed to the student's standard high school diploma.

The student shall be awarded based upon coursework:

Silver. Has earned four (4) foreign language course credits in the same foreign language-other than English-with a cumulative 3.0 GPA or higher on a 4.0 scale. b. Gold. Has earned four (4) foreign language course credits in the same foreign.

language-other than English-with a cumulative 3.0 GPA or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA)

Florida Standards Assessment (FSA) – or -

The student shall be awarded based upon earning a minimum score or performance level on one of the following examinations.

- ACTFL (Chinese and Spanish): Intermediate Mid (Silver) or Advanced Low (Gold) b. AICE (Chinese and Spanish): A, B, C, D, E (Silver) or A, B, C, D (Gold)
- AP Language (Chinese, Latin and Spanish) exam: 3 (Silver) or 4 (Gold)
- ASLPI: 3 (Silver) or 4 (Gold)
- CLEP Level 1 for Spanish: 50-62 (Silver) or 63 (Gold)
- IB Language (Spanish) exam: 4 (Silver) or 5 (Gold)
- SAT subject (Chinese, Latin and Spanish) test: 600 (Silver) or 700 (Gold)
- SLPI-ASL: Intermediate Plus (Silver) or Advanced Plus (Gold)

Examination scores received directly from the testing entity—rather than a parent, guardian, or student—shall be relied upon to determine whether the examination score or performance level for the seal is met. Once the scores have been verified, then a high school student who did not enroll in--or complete, foreign language courses--shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set above for the Silver Seal of Biliteracy.

Standards of Participation in Student Activities

Students must maintain an overall unweighted GPA of at least 2.0 in all coursework to participate in extra-curricular or co-curricular student activities. If the student is showing improvement, the Executive Director may grant an exception based on special circumstances or may approve limited participation.

Students must be in attendance the entire day to participate in after-school and/or weekend activities.

Academic Advising and Student Educational Planning

Student Educational Planning

Student advising is a crucial element of student success. Clark develops an individualized academic and career plan with each student. The plan, which includes long term and semester goals, is both an ongoing process and a dynamic written document. The process ensures the student meets with the certified school counselor at least two times during the year. Parent conferences are convened as needed.

Student Progress, Intervention, and Improvement Planning

Student progress is closely monitored by Clark staff throughout the semester, and the web-based FOCUS School Software system enables parents/guardians to continuously track student progress. Interim Reports are made available through FOCUS and Semester Progress Reports [report cards] are mailed to parents. Students with excessive absences from the school or from a specific course(s) may be required to complete an individualized Academic Performance Contract designed to improve the student's chances of success and to remedy unsatisfactory behaviors. Such contracts may limit the student's access to co-curricular activities or course enrollments not needed to meet graduation requirements and/or may establish specific performance objectives and/or study commitments. An individualized remediation plan with goals and learning strategies will be developed for students whose

progress is consistently less than acceptable or who demonstrate a sudden decline in progress. Among the indicators that progress is insufficient are excessive absence report(s), unsatisfactory midterm/advisory grades, instructor referral for remediation or tutoring, low assessment scores, unsatisfactory course grades, unsatisfactory instructor feedback report, overall or semester GPA below unweighted 2.0 (2.5 for seniors), and/or instructor/student/parental concern.

Course and Schedule Planning

Advising and Scheduling Priorities:

Although progress toward the Associate Degree serves as an ongoing goal for Clark students, satisfaction of high school graduation requirements is a foremost priority in program and scheduling decisions. The number of courses and credits in which the student enrolls shall be determined by considering the student's educational goals, the rigor of courses under consideration, placement scores, and the student's past academic record.

Registration:

The student's schedule is developed on a semester-by-semester basis, with consideration given to both the immediate school year and the student's long-term educational goals. Students must be registered for four or more Clark/IRSC classes. The semester schedule plan is developed with involvement of the student, the parent/guardian, and the certified school counselor.

Limits on Credit Enrollment:

Normally, a student will not be permitted to enroll in more than 19 college credits or the equivalent number of high school and/or college credits during a single semester. Advance approval of the Clark certified school counselor, Executive Director, and Chastain Campus President is needed to enroll in more than 19 credits. Approval will be based upon several factors, including but not limited to, past academic performance, the nature and outside workload of the desired courses, the student's educational goals, availability of courses, and the student's extracurricular activities.

Students will not be allowed to earn more credits than those required for an AA/AS degree through Dual Enrollment. Any exceptions require Clark and IRSC administrative approval.

Schedule Changes

All deadlines as established by IRSC must be adhered to when dropping, adding, and/or withdrawing from a Dual Enrollment course.

Tutoring and Learning Support Services

Clark is committed to student success. Students enrolled in Clark have access to all IRSC's tutorial and learning support services, along with Clark resources.

Learning/Tutorial Labs

The Academic Support Center (ASC) at the Chastain Campus offers free one-to-one tutorial services in any high school or college subject. ASC services include:

- Post-Secondary Education Readiness Test (P.E.R.T.), SAT, or ACT test preparation ▪ Skill building and remediation in specific courses
- Academic workshops
- Focused space and support for:
- Completion of course requirements for coursework
- Research and other academic requirements for Capstone Projects
- Individualized instruction in core subjects
- Academic components of internship and other work-based experiences
- Accessing online instructional and tutorial resources.
- Individualized assistance in research and writing techniques.
- Group and Peer Tutoring Services: Clark will coordinate group and peer tutoring sessions on an as-needed basis. Tutoring may be provided during school hours but is not an alternative to attending regular class sessions.

Intensive Reading Option

Each year a student scores Level 1 or Level 2 on the statewide grade 9 or grade 10 statewide, standardized assessment for ELA, the student may be enrolled in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. Schools continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support.

Intensive Math Option

Each year a student scores Level 1 or Level 2 on the state Mathematics assessment, the student may receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department of Education for inclusion in the Course Code Directory.

Multi-tiered System of Supports (MTSS)

MTSS is the practice of providing high quality instruction and interventions matched to student needs. The MTSS problem solving process will be applied to decisions in general, remedial, and exceptional student education to create a well-integrated system of instruction and intervention guided by student outcome data. By implementing a comprehensive MTSS process, the district will ensure that all students are provided appropriate interventions in the general education environment prior to determining that the student has a disability.

- A comprehensive MTSS process includes the following essential components:
- High quality instruction.
- Interventions matched to student needs.
- Learning rate and level of performance measured over time.

- Multiple tiers of evidence-based instruction service delivery.
- Problem-solving method designed to inform the development of interventions.
- An integrated data collection/assessment system to inform decisions at each tier of service delivery.