



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

SUMMARY OF ITEM FOR  
***ACTION***

**TOPIC:** IRSC Charter Schools Governance Committee Meeting Report

**REGULAR AGENDA OR COMMITTEE:** Regular Agenda

**SUBMITTED FOR:**   X   ACTION/VOTE  
   INFORMATION  
   DISCUSSION

**SUMMARY:**

Report on the IRSC Charter Schools Governance Committee Meeting held earlier in the day. Will recommend approval for any items needing a vote.

**ALTERNATIVE(S):**

**FISCAL IMPACT:**

**PRESIDENT’S RECOMMENDATION:**

COMMITTEE RECOMMENDATION: Vicki Davis

DATE: 6/27/23

BOARD ACTION: Approved

DATE: 6/27/23

**IRSC CHARTER SCHOOLS GOVERNANCE  
COMMITTEE MEETING  
MINUTES**

Members Present: Vicki Davis, presiding; Susie Caron, Jose Conrado, Tony George, Melissa Kindell, Christa Luna, Madhu Sasidhar, Milo Thornton, Dr. Tim Moore, Edith Pacacha, Leslie Judd, Debbie Kohuth, Lisa Davenport, Heather Belmont and Suzanne Parsons, recording

Absent: Melany Crawford and Brant Schirard

Others Present: Michael Hageloh, Heather Belmont, Angela Browning, Tim Marshall, Annabel Robertson, Meaghan Ashurst, Jason Litton, Lisa Schuyler, Russ Brown, Emily Mass, Chris Puorro, Deb Kohuth, Leslie Judd, Terri Graham, Suzanne Seldes, Jen Brown, Edith Pacacha, Nichole Rummo, Robert Capatano, Molly Shaddock, Frank Watkins, Jason Hazellief, Calvin Williams

Vicki Davis called the meeting to order.

Edith Pacacha presented to the Committee, for its approval, the Clark Advanced Learning Center Engagement Letter for the Fiscal Year 2022/23 Financial Audit.

On a motion made by Jose Conrado, seconded by Susie Caron and passed by the Committee, the Clark Advanced Learning Center Engagement Letter for the Fiscal Year 2022/23 Financial Audit was approved.

Debbie Kohuth presented to the Committee, for its approval, the Clark Advanced Learning Center 2022/23 Teacher Salary Increase Allocations (TSIA) Distribution Plan.

On a motion made by Susie Caron, seconded by Milo Thornton and passed by the Committee, the Clark Advanced Learning Center 2022/23 Teacher Salary Increase Allocations (TSIA) Distribution Plan was approved.

Leslie Judd presented to the Committee, for its approval, the Clark Advanced Learning Center Operations and Charter School Annual Budget for Fiscal Year 2023/24.

On a motion made by Melissa Kindell, seconded by Madhu Sasidhar and passed by the Committee, the Clark Advanced Learning Center Operations and Charter School Annual Budget for Fiscal Year 2023/24 was approved.

Debbie Kohuth presented to the Committee, for its approval, the 2023/24 Clark Advanced Learning Center Transportation Services Agreement with The School Board of Martin County, Florida.

On a motion made by Christa Luna, seconded by Milo Thornton and passed by the Committee, the 2023/24 Clark Advanced Learning Center Transportation Services Agreement with The School Board of Martin County, Florida was approved.

Debbie Kohuth presented to the Committee, for its approval, the 2023/24 Clark Advanced Learning Center Student Handbook/Code of Conduct.

On a motion made by Tony George, seconded by Milo Thornton and passed by the Committee, the 2023/24 Clark Advanced Learning Center Student Handbook/Code of Conduct was approved.

Debbie Kohuth presented to the Committee, for its approval, the 2023/24 Clark Advanced Learning Center Student Progression Plan.

On a motion made by Melissa Kindell, seconded by Madhu Sasidhar and passed by the Committee, the 2023/24 Clark Advanced Learning Center Student Progression Plan was approved.

Leslie Judd presented to the Committee, for its information, the Clark Advanced Learning Center Cognia Accreditation Engagement Review, October 19, 2022 – June 30, 2023 Report.

Edith Pacacha presented to the Committee, for its approval the Indiantown High School Engagement Letter for the Fiscal Year 2022/23 Financial Audit.

On a motion made by Milo Thornton, seconded by Jose Conrado and passed by the Committee, the Indiantown High School Engagement Letter for the Fiscal Year 2022/23 Financial Audit was approved.

Debbie Kohuth presented to the Committee, for its approval, the Indiantown High School Operations and Charter School Annual Budget for Fiscal Year 2023/24.

On a motion made by Jose Conrado, seconded by Melissa Kindell and passed by the Committee, the Indiantown High School Operations and Charter School Annual Budget for Fiscal Year 2023/24 was approved.

Debbie Kohuth presented to the Committee, for its approval, the 2023/24 Indiantown High School Transportation Services Agreement with The School Board of Martin County, Florida.

On a motion made by Milo Thornton, seconded by Susie Caron and passed by the Committee, the 2023/24 Indiantown High School Transportation Services Agreement with The School Board of Martin County, Florida was approved.

Debbie Kohuth presented to the Committee, for its approval, the 2023/24 Indiantown High School Student Handbook/Code of Conduct.

On a motion made by Susie Caron, seconded by Christa Luna and passed by the Committee, the 2023/24 Indiantown High School Student Handbook/Code of Conduct was approved.

Debbie Kohuth presented to the Committee, for its approval, the 2023/24 Indiantown High School Student Progression Plan.

On a motion made by Milo Thornton, seconded by Jose Conrado and passed by the Committee, the 2023/24 Indiantown High School Student Progression Plan was approved.

Debbie Kohuth, Dr. Heather Belmont and Suzanne Seldes presented to the Committee for its information, the 2023/24 Indiantown High School 7 Point Recruitment Plan.

Annabel also commented on the tour of Indiantown High School with Mr. Johnston.

There being no further business, the meeting was adjourned at 10:10 AM.



**District Board of Trustees**  
**IRSC Charter Schools Governance Committee Meeting**  
**Indian River State College – Massey Campus**  
**Ben L. Bryan Administration Building, Room A301**  
**3209 Virginia Avenue, Fort Pierce, FL 34981**  
**June 27, 2023**

**AGENDA**

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1. Call to Order – *Vicki Davis, Chair*
2. Request approval of the Clark Advanced Learning Center Engagement Letter for the Fiscal Year 2022/23 Financial Audit – *Edith Pacacha*
3. Request approval of the Clark Advanced Learning Center 2022/23 Teacher Salary Increase Allocations (TSIA) Distribution Plan – *Debbie Kohuth*
4. Request approval of the Clark Advanced Learning Center Operations and Charter School Annual Budget for Fiscal Year 2023/24 – *Dr. Leslie Judd*
5. Request approval of the 2023/24 Clark Advanced Learning Center Transportation Services Agreement with The School Board of Martin County, Florida – *Debbie Kohuth*
6. Request approval of the 2023/24 Clark Advanced Learning Center Student Handbook/Code of Conduct – *Debbie Kohuth*
7. Request approval of the 2023/24 Clark Advanced Learning Center Student Progression Plan – *Debbie Kohuth*
8. Clark Advanced Learning Center Cognia Accreditation Engagement Review, October 19, 2022 – June 30, 2023 Report (*information only*) – *Dr. Leslie Judd*
9. Request approval of the Indiantown High School Engagement Letter for the Fiscal Year 2022/23 Financial Audit – *Edith Pacacha*

10. Request approval of the Indiantown High School Operations and Charter School Annual Budget for Fiscal Year 2023/24 – *Lisa Davenport*
11. Request approval of the 2023/24 Indiantown High School Transportation Services Agreement with The School Board of Martin County, Florida – *Debbie Kohuth*
12. Request approval of the 2023/24 Indiantown High School Student Handbook/Code of Conduct – *Debbie Kohuth*
13. Request approval of the 2023/24 Indiantown High School Student Progress Plan – *Debbie Kohuth*
14. Indiantown High School Recruitment Plan Update – *Lisa Davenport & Debbie Kohuth*
15. Adjourn



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

SUMMARY OF ITEM FOR  
***ACTION***

**TOPIC:** Clark Advanced Learning Center Engagement Letter for Fiscal Year 2022-2023  
Financial Audit

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter School Governance Committee

**SUBMITTED FOR:**  **ACTION/VOTE**  
 **INFORMATION**  
 **DISCUSSION**

**SUMMARY:**  
Attached is the Engagement Letter for Fiscal Year 2022-2023 Audit.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** N/A

**PRESIDENT’S RECOMMENDATION:** Recommend approval.

**SUBMITTED BY:** Edith Pacacha

**DATE:** 6/15/23

**BOARD ACTION:** Approved

**DATE:** 6/27/23



# Berger, Toombs, Elam, Gaines & Frank

Certified Public Accountants PL

600 Citrus Avenue  
Suite 200  
Fort Pierce, Florida 34950

772/461-6120 // 461-1155  
FAX: 772/468-9278

June 5, 2023

Clark Advanced Learning Center Charter School  
2309 Virginia Avenue  
Fort Pierce, Florida 34981

## **The Objective and Scope of the Audit of the Financial Statements**

You have requested that we audit the financial statements of Clark Advanced Learning Center Charter School, ("Clark"), which comprise governmental activities and each major fund as of and for the year ended June 30, 2023, which collectively comprise the basic financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter for the years ending June 30, 2023.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users made on the basis of these financial statements. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

## **The Responsibilities of the Auditor**

We will conduct our audit in accordance with (GAAS). Those standards require that we comply with applicable ethical requirements. As part of an audit in accordance with GAAS, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

Fort Pierce / Stuart

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Private Companies practice Section

Member FICPA





Clark Advanced Learning Center Charter School  
June 5, 2023  
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- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Clark's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Clark's ability to continue as a going concern for the reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS.

We will maintain our independence in accordance with the standards of the American Institute of Certified public Accountants.



Clark Advanced Learning Center Charter School  
June 5, 2023  
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## **The Responsibilities of Management and Identification of the Applicable Financial Reporting Framework**

Management is responsible for:

1. Identifying and ensuring that the Clark complies with the laws and regulations applicable to its activities, and for informing us about all known violations of such laws or regulations, other than those that are clearly inconsequential;
2. The design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Clark involving management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements; and
3. Informing us of its knowledge of any allegations of fraud or suspected fraud affecting the Clark received in communications from employees, former employees, analysts, regulators, short sellers, vendors, customers or others.

The Board is responsible for informing us of its views about the risks of fraud within the entity, and its knowledge of any fraud or suspected fraud affecting the entity.

Our audit will be conducted on the basis that management acknowledges and understands that it has responsibility:

1. To evaluate subsequent events through the date the financial statements are issued or available to be issued, and to disclose the date through which subsequent events were evaluated in the financial statements. Management also agrees that it will not conclude on subsequent events earlier than the date of the management representation letter referred to below;
2. For the design, implementation and maintenance of internal control relevant to the preparations of fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and
3. To provide us with:
  - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including information relevant to disclosures;
  - b. Draft financial statements, including information relevant to their preparation and fair presentation, when needed to allowed for the completion of the audit in accordance with the proposed timeline;



Clark Advanced Learning Center Charter School  
June 5, 2023  
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- c. Additional information that we may request from management for the purpose of the audit; and
- d. Unrestricted access to persons within the Clark from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit, including among other items:

1. That management has fulfilled its responsibilities as set out in the terms of this arrangement letter; and
2. That it believes the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

### **Reporting**

We will issue a written report upon completion of our audit of Clark Advanced Learning Center Charter School's financial statements. Our report will be addressed to the Board of Clark Advanced Learning Center Charter School. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

### **Records and Assistance**

During the course of our engagement, we may accumulate records containing data that should be reflected in the of Clark Advanced Learning Center Charter School's books and records. The Clark will determine that all such data, if necessary, will be so reflected. Accordingly, the Clark will not expect us to maintain copies of such records in our possession.

The assistance to be supplied, including the preparation of schedules and analyses of accounts, has been discussed and coordinated with Edith Pacacha. The timely and accurate completion of this work is an essential condition to our completion of the audit and issuance of our audit report.

### **Other Relevant Information**

In accordance with Government Auditing Standards, a copy of our most recent peer review report has been provided to you, for your information.



Clark Advanced Learning Center Charter School  
June 5, 2023  
Page 5

### **Fees, Costs and Access to Workpapers**

Our fees for the services described above are based upon the value of the services performed and the time required by the individuals assigned to the engagement, plus direct expenses. Invoices for fees will be submitted in sufficient detail to demonstrate compliance with the terms of this engagement. Billings are due upon submission. Our fee for the services described in this letter for the year ending June 30, 2023 will not exceed \$7,050, unless the scope of the engagement is changed, the assistance which of Clark Advanced Learning Center Charter School has agreed to furnish is not provided, or unexpected conditions are encountered, in which case we will discuss the situation with you before proceeding. All other provisions of this letter will survive any fee adjustment.

In the event we are requested or authorized by Clark Advanced Learning Center Charter School or are required by government regulation, subpoena, or other legal process to produce our documents or our personnel as witnesses with respect to our engagement for Clark Advanced Learning Center Charter School, of Clark Advanced Learning Center Charter School will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

The audit documentation for this engagement is the property of Berger, Toombs, Elam, Gaines, & Frank and constitutes confidential information. However, you acknowledge and grant your assent that representatives of the cognizant or oversight agency or their designee, other government audit staffs, and the U.S. Government Accountability Office shall have access to the audit documentation upon their request and that we shall maintain the audit documentation for a period of at least three years after the date of the report, or for a longer period if we are requested to do so by the cognizant or oversight agency.

Access to requested documentation will be provided under the supervision of Berger, Toombs, Elam, Gaines, & Frank audit personnel and at a location designated by our Firm.



Clark Advanced Learning Center Charter School  
June 5, 2023  
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### **Information Security – Miscellaneous Terms**

Berger, Toombs, Elam, Gaines & Frank is committed to the safe and confidential treatment of Clark Advanced Learning Center Charter School's proprietary information. Berger, Toombs, Elam, Gaines & Frank is required to maintain the confidential treatment of client information in accordance with relevant industry professional standards which govern the provision of services described herein. Clark Advanced Learning Center Charter School agrees that it will not provide Berger, Toombs, Elam, Gaines & Frank with any unencrypted electronic confidential or proprietary information, and the parties agree to utilize commercially reasonable measures to maintain the confidentiality of Clark Advanced Learning Center Charter School's information, including the use of collaborate sites to ensure the safe transfer of data between the parties.

If any term or provision of this arrangement letter is determined to be invalid or unenforceable, such term or provision will be deemed stricken and all other terms and provisions will remain in full force and effect.

Because Berger, Toombs, Elam, Gaines & Frank will rely on of Clark Advanced Learning Center Charter School and its management and Board of Supervisors to discharge the foregoing responsibilities Clark Advanced Learning Center Charter School, to the extent allowable by law and specifically without waiving its sovereign immunity protections, holds harmless and releases Berger, Toombs, Elam, Gaines & Frank, its partners, and employees from all claims, liabilities, losses and costs arising in circumstances where there has been a known misrepresentation by a member of Clark Advanced Learning Center Charter School's management, which has caused, in any respect, Berger, Toombs, Elam, Gaines & Frank's breach of contract or negligence. This provision shall survive the termination of this arrangement for services.

This letter constitutes the complete and exclusive statement of agreement between Berger, Toombs, Elam, Gaines, & Frank and of Clark Advanced Learning Center Charter School, superseding all proposals, oral or written, and all other communications, with respect to the terms of the engagement between the parties.

### **Retention of Records**

We will return to you all original records you provide to us in connection with this engagement. Further, in addition to providing you with those deliverables set forth in this engagement letter, we will provide to you a copy of any records we prepare or accumulate in connection with such deliverables which are not otherwise reflected in your books and records without which your books and records would be incomplete. You have the sole responsibility for retaining and maintaining in your possession or custody all of your financial and nonfinancial records related to this engagement. We will not host, and will not accept responsibility to host, any of your records. We, however, may maintain a copy of any records of yours necessary for us to comply with applicable law and/or professional standards or to exercise our rights under this engagement letter.

Any such records retained by us will be subject to the confidentiality obligations set forth herein and destroyed in accordance with our record retention policies.



Berger, Toombs, Elam,  
Gaines & Frank  
Certified Public Accountants FL

Clark Advanced Learning Center Charter School  
June 5, 2023  
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Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

Sincerely,

*Berger Toombs Elam  
Gaines + Frank*

BERGER, TOOMBS, ELAM, GAINES & FRANK  
J. W. Gaines, CPA

Confirmed on behalf of the addressee:

\_\_\_\_\_  
Anthony D. George Jr., Chair

\_\_\_\_\_  
Timothy E. Moore, Ph.D., President



6815 Dairy Road  
Zephyrhills, FL 33542

813.788.2155  
BodinePerry.com

### Report on the Firm's System of Quality Control

To the Partners of  
Berger, Toombs, Elam, Gaines & Frank, CPAs, PL  
and the Peer Review Committee of the Florida Institute of Certified Public Accountants

November 30, 2022

We have reviewed the system of quality control for the accounting and auditing practice of Berger, Toombs, Elam, Gaines & Frank, CPAs, PL (the firm), in effect for the year ended May 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [aicpa.org/prsummary](http://aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

#### Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

#### Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control, and the firm's compliance therewith based on our review.

#### Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including a compliance audit under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

#### Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Berger, Toombs, Elam, Gaines & Frank, CPAs, PL, in effect for the year ended May 31, 2022, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Berger, Toombs, Elam, Gaines & Frank, CPAs, PLC, has received a peer review rating of *pass*.

*Bodine Perry*

Bodine Perry

(BERGER\_REPORT22)



**BodinePerry**  
Certified Public Accountants & Advisors



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
ACTION**

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**TOPIC:** Teacher Salary Increase Allocations (TSIA) – Distribution Plan for Clark

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**  X  ACTION/VOTE  
                                       INFORMATION  
                                       DISCUSSION

**SUMMARY:**

The spending plan for distribution of additional TSIA funds is presented for approval for an increase for teachers of Clark Advanced Learning Center. Updated pending plan subsequently due to MCSD for State reporting.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:**

The additional allocation from the State for increasing base salary is distributed as follows:

- Full-time Instructor increase as a one-time payment of \$674.58 to each of the seven teachers.
- IRSC HR to update respective salaries accordingly dated 7/1/2023.

**PRESIDENT’S RECOMMENDATION:** Recommend approval.

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SUBMITTED BY: Debbie Kohuth / Dr. Heather Belmont

DATE: 6/15/23

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BOARD ACTION: Approved

DATE: 6/27/23

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**TEACHER SALARY INCREASE ALLOCATION SALARY SCHEDULE**  
**CHARTER DISTRIBUTION PLAN**  
**DUE OCTOBER 1, 2022**

This file is a template to assist charter schools with providing the necessary Teacher Salary Increase Allocation information to their sponsoring school district in order for the department to determine compliance with section 1011.62, Florida Statutes. Please review the Frequently Asked Questions provided with the department's 2022-23 TSIA memorandum for additional information on the administration of these funds.

All charter schools are required to submit this template to their sponsoring school district prior to receiving TSIA funds. The following instructions will assist in completing this requirement.

**1. Complete the following table:**

Sponsoring District Name (choose from drop-down menu)  
 Charter School Name

Martin
Clark Advanced Learning Center

Charter School Number (ex. 1234)  
 Grouped Charter School Numbers  
 (Do not enter names. Enter school numbers only and separate multiple numbers with commas. Do not fill this box in if this plan is for one school only.)

400
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Contact Name:  
 Contact Phone:  
 Contact Email:

Debbie Kohuth
772-462-7402
<a href="mailto:dkohuth@jrsc.edu">dkohuth@jrsc.edu</a>

Does this file represent a board approved plan?

APPROVED 10-18-2022
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2. Navigate to the "Charter Plan" tab of this workbook. Enter data where indicated by colored cells. Once this has been completed, review the error report in Section E and ensure that the last item shows a "Yes" before moving on.
3. Navigate to the "Classroom Teachers" tab of this workbook. Complete Table 1 by entering the salaries made by full-time classroom teachers prior to any 2022-23 TSIA funds being applied, then enter the number of teachers who make those amounts. The prior salary amounts should be the amounts made at the beginning of the 2022-23 year, not the salaries made at the beginning of the 2021-22 year.

4. Navigate to the "Classroom Teachers" tab of this workbook. Complete Table 2 by entering the salaries made by full-time classroom teachers after any 2022-23 TSIA funds have been applied, then enter the number of teachers who make those amounts.
5. Navigate to the "Instructional Staff" tab of this workbook. Complete Table 3 by entering the salaries made by other full-time instructional personnel prior to any 2022-23 TSIA funds being applied, then enter the number of staff members who make those amounts. The prior salary amounts should be the amounts made at the beginning of the 2022-23 year, not the salaries made at the beginning of the 2021-22 year.
6. Navigate to the "Instructional Staff" tab of this workbook. Complete Table 4 by entering the salaries made by other full-time instructional personnel after any 2022-23 TSIA funds have been applied, then enter the number of staff members who make those amounts.
7. Submit this document through the online submission link provided in the department's memorandum to school district finance officers. Charter schools should submit their distribution plans directly to their sponsoring school district.

**2022-23 TEACHER SALARY INCREASE ALLOCATION  
CHARTER SCHOOL DISTRIBUTION PLAN TEMPLATE  
DUE OCTOBER 1, 2022**

**Instructions:** Use this template only if you are submitting a plan for a charter school. Complete the following sections in order, then review the error report at the end of the survey. **DO NOT modify this template.** Enter data as directed, as any modification will result in the need for a resubmission.

Boxes with this color indicate that data should be entered. Do not modify other cells.

<b>Sponsoring District Name (From the Charter Plan Tab)</b>	Martin
<b>Charter School Number</b>	400
<b>Charter School Name</b>	Clark Advanced Learning Center

**SECTION A - Allocation Data**

A1	Charter school's <u>total</u> proportionate share of the Teacher Salary Increase Allocation (TSIA) from 2022-23 Florida Education Finance Program (FEFP) Second Calculation	\$59,953
A2	Charter's proportionate share of the TSIA Maintenance Allocation	\$41,218
A3	Charter's proportionate share of the TSIA Growth Allocation	\$18,735
A4	First 50 percent of the charter's share of the 2022-23 TSIA Growth Allocation	\$9,368
A5	Remaining 50 percent of the charter's share of the 2022-23 TSIA Growth Allocation	\$9,367
A6	Additional funding used for teacher salary increases (do not include these expenses in the data below)	\$0

**SECTION B - Maintenance Allocation:** Used to maintain the salary increases provided through TSIA in previous fiscal years. If the cost to maintain these increases is greater than the charter's maintenance allocation, other funding sources must be used to cover this difference. If the cost to maintain these increase is less than the charter's maintenance allocation, the remaining funds may be combined with the charter's Growth Allocation. See FAQs Q1 through Q5.

B1	Funds available for the maintenance of prior-year TSIA increases	\$41,218
B2	Total cost to maintain the salary increases provided through the TSIA in previous years (enter the total cost here, even if it exceeds the allocation)	\$33,650
B3	Funds remaining from the charter's share of the 2022-23 TSIA Maintenance Allocation	\$7,568

**SECTION C - First 50 Percent of the Growth Allocation:** Used to increase the base salary for all full-time classroom teachers as defined in s. 1012.01(2)(a), Florida Statutes (F.S.), including certified prekindergarten teachers funded in the 2022-23 Florida Education Finance Program, to a minimum of \$47,500 or to the maximum amount achievable based on the allocation and as specified in the general appropriations act. No eligible full-time classroom teacher shall receive a base salary less than the minimum base salary as adjusted by the charter's allocation. This does not apply to substitute teachers. See FAQs Q6 through Q11.

c1	Funds available from first 50 percent of the growth allocation for increases to the minimum base salary (from Item A6 and 50% of Item B3)	\$13,152
c2	Total number of full-time time classroom teachers as defined in s. 1012.01(2)(a), F.S., including certified prekindergarten teachers funded in the 2022-23 FEFP	8
c3	2021-22 minimum base salary for teachers as defined in s. 1012.01(2)(a), F.S., including certified prekindergarten teachers funded in the 2022-23 FEFP	\$47,500
c4	Adjusted minimum base salary for 2022-23 for teachers as defined in s. 1012.01 (2)(a), F.S., per implementation of the TSIA and any additional funding sources used	\$47,500

c5	Increase in the minimum base salary as a result of the TSIA (Item C4 minus Item C3)	\$0
c6	Number of teachers from Item C2 who make more than the adjusted minimum base salary prior to adding TSIA funds (for example, if the charter's adjusted minimum base salary is \$47,500 and a teacher made \$48,000 before any TSIA adjustment, count them here)	8
c7	Number of teachers from Item C2 who received an increase to at least the amount listed in Item C4 (for example, if the charter's adjusted minimum base salary is \$47,500 and a teacher made \$45,000 before any TSIA adjustment, count them here)	0
c8	The numbers in Items C6 and C7 should total to the number in Item C2. If the value here is 0, continue through the survey. If it is not 0, review the entered data in Items C2, C6 and C7 for accuracy until it does.	0
c9	Total dollar amount used of the salary increase from the 50 percent of the charter's share of the TSIA Growth Allocation from the 2022-23 FEFP Second Calculation, Item C1. This total should include the dollar amount increased for all full-time classroom teachers who will receive a salary increase from the first 50 percent of the charter's share). Do not include dollars used from fund sources other than TSIA.  (Example: 1 teacher receives \$5,000 increase + 2 teachers receive \$3,000 increase each = \$11,000).	\$16,437
c10	Total dollar amount of unused funds from the first 50 percent of the charter's share of the TSIA Growth Allocation from 2022-23 FEFP Second Calculation (Item C1 minus Item C9)	-\$3,285

**SECTION D - Remaining 50 Percent of the Growth Allocation: Used to increase the base salary for all full-time classroom teachers as defined in s. 1012.01(2)(a), F.S., including certified prekindergarten teachers funded in the 2022-23 FEFP Second Calculation, for whom the adjusted minimum base salary increase did not result in an increase or resulted in an increase of less than 2 percent AND full-time instructional personnel as defined in s. 1012.01(2)(b)-(d), F.S. Fifty percent of the total allocation, plus any remaining funds from the charter's share of the first fifty percent allocation, shall be used by the charter as specified in s. 1011.62, F.S. This does not apply to substitute teachers. See FAQ Q12 through Q13.**

d1	Funds available from the remaining 50 percent of the charter's share of the growth allocation (from Item A7 and 50 percent of Item B3)	\$13,151
d2	Funds remaining from first 50 percent of the charter's share of the growth allocation (from Item C10)	-\$3,285
d3	Total funds available for Section D (Item D1 plus Item D2)	\$9,866
<b>Full-Time Classroom Teachers</b>		
d4	Number of full-time classroom teachers who received an increase from the remaining 50 percent of the growth allocation	8
d5	Average individual salary increase from the remaining 50 percent of the growth allocation for teachers listed in Item D4 (do not enter full annual salary amounts here, ex. \$150 instead of \$45,000)	\$1,826
d6	Smallest individual salary increase from the remaining 50 percent of the growth allocation for teachers listed in Item D4 (do not enter full annual salary amounts here, ex. \$125 instead of \$45,000)	\$1,826
d7	Largest individual salary increase from the remaining 50 percent of the growth allocation for teachers listed in Item D4 (do not enter full annual salary amounts here, ex. \$175 instead of \$45,000)	\$1,826
<b>Full-Time Instructional Personnel</b>		
d8	Number of full-time instructional personnel as defined in s. 1012.01(2)(b)-(d), F.S., who received an increase from the remaining 50 percent of the growth allocation	1

D9	Average individual salary increase from the remaining 50 percent of the growth allocation for instructional personnel listed in Item D8 (do not enter full annual salary amounts here, ex. \$150 instead of \$45,000)	\$1,826
D10	Smallest individual salary increase from the remaining 50 percent of the growth allocation for instructional personnel listed in Item D8 (do not enter full annual salary amounts here, ex. \$150 instead of \$45,000)	\$1,826
D11	Largest individual salary increase from the remaining 50 percent of the growth allocation for instructional personnel listed in Item D8 (do not enter full annual salary amounts here, ex. \$175 instead of \$45,000)	\$1,826
D12	Total unused funds, if any, from the TSIA	\$0

**Section E - Error Report:** *The following items will indicate whether there is an error with the data entered on the report or will indicate if some data should be verified for accuracy. Do not submit this report unless item E5 in this section is marked YES.*

E1	Teacher counts add up (Item C6 + Item C7 = Item C2)	Yes
E2	Data entered in all fields (if "No", verify that all orange boxes contain data, even if 0)	Yes
E3	Increase to base salary (Item C5 is positive) if previously under \$47,500	Yes
E4	All funding used (if "Verify," please verify that the amount in item D12 is correct)	Yes
E5	2022-23 TSIA Distribution Plan ready to submit?	Yes







**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
ACTION**

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**TOPIC:** Clark Advanced Learning Center Operations and Charter School Annual Budget for Fiscal Year 2023-2024

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**  **ACTION/VOTE**  
 **INFORMATION**  
 **DISCUSSION**

**SUMMARY:** Total operating budget for Fiscal Year 2023-2024 is \$2,431,358.  
The total capital budget is \$617,583 which consists of \$380,000 from PECO and \$237,583 LCIR.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** Total operating budget for Fiscal Year 2023-2024 is \$2,431,358.  
The total capital budget is \$617,583 which consists of \$380,000 from PECO and \$237,583 LCIR.

**PRESIDENT'S RECOMMENDATION:** Recommend approval.

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SUBMITTED BY: Dr. Leslie Judd, PhD. / Debbie Kohuth

DATE: 6/15/23

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BOARD ACTION: Approved

DATE: 6/27/23

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Clark Advanced Learning Center Charter High School  
at Indian River State College  
Operations and Charter School Annual Budget  
Fiscal Year 2023-2024

Budgeted Revenues	Operations Budget Fiscal Year 2023-2024
State FEFP and Local *	\$ 2,018,521
Interest and Other Income	\$ 45,000
<b>Total Revenues</b>	<b>\$ 2,063,521</b>
Budgeted Fund Balance Reserves	\$ 367,837
<b>Total Revenues and Fund Balances Reserves</b>	<b>\$ 2,431,358</b>
<b>Budgeted Expenditures</b>	
<b>Personnel</b>	
Salaries	\$ 1,263,487
Benefits	\$ 429,872
<b>Total Personnel</b>	<b>\$ 1,693,358</b>
<b>Books, Supplies &amp; Curriculum</b>	
Instructional Books, Materials and Supplies	\$ 92,057
Instructional Support	\$ 260,000
FL Virtual School FTE	\$ -
Curriculum Development & Software	\$ -
<b>Total Books, Supplies &amp; Curriculum</b>	<b>\$ 352,057</b>
<b>Services, Insurance &amp; Development</b>	
Transportation	\$ 33,092
Services	\$ 38,700
Insurance	\$ 60,000
Professional Development	\$ 14,400
Administrative Fee *	\$ 39,120
<b>Total Services, Insurance &amp; Development</b>	<b>\$ 185,312</b>
<b>Facilities, Capital &amp; Contingency</b>	
Facility Maintenance & Utilities	\$ 81,651
Technology, Equipment, and Repairs	\$ 92,000
Contingency	\$ 26,980
<b>Total Facilities, Capital &amp; Contingency</b>	<b>\$ 200,631</b>
<b>Total Budgeted Expenditures</b>	<b>\$ 2,431,358</b>
Fiscal Year 2023-2024 Surplus/(Deficit)	\$ -
<b>Charter School Operating Fund Balance Projection:</b>	
<i>Estimated Fund Balance, July 1, 2023</i>	\$ 2,884,210
<i>Fiscal Year 2023-2024 Budget Surplus/(Deficit)</i>	\$ (367,837)
<b><i>Estimated Fund Balance, June 30, 2024</i></b>	<b>\$ 2,516,373</b>

\* Administrative fee is included in Total State FEFP and Local

# Clark Advanced Learning Center

at Indian River State College  
Charter School PECO Annual Budget  
Fiscal Year 2023-2024

	<b>PECO Budget Fiscal Year 2023-2024</b>
<b>Budgeted Charter School PECO Revenues and Reserves</b>	
Estimated State Charter School PECO Funding	\$ 125,000
Interest and Other Income	
<b><i>Total Budgeted Charter School PECO Revenues</i></b>	<b>125,000</b>
Fund Balance Reserves	320,224
<b><i>Total Budgeted Charter School PECO Revenues and Reserves</i></b>	<b>\$ 445,224</b>
<b>Budgeted Charter School PECO Expenditures</b>	
Purchase of Real Property	
Facility Construction	
Facility Renovation, Repair, and Maintenance	445,224
<b><i>Total Budgeted Charter School PECO Expenditures</i></b>	<b>\$ 445,224</b>
<b>Estimated Fund Balance, June 30, 2024</b>	<b>\$ -</b>
<b>Charter School PECO Fund Balance Projection:</b>	
<i>Estimated Fund Balance, July 1, 2023</i>	\$ 320,224
<i>Fiscal Year 2023-2024 Budgeted Surplus/(Deficit)</i>	(320,224)
<b><i>Estimated Fund Balance, June 30, 2024</i></b>	<b>\$ -</b>

# Clark Advanced Learning Center

at Indian River State College  
Charter School LCIR Annual Budget  
Fiscal Year 2023-2024

	<b>LCIR Budget</b>
<b>Budgeted Charter School LCIR Revenues and Reserves</b>	<b>Fiscal Year 2023-2024</b>
Estimated State Charter School LCIR Funding	\$ -
Interest and Other Income	
<i>Total Budgeted Charter School LCIR Revenues</i>	<u>-</u>
Fund Balance Reserves	<u>237,583</u>
<i>Total Budgeted Charter School LCIR Revenues and Reserves</i>	<u><u>\$ 237,583</u></u>
<b>Budgeted Charter School LCIR Expenditures</b>	
Facility Construction	
Facility Renovation, Repair, and Maintenance	<u>237,583</u>
<i>Total Budgeted Charter School LCIR Expenditures</i>	<u><u>\$ 237,583</u></u>
Estimated Fund Balance, June 30, 2024	<u><u>\$ -</u></u>
 <b>Charter School LCIR Fund Balance Projection:</b>	
<i>Estimated Fund Balance, July 1, 2023</i>	\$ 237,583
<i>Fiscal Year 2023-2024 Budgeted Surplus/(Deficit)</i>	<u>(237,583)</u>
<i>Estimated Fund Balance, June 30, 2024</i>	<u><u>\$ -</u></u>



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
ACTION**

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**TOPIC:** 2023/24 Clark Advanced Learning Center Transportation Services Agreement with The School Board of Martin County, Florida

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**  X  **ACTION/VOTE**  
     **INFORMATION**  
     **DISCUSSION**

**SUMMARY:**

The notable items within the 2023/24 Clark Advanced Learning Center Transportation Services Agreement with The School Board of Martin County are for field trips:

- Administrative Trip Charge of \$100
- Bus Operator billing \$29.84 per hour with a minimum trip of 4 hours

These items do not pertain to daily home/school transportation.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** Daily expense for bus transportation at \$5.00 per mile and \$29.84 per hour for driver.

**PRESIDENT'S RECOMMENDATION:** Recommend approval

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SUBMITTED BY: Debbie Kohuth / Dr. Heather Belmont

DATE: 6/15/23

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BOARD ACTION: Approved

DATE: 6/27/23

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## TRANSPORTATION SERVICES AGREEMENT

This agreement (hereinafter "Agreement") is made and entered into this 1st day of July 2023, by and between Clark Advanced Learning Center, (hereinafter referred to as the "SCHOOL BUS USER"), whose address is, 2400 SE Salerno Road, Stuart, FL 34997 and THE SCHOOL BOARD OF MARTIN COUNTY, FLORIDA (hereinafter referred to as the "SCHOOL BOARD"), whose address is 1939 SE Federal Hwy, Stuart, FL 34994 (SCHOOL BUS USER and SCHOOL BOARD hereinafter referred to collectively as "parties" and singularly as "party"). This Agreement is effective the 1st day of July, 2023 and expires on June 30th, 2024.

WHEREAS, SCHOOL BUS USER represents a number of persons residing in Martin County, Florida, who require transportation to and from locations to be designated by the parties in order to attend various programs sponsored by SCHOOL BUS USER.

WHEREAS SCHOOL BOARD agrees to arrange for such transportation services on the terms and conditions hereinafter set forth.

AND NOW, THEREFORE, in consideration of the premises and of the mutual promises and covenants herein set forth, SCHOOL BOARD and SCHOOL BUS USER mutually agree to the following:

### 1. TERMS OF SERVICE

- A. SCHOOL BUS USER understands, acknowledges, and agrees that SCHOOL BOARD's first priority is to fulfill its independent obligations to provide service to its own home to school and field trip transportation needs first.
- B. SCHOOL BOARD has authority in its sole and exclusive discretion to limit the number of bus(es) that SCHOOL BUS USER can request.
- C. If available, the SCHOOL BOARD shall provide up to Four (4) bus(es) with drivers per trip to transport eligible persons to and from designated locations in Martin County to attend sponsored programs. The transportation routing schedule, including pick-up and drop-off locations will be designated by mutual agreement of the parties.
- D. SCHOOL BUS USER shall, at its own expense, obtain and place signs on each school bus stating: "The bus is contracted to the SCHOOL BUS USER."
- E. SCHOOL BUS USER shall be responsible for all matters arising out of or relating to any misconduct or disciplinary action involving any person riding on the bus or participating in any part of the trip. SCHOOL BUS USER shall be solely responsible for any physical damage to the bus, including any interior or exterior damage to the bus caused by SCHOOL BUS USER or any person riding on the bus or participating in any part of the trip.
- F. SCHOOL BOARD will not be responsible or liable for any loss, damage or liability of any kind or nature whatsoever arising out of or relating to any claim or allegation that SCHOOL BOARD failed to provide a bus or driver service, such as in the event SCHOOL BOARD does not have any buses or bus drivers available.

- G. SCHOOL BUS USER will be solely responsible for scheduling each bus trip with the SCHOOL BOARD's transportation department at least twenty-one (21) days in advance of each trip. Upon scheduling a trip, the SCHOOL BUS USER shall be responsible to pay SCHOOL BOARD the Administrative Trip Charge for each scheduled bus.
- H. SCHOOL BUS USER may reschedule any bus trip with the SCHOOL BOARD's transportation department at least twenty-one (21) days in advance of each trip. Upon rescheduling a trip, the SCHOOL BUS USER shall be responsible to pay SCHOOL BOARD the Administrative Trip Charge for each rescheduled bus.
- I. SCHOOL BUS USER will be solely responsible for cancelling each trip at least one (1) business day prior to the trip's scheduled date and time. If any trip is cancelled by SCHOOL BUS USER, SCHOOL BUS USER shall pay SCHOOL BOARD the Cancellation Charge for each cancelled bus.
- J. SCHOOL BUS USER shall pay SCHOOL BOARD in accordance with the Fee Schedule, plus all expenses, tolls, meals, parking and/or entrance fees for applicable services performed, including those arising under SCHOOL BOARD Policies, Procedure Manuals, and any applicable collective bargaining agreements.

2. RATE SCHEDULE AND INVOICING

- A. SCHOOL BUS USER agrees to pay the following charges and rates for each scheduled bus:
  - 1.) The Administrative Trip Charge shall be \$100.00 per bus per trip (one-way or to a destination and return).
  - 2.) The rate per mile driven and portions thereof shall be billed at \$5.00 per mile.
  - 3.) Bus Operator time shall be billed in 15-minute increments at \$29.84 per hour with a minimum trip of four (4) hours.
  - 4.) Bus Assistant time shall be billed in 15-minute increments at \$20.00 per hour with a minimum trip of four (4) hours.
  - 5.) A standard pre-trip inspection and post-trip cleaning shall be charged the sum of \$29.84 per trip (Note: additional, non-standard inspection time and clean up time shall be billed at the above rates).
  - 6.) If overtime is incurred by School Board, SCHOOL BUS USER shall pay one- and on-half times the hourly rates set forth above for each such billable hour,
  - 7.) The Cancellation Charge shall be \$215.00 per bus trip (one-way or to a destination and return).
- B. All mileage and time based charges and rates to be charged to SCHOOL BUS USER shall be calculated by reference to the Mileage Check List and Log Sheet Reports based on the rate per mile and per hour listed above. These rates are subject to change contingent on the price of fuel and other factors related to cost.
- C. Fuel Surcharges: The per-mile charges above assume diesel prices are at or below \$2.50 per gallon. Martin County School Board Transportation Department reserves the right to add a fuel surcharge to any bus trip due to the rise in cost of petroleum products without notice.

- D. The rates quoted herein are based upon a standard fuel cost of \$5.00 in the event that the cost of fuel increases or decreases by more than 10%, SCHOOL BOARD reserves the right to increase or decrease the rates quoted herein by an amount equal to the change in the price of fuel upon providing ten (10) days written notice to SCHOOL BUS USER In the event of such a change, the increased or decreased fuel price shall be considered the new standard fuel cost, and be subject to change as provided in this paragraph.
- E. SCHOOL BUS USER shall be invoiced once per month for services rendered for the prior month. Payment shall be due within ten (10) days following the date of each such invoice. Buses will not be provided if there any outstanding invoices.

3. SOVEREIGN IMMUNITY, INSURANCE AND CONDITIONS PRECEDENT SUIT

SCHOOL BOARD is a political subdivision of the State of Florida and agrees to maintain tort liability insurance or self-insurance for no less than the maximum amount for which the Legislature waives sovereign immunity for the School Board or the State. In the event of an incident, the injured party must first look to any available insurance coverage and any collateral sources as a condition precedent to bringing or filing any action or claim against School Board.

Notwithstanding anything to the contrary in this Agreement, SCHOOL BOARD is not responsible for any damages or indemnity to SCHOOL BUS USER or any third party or any other person or entity for which SCHOOL BOARD has sovereign immunity or is otherwise protected or limited under Florida law, including but not limited to Section 768.28, Florida Statutes. SCHOOL BOARD intends to avail itself of the benefits of Section 768.28, Florida Statutes, and of other statutes and common law governing sovereign immunity to the fullest extent possible. In no event will SCHOOL BOARD's liability under this Agreement either be expanded in scope or exceed the amounts for which SCHOOL BOARD has immunity. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law. This section controls over all other sections and provisions of this Agreement.

4. INDEMNIFICATION

SCHOOL BUS USER hereby assumes, releases and agrees to protect, defend, indemnify and hold harmless the SCHOOL BOARD, its officers, employees and agents from and against any and all claims, causes of action, suits, damages, penalties, settlements, costs, charges, and other expenses or liabilities of every and any kind, including attorney's fees, on account of injury or death of any person in connection with or arising directly or indirectly out of or related to the acts or omissions of the SCHOOL BUS USER, its officers, employees, agents or independent contractors, in connection with the services provided by the SCHOOL BOARD pursuant to this Agreement.

5. MISCELLANEOUS PROVISIONS

- A. The SCHOOL BUS USER's contact person for this Agreement shall be:

Leslie Judd, Ph.D.  
Principal/Executive Director  
Clark Advanced Learning Center  
Indian River State College  
2400 SE Salerno Road  
Stuart, FL 34997  
Telephone: 772-419-5751

- B. The SCHOOL BOARD's contact person for this Agreement shall be:

Martin County School District  
Tom Hardin, Director of Transportation  
2845 SE Dixie Hwy  
Stuart, FL 34997  
Telephone: (772) 219-1287 ext. 36101

- C. This Agreement may not be sold, transferred, or assigned without the written approval of SCHOOL BOARD. This Agreement may not be modified or amended except by written instrument executed by a duly authorized officer of each of the parties hereto.
- D. No waiver of either party hereto of any failure or refusal to comply with one or more of the terms and conditions of this Agreement shall be deemed a waiver of any other or subsequent failure or refusal to so comply.
- E. All Parties hereto agree that this Agreement shall be governed by and interpreted in accordance with the laws of the State of Florida without regard to conflict of law considerations, and any applicable state or federal law, act, rule or regulation. This Agreement is performable and shall be considered to be performed in Florida. In any and all disputes arising out of or related to this Agreement personal jurisdiction and venue shall be solely and exclusively proper in a court in Martin County, Florida, and the Parties hereto hereby irrevocably waive any challenge to such jurisdiction and venue. Should suit be brought in a federal court, and should there not be a federal court located in Martin County, Florida, then suit shall be brought in the federal Southern District of Florida, in the location within said District that is closest, geographically, to Martin County, Florida. No suit shall be maintained: (i) in any country other than the United States of America, (ii) in any state other than the State of Florida, or (iii) in any federal or state court whose geographical jurisdiction and venue does not specifically include Martin County, Florida. The parties waive the right to raise any claims of forum non conveniences and agree that the bringing of suit in any other forum, court or tribunal would be and is improper forum shopping.
- F. This Agreement shall not be construed against the party who drafted the Agreement. Both parties have obtained legal counsel as to the legality and enforceability of this Agreement.
- G. This Agreement may be cancelled by either party upon giving the other party thirty (30) days written notice to the contact person identified above.



- H. If any portion of this Agreement or the application thereof to any person or circumstances shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforced to the fullest extent permitted by law.

6. MAINTENANCE AND PUBLIC ACCESS TO RECORDS

To the extent SCHOOL BUS USER is or acts as a “contractor” as defined under, Section 119.0701(1)(a), Florida Statutes, SCHOOL BUS USER shall comply with all applicable public records laws. SCHOOL BUS USER shall:

- A. Keep and maintain public records required by SCHOOL BOARD to perform the service.
- B. Upon request from SCHOOL BOARD’s custodian of public records, provide SCHOOL BOARD with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 or as otherwise provided by law;
- C. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the term of this Agreement and following completion of this Agreement if SCHOOL BUS USER does not transfer the records to SCHOOL BOARD; and
- D. Upon completion of this Agreement, transfer, at no cost, to SCHOOL BOARD all public records in possession of SCHOOL BUS USER or keep and maintain public records required by SCHOOL BOARD to perform the service. If SCHOOL BUS USER transfers all public records to SCHOOL BOARD upon completion of this Agreement, SCHOOL BUS USER shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If SCHOOL BUS USER keeps and maintains public records upon completion of this Agreement, SCHOOL BUS USER shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to SCHOOL BOARD, upon request from SCHOOL BOARD’s custodian of public records, in a format that is compatible with the information technology systems of SCHOOL BOARD.

If SCHOOL BUS USER does not comply with a public records request, SCHOOL BOARD shall be entitled to enforce this Agreement by any legal or equitable means available, including, without limitation, damages, injunctive relief, or both.

Failure of SCHOOL BUS USER to abide by the terms of this provision shall be deemed a material breach of this Agreement. This provision shall survive any termination or expiration of this Agreement. In the event a civil action is filed against SCHOOL BUS USER to compel production of public records where SCHOOL BUS USER has unlawfully refused to comply with the public records request within the time required by law, SCHOOL BUS USER will be liable for reasonable costs of enforcement, including reasonable attorney's fees as authorized by Section 119.0701, Florida Statutes.

**IF VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THEIR DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, VENDOR MUST CONTACT THE CUSTODIAN OF PUBLIC RECORDS FOR THE SCHOOL BOARD OF MARTIN COUNTY AT 772-219-1200, EXT. 30368 [PublicRecords@Martinschools.Org](mailto:PublicRecords@Martinschools.Org) Martin County School Board, 1939 SE Federal Highway, Stuart, FL 34994.**

7. ENTIRE AGREEMENT & EXECUTION

This Agreement represents the entire agreement of the parties with respect to the subject matter hereof. No other agreements, past or present, change, modify, alter, add to, or delete from the terms of this Agreement. By signing below, the Parties hereby enter into this Agreement as of the effective date hereof and for the full duration of this Agreement.

\_\_\_\_\_  
Leslie Judd, Ph.D.  
Principal/Executive Director

\_\_\_\_\_  
Marsha Powers, Chair  
School Board of Martin County, Florida

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

ATTEST:



\_\_\_\_\_  
Anthony D. George Jr., Chair  
IRSC District Board of Trustees

\_\_\_\_\_  
Michael Maine  
Superintendent



INDIAN RIVER  
STATE COLLEGE

DISTRICT BOARD OF TRUSTEES

SUMMARY OF ITEM FOR  
*ACTION*

**TOPIC:** 2023/24 Clark Advanced Learning Center Student Handbook/Code of Conduct

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**   X   ACTION/VOTE  
                                 INFORMATION  
                                 DISCUSSION

**SUMMARY:**

The notable updates within the Clark 2023-24 Student Handbook/Code of Conduct are as follows:

- Regarding dress code, hats with brims, ball caps and hoodie hoods are still not allowed in school, due to safety reasons. (p.13)
- MCSD Food & Nutrition Services provides all revisions to the student lunch program. (p.16)
- Within Technology section, new legislation regarding social media. (p. 22)
- Within Discipline Guidelines and Consequences section,
  - Under consequences, “written apology” was replaced with “restorative meeting or action” to encompass a broad range of possible outcomes (p. 31 #13)
  - Under the list of infractions, all were updated to correspond to the MCSD Student Code of Conduct and to quote the State SESIR violation definitions. (p. 32-39)
- In addition to the above changes, the exam exemption option is removed.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** N/A

**PRESIDENT’S RECOMMENDATION:** Recommend approval

SUBMITTED BY: Debbie Kohuth / Dr. Heather Belmont

DATE: 6/15/23

BOARD ACTION: Approved

DATE: 6/27/23

**CLARK  
ADVANCED LEARNING  
CENTER**

**STUDENT HANDBOOK/  
CODE OF CONDUCT  
2023-2024**

**CLARK ADVANCED LEARNING CENTER**

**2400 S. E. SALERNO ROAD**

**STUART, FL 34997**

**PHONE: (772) 419-5750**

**FAX: (772) 419-5760**

**[www.clarkadvancedlearningcenter.org](http://www.clarkadvancedlearningcenter.org)**

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**This Student Handbook/ Code of Conduct is used in conjunction with the IRSC Student Handbook, the Clark**

## **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 10<sup>th</sup> 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 of 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 cutting-edge technology to gain important skills for the future.

**Advanced Learning Center (Clark) Student Progression Plan, IRSC Safety and Security Plan, and IRSC Student Code of Conduct. Clark reserves the right to change any provision or requirement when necessary. Official notices and announcements of significant changes will be posted on the Clark website and/or provided to students through several means of communication.**

**EMPLOYEE CONTACT INFORMATION****Administration**

Leslie Judd, Ph.D.  
Principal/Executive Director  
ljudd@irsc.edu  
(772) 419-5751

Michele Villwock  
Assistant Principal  
mvillwock@irsc.edu  
(772) 419-5758

**Staff**

Denisha Bonds, Ph.D.  
Career Coordinator  
dbonds@irsc.edu  
(772) 419-5768

Stacey Decker  
Administrative Assistant  
sdecker@irsc.edu  
(772) 419-5759

TBD  
School Counselor  
XXX@irsc.edu  
(772) 419-5753

Charles Watson  
Technology Coordinator  
cwatson1@irsc.edu  
(772) 419-5767

Tara Mazzouccolo  
Student Services  
tmazzouc@irsc.edu  
(772) 419-5754

Alicia Voisin  
Student Success Specialist  
avoisin@irsc.edu  
(772) 419-5668

**Instructors**

Denise Ballard  
Math Instructor  
dballard@irsc.edu  
(772) 419-5771

TBD  
Science Instructor  
XXX@irsc.edu  
(772) 419-5772

Jacqueline Dunn  
Language Arts/Spanish Instructor  
jdunn@irsc.edu  
(772) 419-5769

Judson Epperly, Ph.D.  
Social Sciences/Spanish Instructor  
jepperly@irsc.edu  
(772) 419-5714

Alexandria Gribble  
Digital Media Instructor  
agribble@irsc.edu  
(772) 419-5761

Anna Hutcheson  
Language Arts Instructor  
ahutches@irsc.edu  
(772) 419-5755

Walter Judd  
Social Sciences Instructor  
wjudd@irsc.edu  
(772) 419-5763

Deanna Voehl  
Math/Computer Science Instructor  
dvoehl@irsc.edu  
(772) 419-5766

**CLARK MAIN OFFICE PHONE: (772) 419-5750**

**FAX: (772) 419-5760**

**[www.clarkadvancedlearningcenter.org](http://www.clarkadvancedlearningcenter.org)**

**CLARK SCHEDULE**

Students must always follow the Clark calendar, which will differ from the Martin County School District calendar for some holidays, teacher workdays, and conference days. Please refer to the Clark school calendar before planning trips or appointments. Attendance on all Clark school days is considered crucial for student success. The Clark school calendar is based upon the IRSC school year with modifications to meet Florida Statutes related to high-school curriculum and attendance requirements.

**SCHOOL CALENDAR****Fall Semester**

Wednesday	August 9	Clark Fall Semester begins – No IRSC classes – No Bus Service
Wednesday	August 16	IRSC Fall '23 Semester classes begin
Monday	September 4	Labor Day Holiday- NO Clark/IRSC classes
Tuesday	September 12	Parent- Teacher conferences (3:00-4:30 & 5:30-7:00 pm)
Monday	September 25	Clark and IRSC classes meet- NO BUS
Friday	October 13	Fall '23 Mid-Semester
Friday	November 10	Veteran's Day Holiday- NO Clark/IRSC classes
Monday-Friday	November 20-24	Thanksgiving Holiday- NO Clark/IRSC classes
Friday	December 15	End of Fall '23 Semester
	December 18- January 2	Winter Break- Clark/IRSC Closed
<b>Spring Semester</b>		
Wednesday	January 3	Clark Teachers & Staff Planning- NO Clark/IRSC classes
Thursday	January 4	Clark Spring '24 Semester begins
Monday	January 8	IRSC Spring '24 Semester begins
Monday	January 15	Martin Luther King, Jr. Holiday- NO Clark/IRSC classes
Wednesday	February 7	Parent- Teacher conferences (3:00-4:30 & 5:30-7:00 pm)
Monday	February 12	PD Day for Faculty/Staff – NO Clark classes- NO BUS
Monday	February 19	Clark and IRSC classes meet- NO BUS
Friday	March 8	Spring '24 Mid-Semester
Monday-Friday	March 11-15	Spring Break- NO Clark/IRSC classes
Friday	March 29	Clark and IRSC classes meet- NO BUS
Saturday	May 18	Graduation for Clark Class of 2024 @ JBHS
Thursday	May 23	Last Day of School for Students End of '24 Spring Semester
Monday	May 27	Memorial Day Holiday- Clark/IRSC Closed
Tuesday	June 4	Last Day for Teachers

**November 10, December 18, 19, 2023 and May 23, 24, 28, 2024 - Emergency Make up days (if needed)**



<b>Parent Conference Dates</b>	
<b>FALL</b> Tuesday, September 12 <i>(3:00-4:30 pm &amp; 5:30-7:00 pm)</i>	<b>SPRING</b> Wednesday, February 7 <i>(3:00-4:30 pm &amp; 5:30-7:00 pm)</i>

Parents may arrange a conference with a teacher any time during the school year by calling or emailing the teacher directly. However, daily access to grades and attendance is available by accessing Focus.

<b>FSA Retake/FAST ELA Progress Monitoring Assessments Testing Window Dates*</b>	<b>End of Course (EOC) &amp; FAST ELA Retake Testing Window Dates*</b>	
September 11–29, 2023 February 19–March 8, 2024 <i>FSA English Language Arts Grade 10 and Algebra Retake</i>	U.S. History, Biology, Algebra 1, Geometry, FCLE	September 11–October 6, 2023 November 27– December 15, 2023 May 1–31, 2024 July 15–26, 2024
April 1–12, 2024 FAST English Language Arts – Writing	PSAT	October 2023
FAST English Language Arts – Reading Progress Monitoring PM1: August 14–September 29, 2023 PM2: December 4, 2023–January 26, 2024 PM3: May 1–May 31, 2024	SAT (grade 11)  Classic Learning Test	Spring 2024  Spring 2024
*Assessment schedules subject to change. All current testing schedules are available at <a href="http://www.clarkadvancedlearningcenter.org">www.clarkadvancedlearningcenter.org</a>		

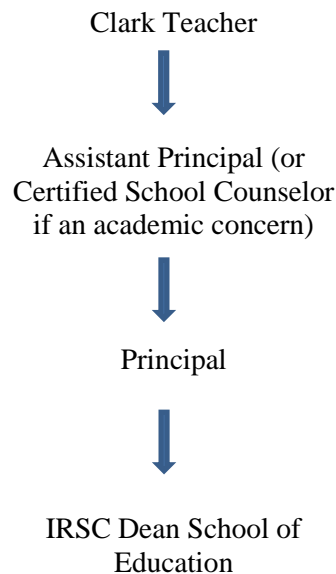
<b>EARLY RELEASE DATES</b>	
Students released at 12:15 p.m. Bus transportation is provided at 12:15 p.m. only. IRSC classes will meet according to college schedule.	
<b>Fall</b> October 31, 2023	<b>Spring</b> April 3, 2024 May 1, 2024
<b>OTHER CALENDAR DATES</b>	
<b>IRSC classes will meet according to college schedule.</b> <b>NO bus transportation provided as indicated below.</b>	
<b><u>NO MORNING OR AFTERNOON bus transportation.</u></b> Clark students must arrange their own transportation to and from school on August 9, September 25, February 19, March 29 due to the variance in schedules for Clark and for MCSD.	

**COMMUNICATION AND ACADEMIC INFORMATION**

As a small school, we encourage direct communication with parents/guardians to discuss their student's academic progress or general welfare on a regular basis. Regular communication between home and school is important for a student's academic success.

**COMMUNICATION PROTOCOL**

It is recommended that all communication begin with the student's Clark teacher. The chart below details the procedures for communicating with the school.

**CAMPUS VISITORS**

For the safety and security of our students and employees, ALL parents and visitors are required to present their driver's license before being admitted to the building, sign in at the front desk, obtain a visitor's pass and wear it while on campus. All visitors must enter through the front doors only. Only Clark students using their ID cards are to enter through the west or patio doors.

**SCHOOL HOURS**

- The Clark school day is 7:50 a.m. to 2:20 p.m. Monday through Friday.
- Clark follows the scheduled Martin County School District 12:15 p.m. Early Release Days (see schedule on previous page).
- Clark student schedules are individualized, and the Clark calendar differs from the Martin County School District for some holidays, teacher workdays, and conference days. Clark students must always follow the

<b>Block</b>	<b>Time</b>
First Block	7:50 – 9:15
Second Block	9:20 – 10:45
Third Block	10:50 – 12:15
Lunch	12:15 – 12:50
Fourth Block	12:55 – 2:20

Clark calendar. Students must provide their own transportation to school at 7:50 a.m. and home at 2:20 p.m. on these dates (see schedule on previous page).

- The school office is open from 7:00 a.m. to 3:30 p.m. Monday through Friday during the fall and spring semesters; summer office hours are 7:00 a.m. to 5:30 p.m. Monday through Thursday.

### **ADVISORY/VOLUNTEER COMMITTEES**

At our Partnering Around Student Success (PASS) meetings, we look forward to Clark parents/guardians providing valuable input on school issues and events. We promote feedback through formal surveys and informally with the school administration, instructors, and staff. Many opportunities are available for parents/guardians to serve as volunteers and assist with school activities and events.

### **SCHOOL INFORMATION**

Comprehensive, up-to-date school information is available on our website at [www.clarkadvancedlearningcenter.org](http://www.clarkadvancedlearningcenter.org). Clark provides school-to-home recorded phone and text messaging and reports student absences. Clark faculty/staff utilizes parent email distribution lists and individual instructors may provide additional information through their own Newsletters, Websites, and/or *Blackboard*, an online course management system. Parents and students receive comprehensive weekly e-mail updates from administration.

### **PARENT CONTACT INFORMATION**

Parents/guardians must notify Clark Student Services immediately with any parent contact revisions such as address, phone, email, or emergency information. Proper documentation must be provided.

### **PROGRESS REPORTS**

High School Classes: To help parents/guardians monitor their child's progress and attendance, High School Progress Reports are made available on FOCUS for parents/guardians during the fifth week of each nine-week grading period. These reports reflect grades for *high school and college classes taught by Clark full-time faculty*.

Weekly progress reports are also available for students who are having difficulties in school. Parents may request progress reports through the certified School Counselor.

College Classes: *College-level class grades* are available at the end of the course. Fall Semester courses end in December and Spring Semester courses end in April/May. College courses taught by IRSC instructors only report final grades. Students have access to their college courses through the Blackboard Learning Management System.

**FORMAL GRADE REPORTS**

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

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

**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 a student'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 parent's name and email address as well as the last 4 digits of the student'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 at (772) 419-5754.

<b>SCHOOL ATTENDANCE</b>
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**ATTENDANCE PROCEDURES****Minimum Required Attendance of a Student**

A student is required to attend ninety (90) percent of instructional time in each course.

If, at any time, a student exceeds the established 10% absentee rate, s/he will become ineligible to participate in extracurricular school activities, including meetings, field trips, dances, and other social events sponsored by the school. Absences with a doctor's note and/or for school sponsored activities are exempt from this consequence. Clark administration reserves the right to exercise judgment regarding the Attendance Procedures based on individual student needs and situations.

Students must attend all scheduled courses the entire day to participate in after-school and/or weekend activities.

An automated phone system contacts parents/guardians if their child has an unexcused absence from one or more Clark classes during the school day.

From Statute: FS1003.26 (b) If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing.

**PLEASE NOTE:** Students taking Dual Enrollment courses through IRSC and Clark are subject to the attendance policies indicated on each course syllabus.

### **Tardiness**

Tardiness is defined as an arrival to class after the designated start time.

Students arriving late to a Clark class for any reason must report to the front desk for a late pass.

Tardies will be identified as excused/unexcused in FOCUS according to the same guidelines as absences. Tardies will result in progressive intervention and/or discipline based on frequency and time lost from instruction.

### **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.

### **Excused Absences**

Students are required to attend each scheduled class on time, every day, unless the absence is excused. To have an absence excused, a parent/guardian must email, call, or send a written note into Student Services within two school days explaining the reason for absence and the specific dates and/or times to be excused. If an email/phone call/note is **not** received within two school days, the absence is unexcused and may affect the student's grades or result in further intervention. 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
- Participation in academic, vocational, or non-instructional activities that have been pre-approved by Clark administration
- Other significant circumstances as determined by Clark administration in accordance with State laws.
-

**Advanced Notice for Excused Absence**

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

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

**Early Dismissal from a Scheduled Class**

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

1. See Student Services in Room 218.
2. Student Services contacts parent/guardian to obtain permission to leave early.
3. Upon receiving permission, student and parent must sign out in the log book located at the front desk. Before a student can be released to anyone, authorization must be verified through Student Services.

Students scheduled to be in a class in the Clark building are NEVER to leave the building without the knowledge of a Clark employee.

**School Activities**

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

PLEASE NOTE: Students are not to make appointments with IRSC/Clark Advisors/Counselors, tutors, testing center, etc. during class time. These are NOT considered excused absences.

***Blood drives***

Students donating blood should plan to spend at least one hour on their off blocks. If no off blocks are 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)

***Make-up Assignments from Clark Instructors***

Full-time Clark instructors (listed on page 4) teach both high school and college courses in the Clark building. 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. Previously assigned work is due on the day the student returns to school.

***Make-up Assignments from IRSC Instructors***

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.

## COMMUNITY SERVICE HOURS

All Clark students are encouraged to contribute to their school and community during high school. These hours can be applied towards Bright Futures and other scholarships, but must be reported to Student Services in a timely manner by entering them into the FOCUS portal for verification. These hours can be completed at a non-profit agency, a religious organization, the school, and/or paid employment. Opportunities to earn service hours are posted throughout the school, the Clark website, and in the weekly e-newsletter. All hours submitted and verified by the 15<sup>th</sup> of each month will be available for students to see their total after the 16<sup>th</sup> of each month at the Student Services office.

## STUDENT ID CARD

Students are issued a Clark ID Card upon enrollment at Clark. **The student ID card should be carried and available at all times.** Students are required to use proper identification for Martin County school lunches and IRSC tutoring/testing. Lost cards must be reported to the front desk immediately in order to deactivate the door access. Students will incur a \$10 charge to replace a lost card.

## TEXTBOOKS

Textbooks, including dual enrollment books, are owned by Clark, on loan to students. Students are responsible for maintaining textbooks issued to them. Reasonable wear and tear is expected, but students must pay for textbooks that have been damaged or lost. A new textbook may not be issued until the damaged or lost book is paid for. Payment is made to the Main Office. If a lost book is subsequently found, a student may obtain a refund.

Students must adhere to the posted textbook distribution windows in order to be guaranteed required course materials will be available for the start of each term.

## E-MAIL COMMUNICATION

All Clark students are assigned an IRSC RiverMail and Clark email account upon enrollment. These accounts become the main form of communication for students and IRSC/Clark employees and should be checked daily. Employees will communicate with students through school issued email addresses. Students should activate their RiverMail accounts at the time of application to IRSC.

To activate your email accounts, refer to the email activation instructions on our Clark webpage.

Clark email: <http://www.clarkadvancedlearningcenter.org/p/92/clark-email>

IRSC RiverMail: <http://www.clarkadvancedlearningcenter.org/p/93/irsc-rivermail>

## STUDENT MEDICATION

Students are not allowed to self-administer any form of drug or medication. Before prescription or over-the-counter medications of any kind can be taken or administered at school, parent and physician must complete and have on file the appropriate medical forms in the Student Services office (Room 218). These forms must be resubmitted each year.

## DRESS CODE

School dress code is related to students' health, safety, and welfare. Students are expected to dress in clean and neat attire that is appropriate to the educational setting. School dress code applies to all classes including Outdoor Education, school sponsored activities, field trips, and events, and *any time a student is in the Clark building for any length of time*. If a student is inappropriately dressed, s/he may be required to change attire before returning to class or remaining on campus.



### NOT ALLOWED

- Any clothing that exposes cleavage, genitalia, and/or undergarments (bras and/or underwear) from armpits to mid-thigh when standing or sitting.
- Tears, rips, holes, or shreds in clothing that expose the torso, cleavage, and/or undergarments.
- Tube tops, bare back or midriff clothing, see-through clothing, bathing suits.
- Bare feet, only socks, bedroom-type slippers, shoes with built-in containers/wheels/cleats/unsecured laces.
- Any head coverings such as hats with brims, ballcaps or hoods are prohibited while in the building. Exceptions for head coverings should be discussed with administration.
- Clothes or accessories with metal studs, ornaments, chains, or other objects which can scratch furniture, damage property, or cause harm to oneself or others.
- Inappropriate clothing/accessories, costumes, or offensive messages on clothing/accessories including pictures, symbols, or words that are harmful to the health, safety or welfare of others.
- Sunglasses in the building.

Pursuant to FS 1006.07(2)(d)2,

*“Any student who violates the school dress code is subject to the following disciplinary actions:*

- 1. For a first offense, a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.*
- 2. For a second offense, the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal shall meet with the student's parent or guardian.*
- 3. For a third or subsequent offense, a student shall receive an in-school suspension pursuant to s.1003.01(5) for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a*



*period not to exceed 30 days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities."*

## CELL PHONES AND OTHER ELECTRONIC DEVICES

While a student may possess cell phones, smart watches, and/or other wireless communication devices on school property, their use on campus during the school day is strictly regulated. These devices may cause distractions to students and staff. During school hours and/or on school-sponsored transportation:

- By statute, the use of cell phones, smart watches, and/or other electronic devices is prohibited during class, unless the instructor is using them for educational purposes, otherwise all cell phones must be turned off and in the designated holder (Florida HB 379 to amend 1003.32 1 (a)).
  - Any student who uses a cell phone, smart watch, and/or other wireless communication device to make or answer a call or send and read text messages or emails during class time will be subject to disciplinary action. No student has the right to disturb the teaching and learning process. Students may not take their device with them when leaving the classroom to go to the bathroom.
- Students needing access to a phone for emergency or other safety reasons may make arrangements to use the Clark phone located in the Main Office or front desk.
- Inappropriate use of a wireless communication device may result in the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act.
- The volume on laptops and other audio electronic devices must be turned off or accessed through headphones/ear buds. These must be used properly at low volume to avoid disruptions to the school learning environment.
- Students are to only use their own personal electronic devices, including, but not limited to cell phones, iPads, iPods, personal and/or Clark issued laptops, e-readers, etc.
- Headphones, ear buds, air pods, and/or similar devices should not be worn or used in classes without teacher permission.

## COMMON AREAS

Locations other than classrooms are considered Clark and IRSC common areas (Career Café, Knowledge Room, Patio, Restrooms, Main Office, Bookstore, Morgade Library Café, hallways, etc.) Students using these common areas are expected to maintain an academic atmosphere as defined by a low volume level for all conversations and/or noise.

- Headphones/ear buds must be used by any student playing audio within the common areas. For safety reasons, only 1 earbud may be used.
- Musical instruments or other sound-producing items are not allowed while classes are in session.
- All cards and games, including video games, must be school appropriate. Games played in common areas must not be a distraction to others.
- During testing, common area use is limited. Students may be asked to remain in a designated area and/or room in order to provide a quiet environment for students testing.

The Study Room can be used for small group studying and practice sessions and other academic related activities. Food and drinks other than water are not allowed in the study room.

### **EXTRACURRICULAR ACTIVITIES**

To be eligible to participate in field trips and/or extracurricular student activities, students must maintain a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale, have attendance of 90% or more, and maintain satisfactory conduct. Discipline referral(s) or an excessive number of detentions within the previous 45 day period will require students to secure administrative approval in order to attend the event.

Clark after school activities, including dances, trivia/game nights, and other social events are open to guests of Clark students. The following limitations apply:

- Only 1 guest per Clark student (may not be older than 20 or younger than 14).
- The “Guest Approval Form” must be completed and submitted to Clark administration at least 48 hours prior to the event, to include a copy of the guest’s ID. These are also available in the Main Office.
- Student dress code is required for all club and student activities unless an exception is specifically approved by the sponsor (e.g., beach clean-ups, dances).

Clark students may participate in Florida High School Athletic Association (FHSA) sports at their zoned school. Clark and IRSC sponsor extracurricular activities for Clark students. Students are encouraged to also participate in community sponsored activities.

### **IN-SCHOOL COMMUNICATIONS AND SOLICITATIONS**

Clark administration is responsible for reviewing and approving the distribution or posting of surveys, petitions, publications, or other materials on school property, as well as the production of school-related publications (print and electronic). Written administrative approval is required to solicit funds or sell advertising, goods or services on school property. Prohibited items include those which may disrupt or interfere with the orderly operation of the school, cause harm or embarrassment to individuals, the school or community; or are of a commercial, political, and/or obscene nature. All printed materials must be hung in designated locations only. Those placed without approval or in unauthorized locations will be removed. Students in activities that include elections/campaigning must adhere to the individual organization’s guidelines for campaigns.

### **PHOTOGRAPHING/VIDEOTAPING**

Parents may provide Clark Advanced Learning Center/Indian River State College permission for their child to be photographed, filmed, or videotaped for school-related media. This permission releases and waives any and all claims, demands, or objections against IRSC and/or Clark in connection with or arising out of the photographing/videotaping. Audio, video, and live streaming of school functions (including classes, lectures or other activities) by persons other than Clark/IRSC staff is permitted only when approved by the Executive Director or designee and with the prior written consent of parent(s) and/or staff. In all cases, audio, video, and live streaming of presentations must conform to applicable state and federal laws. Parents must authorize permission via the Clark Parent and Student Acknowledgements form each year.

## FOOD SERVICES

Clark Advanced Learning Center offers students lunch daily through cooperation with the Martin County School District (MCSD) Food and Nutrition Services (FNS) Department. Prices for student meals, a-la-carte items, faculty and staff meals, snack foods, and beverages are consistent with the district-wide price schedules established by the MCSD. The menus have been created by a registered dietitian to encourage healthy selections and to meet the nutritional needs of growing students. School lunches meet meal pattern and nutrition standards based on the Dietary Guidelines for Americans and are designed to provide children with approximately one-third of the nutrients required according to the Recommended Dietary Allowances (RDA). The current meal pattern increases the availability of fruits, vegetables and whole-grains while reducing sodium. Additional information pertaining to the National School Breakfast and/or Lunch Program can be located at [www.fns.usda.gov](http://www.fns.usda.gov).

- Students who bring lunch are encouraged to pack a healthy and nutritious meal to promote learning.
- A microwave is available for student use.
- Students must not distribute food to others unless approved by administration and commercially prepared. Only commercially prepared foods will be served or sold to students at any time.

### **Menus**

Students and their families can now view menus, nutrition data and allergen information for meals served in all schools through the Martin County School District website: <https://www.martinschools.org/page/food-nutrition-services>

*Food Allergies & Menu Modifications*-At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District and Food & Nutrition Services Department. Substitutions to regular school meals provided by the District will be made for students who are unable to eat regular meals due to a qualifying dietary need when that need is certified in writing by the student's physician.

### **Meal Charging**

School lunches must be ordered before 8:00 am each day [by using this link](#).

It is the parent and student's responsibility to keep meal account balances positive.

*Meal Payment:* We encourage parents to periodically check their student's account to make certain their child is current. Parents are able to make online payments at [myschoolbucks.com](http://myschoolbucks.com). Money previous entered through k12paymentcenter will be transferred to student's account.

### **Free and Reduced Meal Family Applications**

Martin County School District Food and Nutrition Services information, including free/reduced meal application, meal accounts/charging, and other resources, is accessible at <https://www.martinschools.org/page/food-nutrition-services>. Only one free/reduced lunch form for the entire family, listing all students, may be submitted. Once an application is submitted, the Food and Nutritional

Services Department will process it within 10 working days. Make sure during the application process that the child brings a lunch from home or money for meals. **Students participating in these programs must submit an application for the new school year.** Participants enrolled during the previous school year will continue receiving benefits through mid-September. Parents/guardians resubmitting applications in a timely manner will receive status information prior to the September deadline.

### **Student ID Required**

To purchase lunch offered daily in the Career Café through Martin County School District Food and Nutrition Services Department, students must show their school-issued ID each day. Only students with proper ID will be served any items from the cafeteria.

### **Career Café**

To assure the proper maintenance of the facilities and help maintain order, the following list of rules must be observed by all students. Violators are subject to disciplinary action.

1. Students may purchase lunch and eat in the Career Café or patio area.
2. Students are not allowed to order food to have delivered to Clark.
3. Only four students are allowed at a table. Tables may not be placed together.
4. All tables must be left clean and chairs properly placed.
5. Trays must be removed as soon as students finish eating. Everyone at the table is responsible for the cleanliness of the table. The last person at the table is responsible for all items left on the table.
6. If leaving campus for lunch, students must return on time for their class.



**REMEMBER: ONLY WATER IS ALLOWED  
IN THE CLASSROOMS OR KNOWLEDGE ROOM!!!**

### **OPEN COLLEGE CAMPUS**

Clark students are expected to act in a responsible manner to support and enhance the educational process. Clark has a tradition of student excellence and the degree of responsibility exhibited by students is a reflection of the educational atmosphere.

Campus is defined as the Chastain campus, which is composed of buildings A, B, C, D, and the Morgade Library. Clark (building D) is located on an open college campus. Students' individualized schedules may have:

- Off blocks during the school day.
- Classes scheduled in the morning, afternoon and/or evening.
- Classes located at the Chastain and/or other campuses.

Students are subject to the Clark Student Code of Conduct as well as the Indian River State College policies and procedures. Students leaving campus agree to abide by the appropriate rules and procedures associated with this privilege including returning to campus in a safe and timely manner when required by class schedule. All Clark students are required to have on file "Student Enrollment Form (MCS D 76)" and "Clark

Parent and Student Acknowledgements” forms.

Once a student enters the classroom, s/he should remain in the classroom the entire block. Excusals from rooms after classes have started will require someone to unlock the door when the student returns. These disruptions must not occur unless absolutely necessary. Any student leaving the classroom must carry a hall pass as well as sign out and in.

## **TRANSPORTATION AND PARKING**

### **BUS TRANSPORTATION**

Clark works in cooperation with Martin County School District (MCSD) and Martin County public transportation (Marty) to provide bus transportation services and all MCSD bus policies are in effect. When changing buses at another Martin County school, students must remain in the bus loop at each school and may not visit others on campus. Bus transportation services are provided on regularly scheduled Martin County school days and 12:15 p.m. early release dates. The Clark calendar differs from MCSD. Bus service might not be available for some holidays, teacher workdays, and conference days (see calendar and schedule on pages 5 and 6). Only students with proper ID will be allowed to board the bus.

Bus evacuation safety drills will be conducted each semester. All students using MCSD transportation must adhere to all directions given during these drills.

### **STUDENT/PARENT TRANSPORTATION**

Clark students/parents may provide their own transportation to and/or from school. For Clark students, there is no parking fee; however, a Clark decal must be properly displayed on campus at all times. Student parking is on a first-come, first-serve basis. The only reserved space for individual students are for the Clark Character Counts! Student of the Month. When the Clark student parking lot is full, parking is available in the Chastain parking area. Students are prohibited from parking in the following areas for **any** length of time:

- Faculty yellow line designated parking,
- Marked spaces for handicapped,
- Marked spaces for visitors, Veterans, and IRSC employees,
- Grass areas, and/or
- Along the sides of the parking lot or building.

Driving on campus is a privilege, not a right. Safety and courtesy are of paramount concern at all times. In addition to observing all IRSC regulations, students must also adhere to all applicable state and local laws related to vehicles, driving on campus, and the use of parking lots.

- Vehicles with graffiti and/or writing on windows or body of the vehicle will not be allowed in any Chastain parking lot.
- Pedestrians always have the right-of-way.
- Students are not allowed to loiter in the parking lot or remain in vehicles.
- Students are to obtain permission from the Main Office to retrieve items from their vehicle during class time.
- The speed limit while on campus is 20 mph.

Violation of any vehicle or driving-related laws or policies may result in disciplinary action, including the temporary or permanent revocation of campus driving privileges. Procedures for parking, pick-up, and drop-off are posted on the Clark website under both Student and Parent Login.

## **THE COLLEGE ENVIRONMENT**

Dual Enrollment students simultaneously earn high school credit toward a high school diploma along with college credit toward an Associate degree. Dual Enrollment is a privilege, not a right. Students must understand they may be attending classes with non-high school aged students and may encounter students of a variety of backgrounds.

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

- Academic policies in accordance with the IRSC College 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.
- Students who take classes through the Dual Enrollment program are in actual college classes. They are not easier for Dual Enrollment students because the student is still in high school. The State of Florida and the College's accreditation agency require all students to be held to the same requirements. Dual Enrollment requires students to be self-motivated. College is a very different environment than high school. Students must:
  - Be on time for class, stay the entire class, and attend all sessions. College instructors have attendance policies and missing class may negatively impact student's grade (regardless of the reason for the absence or tardiness).
  - Read the course syllabus and follow the instructions. This is the document that contains information about what is expected in the class. Keep a copy of it in a binder or on a laptop and refer back to it when needed.
  - Realize that College instructors do not necessarily allow make-up work for assignments or tests missed. Missed work may mean a "0" for that assignment. Instructors may not provide opportunities for make-up work and if they do, it may come with a penalty (i.e. ½ credit for the assignment or test).
  - Make sure to schedule enough time to study. National statistics show that successful students study 2-3 hours per week for every one credit hour of the course. That means 4-6 hours of homework/reading/study time per week in addition to class time. Some classes may take more time and some may take less time.
  - Complete homework and turn it in ON TIME. Most college instructors do not accept late assignments. Dual enrollment students will be treated like every other student in class.
  - Keep an open dialogue with instructors rather than depending on parents or school officials to do so.

### How to Succeed in All Classes

- Read the material assigned by the instructor.
- Pay attention! Do not talk with friends, text, surf the internet, etc. during class.
- Maintain regular communication with instructors.
- Ask for help! Students can meet with instructors during office hours or before/after class.

### **COURSE COUNSELING**

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. *Parents/guardians must approve in writing 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 Florida's Postsecondary Education Readiness Test (PERT), SAT and/or ACT, Classical Learning Test (CLT) or approved alternate measures (<https://irsc.edu/admissions/pert-test.html>). Decisions whether to place a student in college courses will be determined based upon the academic history (GPA and previous grades) of the student, as well as teacher input. First-time dual enrollment students cannot participate in more than four (4) college classes during their first semester. One of the classes must be SLS1101 (Student Success). 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.

Students who fail or withdraw from a course cannot take additional dual enrollment classes until they have retaken and completed the course, or an alternative course jointly agreed upon by the student, the Clark certified School Counselor, and IRSC advisor at their own expense or during the summer. Students not maintaining satisfactory academic progress may be prohibited from taking future dual enrollment courses. In some cases, a student academic contract may be required before continuing in college courses.

All Dual Enrollment students are assigned to an IRSC advisor during their first term of enrollment. Students must meet with their advisor during the fall or spring semester of their first year in order to create and customize a Guided Pathway/Academic Plan based upon their academic and career goals. Students must also meet with their IRSC advisor annually to ensure they are making appropriate progress towards an Associate degree. 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 his/her IRSC advisor to ensure that all requirements for the degree are being/have been met.

### **WITHDRAWING FROM A COURSE**

Withdrawal from courses could negatively impact students both academically and financially. Students who accrue excess hours in earning a degree may be subject to paying additional fees at any Florida public university. Students are required to discuss any intent to withdraw from a course with their instructor in order to avoid negative repercussions and to explore how the course might be completed through various possible options. Any unauthorized withdrawal from a dual enrollment course will result in a retake of the same course at the student's expense.

Students may withdraw from any class and have a "W" recorded in their cumulative record provided certain conditions are met:

1. Student has discussed their desire to withdraw with their faculty member through a live meeting, online, or by phone.
2. For Full Term and Express schedule classes, individual class withdrawals must occur before the deadline noted in the Academic Calendar.
3. Withdrawals from Special Registration classes must be completed prior to the final class meeting. A Special Registration class has beginning and ending dates that do not coincide with the beginning and ending dates of Full Term classes.

4. A total withdrawal from all classes must occur before the deadline date noted in the Academic Calendar. Official withdrawal forms are available in the Clark certified School Counselor's office and must be signed and approved by the student, a parent/guardian, as well as an IRSC advisor.
5. Withdrawals are not permitted for a student's third attempt in any college credit course. See the Withdrawal and Grade Forgiveness Policy.
6. Individual class withdrawals may be completed in person with the certified School Counselor. The official withdrawal date is the date the withdrawal form is approved by the Clark certified School Counselor and parent/guardian.
7. Students who do not attend class and who do not officially withdraw may receive a failing or unsatisfactory grade.

A grade of "W" will appear on the student's transcript. This does not calculate in 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, the most recent 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 other colleges and universities. Two withdrawals from the same course may result in higher tuition costs for the course in the future.

## **INFORMATION SYSTEMS AND SUPPORTING TECHNOLOGY**

### **LAPTOPS**

In the interest of furthering the educational goals of Clark and its students, Clark will make available for use by the student one (1) laptop computer for use while the student is registered at Clark. The laptop is intended for educational purposes and will be issued upon the student's and parent/guardian's signed acceptance of the terms of the Laptop Computer Use Agreement, the terms of the school's Computer/Network Resources Acceptable Use Policy and the school's Code of Conduct. The Laptop Computer Use Agreement must be signed and returned before laptops are issued to parents (See Appendix A.) Laptop access may be terminated if used inappropriately. **All students at Clark are subject to the network and Internet usage terms of this agreement.**

Use of laptops in the classroom is at the discretion of each instructor. When an instructor permits laptop use, they are only to be used for educational purposes. Using the laptop for non-academic purposes during class time can result in disciplinary action.

### **BRING YOUR OWN TECHNOLOGY (B.Y.O.T.)**

The use of technology, whether owned by the Clark Advanced Learning Center or devices supplied by the Users, entails personal responsibility. Students and parents/guardians participating in "Bring Your Own Technology (B.Y.O.T.)" agree to comply with the terms and conditions set by the acceptable use policy.

### **NETWORK PROTOCOLS**

Clark uses IRSC's network services, which provide extensive access to worldwide communication between individuals for dissemination of information and ideas. IRSC/Clark supports and encourages open access to electronic communication and information, such as communication with instructors, educators, and other students in connection with coursework and other college/Clark school-sponsored activities. Failure to



adhere to IRSC/Clark's Network Protocols or the Code of Conduct may cause students to lose school network access.

## **USER GUIDELINES**

IRSC/Clark provides a wide variety of computing and network resources for students, faculty, and staff. Those resources are intended for the legitimate business of the College and Clark and are a privilege, not a right. All students are responsible for their actions and activities involving computers and/or network services, and for their computer files, passwords and accounts.

Appropriate use of information resources includes instruction, research, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the college. Members of the college community shall use information resources responsibly and considerately.

**The following guidelines apply to use of all network connected devices at IRSC and Clark:**

### *Acceptable Uses*

1. IRSC and Clark computers including B.Y.O.T. network services are provided for educational purposes consistent with the Clark Advanced Learning Center's educational mission and instructional goals.
2. Students must comply with all Clark Advanced Learning Center policies and Code of Conduct when using Clark computers, B.Y.O.T. devices and network services whether on or off school property. Use of these technological resources, which include the IRSC / Clark network systems, is restricted to approved purposes only.

### *Prohibited Uses*

1. Accessing or Communicating Inappropriate Materials - Students may not access or post abusive, obscene, vulgar, sexually explicit, threatening, discriminatory, harassing, bullying and/or illegal materials, images (still or video) or messages.
2. Illegal Activities – Students may not use IRSC and Clark computers including B.Y.O.T. network services for any illegal activity.
3. Students may not violate Copyrights or Software Licenses.
4. “Hacking”- Students may not share passwords, use other users' passwords, access or use other users' accounts, or attempt to circumvent the network security systems and/or network services.
5. Malicious Use/Vandalism - Students may not engage in any malicious use, disruption or harm to computers and/or network services, including but not limited to hacking activities and creation/uploading of computer viruses.
6. Unauthorized Applications / Programs - Students using Clark computers may only install officially approved applications on their issued devices.
7. **In accordance with Florida HB 379 Students are prohibited from accessing social media platforms through the use of Internet access provided by Clark Advanced Learning Center, except when expressly directed by a teacher solely for educational purposes.**

## **STUDENT ACCOUNTABILITY**

Violations of computer and network policy as outlined in this document are considered violations of the Clark Student Code of Conduct and are subject to the actions and procedures described in this code. It is ultimately the responsibility of computer users to obtain secure backup copies of essential files for disaster recovery.

This policy applies to the use of each student's laptop computer as well as to the use of computers and network resources on campus including B.Y.O.T. The rules in the separate Laptop Computer Use Agreement apply whether students are using their laptop at home or on campus. Violations of this acceptable use policy may result in immediate loss of the laptop and network access privileges.

### **Responsibilities**

1. It is the responsibility of the student and parents/guardians to exercise reasonable care
2. of school issued devices at all times.
3. Students are expected to bring the device with them to school every day, ready to use and fully charged.
4. If a student leaves Clark, the student must return the school issued device.

Clark Laptop Repair cost guidelines for parents:

Should your laptop incur physical damage the repair costs are as follows:

- Each incident is subject to a service fee of:
  - \$99 for screen damage or top cover enclosure damage. Including dents, dings, and gouging referred to as "*cosmetic damage*"
  - \$299 for other damage
  - Catastrophic damage from an accident or inoperability after unauthorized modifications are not covered repairable and parents / students will be required to make financial restitution to the Clark Advanced Learning Center in the amount of \$1199.

Parents / students have the option to purchase an insurance policy at a cost of \$70. The insurance policy covers:

- Theft / robbery
- Accidental damage (*non-cosmetic*)
- Fire
- Vandalism
- Natural disaster

### **PRIVACY AND ACCESS**

IRSC/Clark supports everyone's right to private communication and will take reasonable steps to ensure the security of the network. However, messages on IRSC/Clark computing resources are potentially accessible to others through normal system administration activities and to the public through public records laws. Hence, IRSC/Clark cannot guarantee absolute privacy of electronic communication. IRSC/Clark supports everyone's right to privacy of personal files. However, in the normal course of system administration, the administrator may have to examine user files to gather information to diagnose and correct problems. Additionally, with reasonable cause for suspicion and appropriate administrative authority, files may be examined by system personnel to determine if a user is acting in violation of the policies set forth in this document.

IRSC/Clark cannot guarantee that, in all instances, copies of critical data will be retained on college systems. It is ultimately the responsibility of computer users to obtain secure backup copies of essential files for disaster recovery.

IRSC/Clark computing network, software, services and network access are to be used only for legitimate educational purposes; however, parents/guardians are advised that it is impossible for IRSC/Clark to restrict access to all controversial materials available through network/internet access.

At the Clark Advanced Learning Center, we use Google Workspace for Education. Students will use their G Suite accounts to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills. The notice found at: <http://www.clarkadvancedlearningcenter.org/p/223/aup-agreement> provides answers to common questions about what Google can and can't do with your child's personal information.

### **RELEASE OF STUDENT INFORMATION**

Both the college and the high school are committed to the protection of confidential student information. Procedures related to the review and release of student information conforms to Public Law 93-380, the *Family Rights and Privacy Act of 1974* (FERPA). Directory information may be released without specific notification to, or approval of, the parent/guardian of the student involved. Directory information includes student name, grade level, participation in officially recognized activities/sports, dates of attendance, diploma/degrees and awards received, and the most recent previous educational agency or institution attended by the student.

In addition to directory information, the school routinely releases certain information to the United States Armed Forces and to college/university recruiters upon request. This information may include name, address and telephone number. Parents/guardians have several rights related to the release or withholding of information and of photographs.

- Parents/guardians may request that the school not release any directory information to the public; doing so requires the parent/guardian to submit a signed form to that effect. This form will not prohibit release to the US Armed Forces or college/university recruiters and may result in the student's name being omitted from various announcements and releases of academic honors, graduation and awards.
- Parents/guardians may request that student information not be released to the US Armed Forces and college/university recruiters; doing so requires the parent/guardian to submit a signed form to that effect and is different from requesting that all directory information be withheld from the public.
- As part of the enrollment process at the start of each school year, parents/guardians are also requested to indicate in writing if the student's photograph is not permitted to be released.

Falsification of information on any admission document or other materials submitted to Clark or IRSC may result in denial of admission or immediate dismissal from the school.

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**SCHOOL ROLES AND RESPONSIBILITIES**

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Each member of the Clark Advanced Learning Center community is expected to participate seriously and purposefully in the educational process. Students, parents/guardians, and the school staff members must assume responsibility in maintaining a positive learning environment, free from disruption and distraction according to the Clark Student Code of Conduct.

**STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES**

The Clark Advanced Learning Center resembles society as a whole. Students are treated as individuals responsible for their own actions. Rules are followed for the benefit of all, and each person has a right to expect courtesy, integrity and good citizenship in dealing with others. All students assume the responsibility for compliance and cooperation with Clark policies and rules, just as each student is responsible to the larger community, state, and nation in which we live.

**ROLES AND RESPONSIBILITIES OF THE STUDENT**

- Know, uphold, and abide by all Clark and IRSC rules, policies, and regulations.
- Be honest with all written assignments using your own ideas and words. Plagiarism refers to academic dishonesty that can be intentional or unintentional.
- Refrain from profane or inflammatory statements. Report promptly and in good faith to the school counselor and/or administration any act of stalking, cyber-stalking, bullying, cyber-bullying, harassment, or cyber-harassment incidents.
- Know, uphold, and abide by all IRSC and Clark instructors' college course syllabi and grading policies.
- Attend all classes daily and on time.
- Provide prompt notification and explanation from parent or guardian for any absence or tardy in accordance with Clark attendance policies.
- Request make-up assignments from instructors in advance or upon return to school.
- Adhere to rules regarding school-sponsored transportation.
- Respect each student's right to learn in all educational environments, including maintaining a quiet atmosphere in all common areas.
- Come to class prepared for learning. This includes, but is not limited to, recording assignments in a planner, asking for clarification from the teacher on any assignments, completing all homework and assignments in a timely manner, and requesting make up work for any excused absences.
- Meet the requirements for every course you are enrolled in.
- Respect other students, school personnel, and guests of the school community, as well as property of the school and others.
- Behave in a safe and responsible manner.
- Respect patriotic observances and others' religious beliefs and cultural differences.
- Actively participate in the school's educational experiences.
- Be clean and wear appropriate attire (functional, non-distractive, and safe clothes).
- Refrain from conducting non-school related money-raising drives among students or staff.
- Do not possess, store or distribute any materials prohibited by law, such as drugs, drug paraphernalia, alcohol, weapons, pornographic material, etc.
- Refrain from bringing pets or animals to school for reasons other than those that support the educational mission of the school according to the Florida Department of Health Guidelines and State

Requirements for Educational Facilities (SREF). Exceptions to this policy include service animals for persons with disabilities.

*Students have a right to expect:*

- Fair and respectful treatment by school personnel and other students.
- Information defining rules for absences, tardiness, withdrawal, and make-up assignments.
- The Clark Handbook, IRSC College Catalog and other relevant policies and procedures.
- A copy of classroom policies and procedures located on each instructor's syllabus.
- Enforcement of rules without discrimination.
- A safe, drug-free learning environment.
- To meet in accordance with school rules and scheduled use of facilities.
- To participate in school programs and activities in accordance with school policies.
- The ability to express their opinions in a respectful manner and hear all sides of issues.
- Protection and privacy of personal property and possessions as set forth in Florida rule/law.
- Privacy of their school records as set forth in Federal, State, and Local rules.
- Due process in disciplinary issues.

### **ROLES AND RESPONSIBILITIES OF THE PARENT/GUARDIAN**

- Maintain regular communication with the school personnel concerning the student's progress, attendance, and conduct. Make appointments with staff and faculty as needed.
- Ensure the student attends school daily and promptly report and explain any absence or tardiness. Please keep students out of school when they are ill or have a contagious disease.
- Log onto FOCUS to access student's high school grades and attendance.
- Use the Clark Website at [www.clarkadvancedlearningcenter.org](http://www.clarkadvancedlearningcenter.org) to access information on college opportunities, scholarships, testing, and curriculum.
- Provide the student with resources needed to complete class work and monitor assigned homework for completion.
- Assist the student in being healthy, clean, well-groomed, and in compliance with the dress code before coming to school.
- Inform the school immediately of anything that may affect a student's ability to learn or attend school regularly.
- Work with school personnel to support the Student Code of Conduct.
- Discuss progress reports and assignments with the student.
- Report immediately any changes to telephone contacts for work, home, and emergency numbers and addresses to Student Services.
- When entering the school building, sign in at the front desk and provide proper identification before proceeding to any other locations in the building.

### **ROLES AND RESPONSIBILITIES OF THE SCHOOL**

- Maintain an atmosphere conducive to learning and good behavior.
- Demonstrate an attitude of respect for students and parents/guardians.
- Plan a flexible curriculum to meet the needs of all students.
- Teachers will assign meaningful, purposeful and relevant work that reinforces classroom learning, give clear and understandable instructions, provide feedback on assignment(s) in a timely fashion and

set a clear homework policy, including any conditions regarding acceptance of late work in the course syllabus.

- Maintain open lines of communication among students, parents/guardians, and school personnel.
- Maintain a safe, drug-free learning environment.
- Model positive behaviors expected from students.
- Support students in the attainment of their educational goals.
- The Executive Director, or his or her designee, will notify a student's parent or guardian if the student is removed from school, school transportation or school-sponsored activity for an involuntary examination under the Baker Act.

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**STUDENT CODE OF CONDUCT**

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Students shall be committed to the common good of the school and shall comply with Local, State, and Federal laws, as well as school policies and regulations during the time the student is under the control and jurisdiction of the Clark Advanced Learning Center and IRSC. The student is deemed to be under the jurisdiction of the school when in route to and from school on school-sponsored transportation, attending school, present at any school-sponsored activity and/or present at any school or Indian River State College facility.

Any act or behavior by a student that interferes with or otherwise disrupts the orderly conduct, process, functions, and/or interests of the school is prohibited and subject to disciplinary action. Unless otherwise mandated by State or Federal statute, the school reserves the right to determine the appropriate disciplinary action as warranted by individual circumstances.

**RESTORATIVE PRACTICES**

Restorative practices in schools are based on principles focused on promoting positive behavior and school culture. The first step is to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward through a positive discussion. They provide specific pathways to repair harm by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools, and contribute to social and emotional learning. <http://www.iirp.edu/pdf/Defining-Restorative.pdf>

**PROGRESSIVE DISCIPLINE**

The goal of progressive discipline is to promote positive school climates and opportunities for students to develop relationships, resulting in better decisions and choices.

Progressive disciplinary actions will be administered based on policies and procedures clearly communicated to staff, students, parents, and guardians via the Clark and IRSC Code of Student Conduct. When deciding upon levels of interventions and consequences, administrators will consider developmental factors, student exceptionalities, and cultural sensitivities. Other considerations include:

- Previous conduct.
- Probability of a recurring violation.
- Intent and severity of the offense.
- Patterns of established behavior.

Criminal and violent threats/offenses could result in increased interventions and consequences. Accountability measures are intended to keep students safe and engaged in the educational process.

**THREAT ASSESSMENT TEAM (s. 1006.07(7), F.S.)**

Students are prohibited from making a verbal, written, or symbolic threat of violence, directly or indirectly, against anyone. Any threat of violence must be reported immediately to a teacher or school administrator. All threats of violence will be reported to the threat assessment team. School site threat assessment teams include persons with expertise in counseling, instruction, school administration, and law enforcement. A

student found to have made a threat of violence that adversely impacts the school environment is subject to appropriate disciplinary consequences, up to and including: suspension, expulsion, arrest, and prosecution. In addition, law enforcement may be requested to conduct a home visit to assess the risk associated with the threat. In addition to threats of violence, if a student's presence at the school poses a present and continuing danger to persons or property or a disruption of the teaching environment, whether in a classroom or elsewhere on the school premises, then the IRSC Chief of Security or designee may remove the student, either temporarily or permanently, from the school premises or from extra-curricular activities.

## **BEHAVIORAL EXPECTATIONS**

Students are expected to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with regard for the rights and welfare of other students and school staff, educational purpose underlying all school activities, and care of school facilities and equipment.

### **Bullying and Harassment Reporting**

Conduct that constitutes bullying and harassment, is prohibited. Clark encourages students to report bullying and harassment acts to school officials verbally or in writing. Report anonymously by mailing an unsigned letter to Clark administration:

Executive Director  
2400 SE Salerno Road  
Stuart, Florida 34997

Or report through the anonymous [Student online suggestion box](#) on the homepage of the Clark website.

Indian River State College does not discriminate on the basis of race, color, national origin, ethnicity, sex, religion, age, disability, sexual orientation, marital status, veteran status or genetic information in its programs and activities.

It is the policy of Indian River State College that each employee, visitor and student be allowed to participate in college programs, activities and employment in a discrimination and harassment free environment. Discrimination and harassment of any nature based on one's race, color, national origin, sex, religion, age, disability, sexual orientation, marital status, veteran status, or genetic information is strictly prohibited.

### **Title IX Rights**

Title IX addresses sexual harassment, sexual violence, or any gender-based discrimination that may deny a person access to educational benefits and opportunities.

Under Title IX, schools must ensure that all students and employees have equal access to education and educational facilities, regardless of gender, sexual orientation, or gender identity. Sexual harassment and sexual violence are forms of gender discrimination that are prohibited by Title IX, including when the incident(s) occur off-campus or involve people who are not students.

When a student or employee has experienced a hostile environment such sexual assault or severe, pervasive, and objectively offensive sexual harassment, schools must stop the discrimination, prevent its recurrence, and address its effects. This includes retaliation from other students, school administrators, or faculty.



Schools must proactively prevent and respond to claims of sexual harassment, sexual violence, and other forms of gender-based violence, retaliation, discrimination, and must have an impartial and prompt process for investigating and adjudicating reported cases.

Clark and Indian River State College prohibits the commission of any act of sexual assault, sexual misconduct, sexual battery, and other crimes of violence upon employees, students and prospective students, visitors, and other affiliates of the College conducting College business, events or activities on IRSC property or IRSC-sponsored events.

The following person has been designated to handle inquiries regarding non-discrimination and Title IX complaints:

Adriene B. Jefferson  
Equity Officer/Title IX Coordinator  
Indian River State College  
3209 Virginia Avenue  
Fort Pierce, FL 34981-5596  
ajeffers@irsc.edu  
772- 462-7156

Additional Information, Complaint Forms, and Title IX Compliance Documents are located at <https://www.irsc.edu/about/equity-and-diversity.html>

### **REQUIRED NOTICE**

**Nothing in this Code of Discipline shall infringe upon due process rights guaranteed to individuals by the United States Constitution or State or Federal law.**

### **DISCIPLINE GUIDELINES AND CONSEQUENCES**

This Code links specific disciplinary actions to specific prohibited behaviors. In determining consequences to use for unacceptable behaviors, it is not necessary to use each one or even use them in the order listed. Typically, suspension shall occur only after other corrective measures have been used without success, unless the situation is of a serious nature and warrants immediate suspension. Please note: Under certain circumstances, specific disciplinary actions are mandated by law. **Corporal punishment may not be used under any circumstances. Reasonable force by school personnel may be used to protect the student from harm and/or injury to self, school personnel and others. Reasonable force shall be defined as “appropriate professional conduct including physical force as necessary to maintain a safe and orderly learning environment.” (Section 1006.11, Florida Statutes).**

The following consequences for misbehavior are equally applicable for all Clark students:

1. Verbal reprimand/warning
2. Time out.
3. Teacher/student conference including record review.
4. Disciplinary action initiated by teacher as specified in the instructor syllabus.
5. Detention\* and/or special work assignment.
6. Completion of online educational modules or assignments.
7. Referral to school counselor/administration/other mental health professional.

8. School/parent or guardian contact.
9. School/parent guardian conference.
10. Behavior plan/contract.
11. Confiscation of item (with or without return to parent).
12. Schedule change (if possible and appropriate).
13. Restorative meeting or action
14. Administration involvement.
15. Immediate parent/guardian notification.
16. Mediation.
17. Administrative/School Counselor referral to the attendance/truancy officer.
18. Suspension from bus; student must attend school and parent must provide transportation.
19. Internal suspension from classes and all school activities in accordance with Clark procedures.
20. Administrative referral to student services and/or outside agencies for evaluation which may result in placement in special programs such as: alcohol/substance abuse, anger management, smoking cessation or alternative school assignment.
21. Withdrawal of privileges which may include, but not be limited to, computer access, participation in extracurricular activities, bus riding privileges, and/or parking privileges, etc.
22. External suspension from classes and all school activities in accordance with Clark procedures.
23. Referral to IRSC Dean School of Education and/or IRSC Security.
24. Restitution and/or compensation by parent(s)/guardians(s) for damage done by student in accordance with Florida Statutes.
25. Students and parent(s)/guardian(s) may be held liable for medical expenses.
26. For IRSC-related matters, referral to IRSC's Vice President of Student Affairs.
27. Referral to appropriate law enforcement agency.
28. Dismissal from Clark in accordance with Clark Disciplinary Actions and Procedures.
29. Recommended expulsion.
30. Other school-based consequences as deemed appropriate by administration.

\* When using detention as a disciplinary measure or to complete work, the teacher and the administration will consider the distance between the student's home and school and whether transportation is an issue. If it is necessary to detain a student after school, parents/guardians shall be notified at least one (1) day prior to the detention, unless special arrangements have been made by the parent or guardian.

**NOTE:** Some offenses may result in criminal prosecution. For Purposes of this Code, possession is defined as "In or on your person or property or in a place over which you have control, or in which you have hidden or concealed the object."

<b>Academic dishonesty online:</b> Florida Law (1002.321) makes it a crime for any person who knowingly and willfully takes an online course or examination on behalf of another person for compensation. This is a misdemeanor punishable by jail and fines.	Ref# 1-15, 19-23, 26-30.
<b>Ammunition Possession:</b> Possession of any projectiles together with their fuses, propelling charges, and primers that are fired from guns.	Ref# 1-15, 18-30.
<b>Assault on Employee and/or Student (non-SESIR):</b> An intentional threat on an employee and/or student by word or act to do violence to another person, or doing some act that creates a well-founded fear in another person that such violence is imminent without subjecting them to physical attack.	Ref# 1-16, 18-30.
<b>Buying/Selling Unauthorized Items:</b> Buying and selling of items and/or materials that have not been previously approved by the principal and/or designee.	Ref# 1-15, 18, 21, 23-26, 30.
<b>Cheating/Plagiarism:</b> Willful or deliberate unauthorized use of the work of another person or the use of artificial intelligence for academic purposes, or inappropriate use of notes or other material (including on-line/electronic resources) in the completion of an academic assignment or test. The penalty for plagiarism, broadly construed as submitting as your own, the work of others, in whole or in part, without appropriate credit to the true author, is a failing grade for the assignment and/or course. Subsequent violations will result in additional disciplinary sanctions, up to, and including suspension and/or dismissal from Clark. Students who assist others in the act of cheating by providing information or assistance may also face disciplinary action.	Ref# 1-15, 19-23, 26, 28, 30.
<b>Defiance/Insubordination:</b> Refusal or failure to comply with a direction or an order from a staff member. Failure to comply with state law, school board policy, local school rule, behavior contracts, or classroom rules. Repeated behavior which ignores correction.	Ref# 1-15, 18-23, 26, 28, 30.
<b>Dishonesty:</b> Intentionally providing non-valid or misleading information or the withholding of valid information to a school system staff member.	Ref# 1-16, 19-23, 26, 28, 30.
<b>Disruption:</b> Conduct or behavior which interferes with or disrupts the teaching and learning process, the orderly process of the school environment, a school function, or extracurricular or co-curricular activities. (Includes, but is not limited to, loud talk, sustained out of seat behavior, etc.)	Ref# 1-15, 18-23, 26, 28, 30.
<b>Disrespect:</b> Conduct or behavior which demeans, shames, irritates, humiliates, or embarrasses a person or group of persons.	Ref# 1-16, 18-23, 26, 28, 30.
<b>Disrespect for Others' Property:</b> Minor infractions involving property.	Ref# 1-15, 18-24, 26, 28, 30.
<b>Dress Code Violation:</b> Non-conformity to school dress code.	Ref# 1-15, 18-23, 26, 28, 30.
<b>Elopement:</b> Intentional leaving or running away from assigned area and/or staff supervision and not returning.	Ref# 1-15, 19-23, 26, 28, 30.

<b>Extortion:</b> Willful or malicious threats of harm, injury, or violence to the person, property, or reputation of another with the intent to obtain money, information, services, or items of material worth.	Ref# 1-16, 18-24, 26, 28, 30.
<b>Failure to Report:</b> A student who fails to adhere to/report for a consequence for an infraction.	Ref# 1-15
<b>False and/or Misleading Accusations:</b> The making of false accusations that jeopardizes the professional reputation of a member of the school staff.	Ref# 1-16, 18-30.
<b>False and/or Misleading Information</b> (including but not limited to forgery): Making of a false or misleading communication, whether orally, in writing, or by other medium, to a school staff member with either the intent to deceive the staff member or under circumstances which would be reasonably calculated to deceive the staff member, but without intending or causing any person to be deprived of property or possessions. (e.g., forging parent’s name). Intentionally providing non-valid or misleading information or the withholding of valid information to a school system staff member. <b>Note: Some offenses may result in criminal prosecution.</b>	Ref# 1-16, 18-30.
<b>Fighting</b> (non-SESIR): Two or more individuals participating in physical conflict with both parties engaged. Applies when there is no injury AND engaged party stops on verbal command.	Ref# 1-16, 18-30.
<b>ID Violation</b> Failure to carry your current school issued ID on your person when on campus(defacing/altering ID prohibited).	Ref# 1-16, 18-30.
<b>Illegal Organizations:</b> Establishing, joining or participating in the initiation to any group that is not approved by school administration (including a “criminal street gang” as defined by section 874.03 FS) on school system property, at a school function or extracurricular activity.	Ref# 1-16, 18-30.
<b>Inappropriate behavior:</b> Any inappropriate behavior not elsewhere defined in the Code of Student conduct (to include horseplay).	Ref# 1-16, 18-30.
<b>Inappropriate Location:</b> Presence of the student in an unapproved location and/or during an unapproved time.	Ref# 1-15, 19-23, 26-30.
<b>Inappropriate Touching /Public Display of Affection (PDA):</b> Engaging in clearly inappropriate contact not suitable in a school setting.	Ref# 1-15, 18-23, 26, 30.
<b>Inciting, Leading or Participating in a Student Disorder:</b> The willful act of inciting, leading or participating in any disruption or disturbance which interferes with the educational process, or which can result in damage or destruction to public or private property, or cause personal injury to participants and others.	Ref# 1-17, 19-30.
<b>Indecent Exposure:</b> To be naked or otherwise exhibit or exposure of sexual organs, buttocks or breasts.	Ref# 1-17, 19-30.
<b>Leaving Class or Designated Area Without Permission:</b> Leaving a classroom or educational experience without staff permission, but remaining on the campus.	Ref# 1-15, 19-23, 26, 28, 30.

<b>Leaving School Without School and Parent Approval:</b> Leaving campus without school and parent approval.	Ref# 1-15, 17, 19-23, 26, 28, 30.
<b>Malicious Harassment/Hate Crimes:</b> Intentionally intimidating or harassing another person.	Ref# 1-17, 19-30.
<b>Misconduct on School Bus or Other School Approved Transportation:</b> Conduct or behavior which interferes with the orderly, safe and expeditious transportation of students or other authorized riders.	Ref# 1-16, 18-30.
<b>Non-Prescription (OTC) Drug Possession/Use/Distribution:</b> Possession/Use/Distribution of any medication, other than prescription medication. If being used for chemical intoxication (See p. 36). Examples might include cold medications, pain medication, dietary supplements, etc.	Ref# 1-15, 18-23, 26-30.
<b>Off-Campus Felony:</b> Any charging affidavit listing a felony crime for a student will be reviewed to determine if the student's presence may have an adverse effect on the school environment. (Florida Statute 1006.09) This includes written threats of violence as per Florida Statute 836.10.	
<b>Other Serious Misconduct:</b> Any serious conduct which is not described in any other incident code and which did or had the potential to disrupt school operations or pose a threat to the health, safety and property of the student or others. This may include, but is not limited to, significantly obstructing staff members from performing their duties.	Ref# 1-16, 18-30.
<b>Physical Contact:</b> A non-mutual physical contact, but without injury or a minor injury to the victim.	Ref# 1-16, 18-30.
<b>Pantsing:</b> Pulling down someone's pants/shorts/trousers, revealing underwear/undergarments or body part	Ref# 1-16, 18-30.
<b>Pornographic Materials:</b> Possession of pornographic materials.	Ref# 1-16, 18-30.
<b>Possession of a Stolen Item:</b> Possession of an item stolen by someone else.	Ref# 1-16, 18-30.
<b>Possession of Contraband Material:</b> Possession, use and/or distribution of materials or items which are forbidden at school include but are not limited to matches, lighters, ammunition, fireworks, and lasers and vape devices. Contraband shall be confiscated and may not be returned to students, including vape devices. Cigarettes or other forms of tobacco/nicotine. The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person over the age of 18, including e-cigarettes and vapor products. Possession of a common pocketknife or other item that is not designed or constructed for use as an offensive weapon may be considered under this heading even if: 1) there has been no threatening or intimidating display of the item; (2) the item does not constitute a "concealed weapon" as defined in Section 790.001(3), Florida Statutes; (3) the item is not a gun or firearm of any type, and (4) no criminal charge is filed against the student as a result of the incident being reported to and investigated by law enforcement, as required by this Code.	Ref# 1-16, 18-30.

<b>Profane, Obscene, Abusive Language/Materials:</b> The use of either oral or written language, including racial slurs, gang-related/cult-related gestures or signs, objects or pictures which are disrespectful or socially unacceptable and which tend to disrupt the orderly school environment, a school function, or extracurricular/co-curricular activity.	Ref# 1-16, 18-30.
<b>Profanity to Clark/IRSC Employees:</b> Any use of profanity and/or obscene gesture directed at any Clark/IRSC staff member.	Ref# 1-16, 18-30.
<b>Skipping:</b> Unauthorized absences from class and/or school.	Ref# 1-15, 17, 19-22, 28, 30.
<b>Tardiness:</b> Late arrival to school or class.	Ref# 1-15, 17, 21, 30.
<b>Technology Infraction (Minor):</b> Unauthorized use of cell phone or technology (i.e. games, unauthorized websites.)	Ref# 1-15, 18, 19, 21, 30.
<b>Technology Infraction (major):</b> Misuse of a computer/technology, to include cell phone, with malicious intent. Examples may include “system hacking” or making unauthorized changes to operating systems, breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software, taking/sending malicious texts or photos (including on social media), etc.	Ref# 1-15, 19-30.
<b>Theft (Up to \$749):</b> Stealing of an item or possession of an item stolen by someone else.	Ref# 1-16, 18-30.
<b>Threats:</b> The verbal or physical threat to do harm or violence to another student or the property of another person.	Ref# 1-16, 18-30.
<b>Unsafe Act:</b> Endangering the safety of oneself or others.	Ref# 1-16, 18-30.
<b>Unauthorized Assembly, Publications, etc.:</b> Unauthorized demonstrations and/or petitions by students, or possession and/or distribution of un-authorized publications which interfere with the orderly process of the school environment, a school function, or extracurricular/co-curricular activity.	Ref# 1-15, 18-24, 26-30.
<b>Vandalism (Up to \$1000):</b> Malicious destruction of property with a repair or replacement value of up to \$1000.00.	Ref# 1-15, 18-24, 26-30.
<b>Vehicle/Parking Violation:</b> Any misconduct or repeated misconduct that involves misuse of a vehicle. May lead to law enforcement penalties. Examples might include (but are not limited to) speeding on campus or unauthorized parking.	Ref# 1-15, 19-30.
<b>Victimization:</b> To harass, bother, intimidate or communicate with a student or the siblings of a student who has been previously identified as a victim of the student.	Ref# 1-16, 18-30.

The following infractions must be coded into data using SESIR (School Environmental Safety Incident Reporting (<http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/>) codes for data collection by the Florida Department of Education. The definitions of these events are provided directly by the FLDOE.

<p><b>Alcohol Offenses (ALC):</b> (FS562.111): Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Aggravated Battery (BAT)</b> (FS 784.081): A battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule 6A-1.0017(8)(g), such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Arson (ARS)</b> (FS 806.01): To Intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported to SESIR.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Bullying (BUL)</b> (FS1006.147): (FS1006.147; SB Policy 5517.01 &amp; 7540): Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.</p>	<p>Ref# 6-11, 14-16, 18-30.</p>
<p><b>Burglary (BRK)</b> (FS 810.02): Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Disruption on Campus-Major (DOC)</b> (FS790.162 and 790.163): Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm. (Do not use this code for students defying authority, disobeying or showing disrespect to others, using inappropriate language or gestures, or classroom disruption.)</p>	<p>Ref# 6-11, 14-15, 18-30.</p>

<p><b>Drug Sale or Distribution (DRD)</b> (excluding alcohol) (FS 577.111 and 893.147): The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance. (This offense includes the recipient.)</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Drug Use/Possession (DRU)</b> (excluding alcohol) (FS 499.03): (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication (including OTC substances). Use means the person is caught in the act of using, admits using or is discovered to have used in the course of an investigation.</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Fighting (FIT)</b> When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.</p>	Ref# 6-11, 14-16, 18-30.
<p><b>Grand Theft (\$750 threshold) (Level III):</b> The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable to SESIR, but instead should be reported as locally defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.</p>	Ref# 6-11, 14-16, 18-30.
<p><b>Harassment (HAR)</b> (FS 1006.147): Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property: has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Hazing (HAZ)</b> (FS 1006.135): Any action or situation that endangers the mental or physical health or safety of a student at a school with any grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.</p>	Ref# 6-11, 14-15, 18-30.



<p><b>Other Major Incidents (OMC)</b> Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown.</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Robbery (ROB)</b> (FS 812.13(1)): The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Sexual Harassment (SXH)</b> (Title IX of The Education Amendments of 1972): Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Sexual Offenses (Other) (SXO)</b> (FS 800): Other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. (Law enforcement must be notified to investigate.)</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Threat/Intimidation (TRE)</b> (FS 836.05): An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means.</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Tobacco (TBC)</b> (FS386.212): The possession, sale, purchase, distribution, or use of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related.</p> <p>The definition of tobacco products includes cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, clove cigarettes, blunts, hookah and any other matter or substances that contain tobacco and the possession of papers used to roll cigarettes. Electronic cigarette (e-cigarette) means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance, and the use or inhalation which stimulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, juul, hookah pens, or under any other product name or descriptor.</p>	Ref# 6-11, 14-15, 18-30.

<p><b>Trespassing (TRS)</b> (FS 810.08): To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry. . Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass are required to be reported in SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported as locally defined incidents according to district policies.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
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### Zero Tolerance

In accordance with the requirements of F.S. 1006.13 and State Board of Education Rule 6A-1 .0404, Clark has adopted a policy of zero tolerance with regard to school violence, including possession or use of weapons and other crime(s) as part of a comprehensive approach to reducing school violence and crime.

Florida law requires that students found to have committed one of the following offenses:

- bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or
- making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity;

shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and shall be referred to mental health services identified by the school and to the criminal justice or juvenile justice system.

In accordance with that policy, recommendations for expulsion is mandatory for the following offenses committed at any time this code applies:

- Possession of firearms or other weapons,
- Placing, discharging, or throwing an explosive item or noxious substance or making threats to do so,
- Arson,
- Felony assault (including, but not limited to, homicide, sexual battery, armed robbery, aggravated battery, battery or aggravated battery on teacher or other school personnel, kidnapping), and
- Threats of unsafe and potentially harmful, dangerous, violent, or criminal activities

The Executive Director or their designee shall notify local law enforcement when any of the offenses listed above are committed on school property, on school-sponsored transportation or at school sponsored activities.

<p><b>Armed Robbery (ROB)</b>: (FS 812.13(2a, b)) Using force to take something from another. The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. If in the course of committing the robbery the offender carried a firearm or other weapon.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
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<p><b>Arson (ARS)</b> (FS 806.031): Intentionally setting fire on school property when bodily injury is involved. To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, when there is bodily injury. Note: Arson is a "Violent Incident if it Results in Bodily Injury" and must be reported in the related element "Injury-Related". All fires are reported to authorities so they can be investigated for intent. Report only intentionally set fires to SESIR.</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Battery or aggravated battery on a teacher or other school personnel (BAT)</b> (FS 784.081).</p>	Ref# 6-11, 14-15, 18-30.
<p><b>False report concerning planting a bomb, an explosive, or a weapon of mass destruction, or concerning the use of firearms in a violent manner</b> (FS 790.163). It is unlawful for any person to make a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, other deadly explosive, or weapon of mass destruction as defined in FS 790.166, or concerning the use of firearms in a violent manner against a person or persons. A person who violates this subsection commits a felony of the second degree (FS 790.162 and 790.163).</p>	Ref# 6-10, 14-15, 18-30.
<p><b>Homicide (HOM)</b> (FS 782.04 and 782.07): Murder, manslaughter. The unjustified killing of one human being by another.</p>	Ref# 6-10, 14-15, 18-30.
<p><b>Kidnapping (KID)</b> (FS 776.08): Abduction of an individual. Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority.</p>	Ref# 6-10, 14-15, 18-30.
<p><b>Sexual Assault (SXA)</b> (FS 776.08): An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.</p>	Ref# 6-10, 14-15, 18-30.
<p><b>Sexual Battery (SXB)</b> (FS 794.011): Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.</p>	Ref# 6-11, 14-15, 18-30.

<p><b>Threat to throw, project, place, or discharge any destructive device, felony;</b> penalty. — It is unlawful for any person to threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person, and any person convicted thereof commits a felony of the second degree (FS 790.162).</p>	Ref# 6-11, 14-15, 18-30.
<p><b>Weapons Possession (WPO) 790.001 (6) and (13)</b>Possession of a firearm or any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. (Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement FS 1006.07(2); however, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation.)</p>	Ref# 6-11, 14-15, 18-30.

### **CONDUCT ON SCHOOL-SPONSORED TRANSPORTATION**

To ensure safe and efficient transportation, students participating in school-sponsored transportation must abide by the Clark Code of Conduct, IRSC regulations, and the Martin County School District Student Conduct and Discipline Code, which include the following rules:

- To be at the bus stop with time to spare
- To comply with all rules of student conduct at the bus stop
- To board bus single file, courteously
- To keep the aisle and doorway clear of all obstacles; no hazardous or unauthorized items are permitted; band instruments must be kept in assigned areas
- To refrain from eating or drinking while riding the bus
- To observe classroom conduct, quiet talking allowed
- To cross highway in front of the bus (Cross highways after thoroughly checking 10 feet in front of the bus. On a four-lane highway that has a median strip, only traffic behind the bus is required to stop. Students should cross the median with extreme care)
- To report all hazardous conditions to the bus driver or administration
- To not use cellular telephones, pagers and other wireless communication devices while on school district owned or contracted vehicles

### **DISCIPLINARY ACTIONS AND PROCEDURES**

#### **Student Due Process Rights**

In all disciplinary situations, a student has the right to:

- a) Be advised of the charges against him/her
- b) Be provided an opportunity to give an explanation in his/her own defense
- c) Be advised of the possible disciplinary action(s) to be implemented

A major consideration in matters of misconduct and discipline is that the action taken by school personnel should be consistent with the disciplinary problem involved. The extent of the student's due process and appeal rights are a function of the type of discipline to be imposed. Suspension and dismissal are considered formal disciplinary actions and will be logged into the school records and the student's disciplinary file. All other disciplinary actions are considered informal and may be logged into the school records at the discretion of the Executive Director or their designee. Disciplinary actions taken under this Code of Conduct are not

subject to IRSC grievance procedures unless specifically stated otherwise. All disciplinary action and procedures will conform to Florida law.

### **Informal Disciplinary Action**

Disciplinary action not resulting in the suspension or dismissal of the student is considered informal disciplinary action. Informal discipline which results in a student schedule adjustment, probation, service project(s), referral to support services or counseling, referral to appropriate outside agencies, conferences with parents/guardians, teachers and students, or other similar actions may be implemented at the discretion of the administration, and all such decisions are final.

Informal discipline which results in financial restitution or in loss or restriction of privileges (e.g., suspension of campus driving privileges, loss of participation in Clark or IRSC activities, etc.) may be appealed to the Dean School of Education or designee within two school days of the date of the disciplinary action. The appeal must be made in writing and must set forth the complaint and a desired resolution. The Campus President will review the matter with the parties involved and render a decision within three school days following receipt of the appeal.

### **Formal Disciplinary Action**

#### ***Temporary Removal from Class***

If a teacher determines a student's behavior to be so unruly, disruptive, or abusive that it seriously interferes with the instructional process, the instructor may temporarily dismiss the student from the classroom by directing him/her to Clark Administrative Office or other location designated by the Executive Director. After consultation with the administration, the student may return to the next class meeting. In accordance with F.S. 1003.32, if the teacher deems that the student's conduct poses physical danger to himself/herself or others and so indicates in the referral to the administration or if the teacher refuses to readmit the student, the student shall not be permitted to return to the classroom until and unless the Clark Placement Review Committee so directs. The instructor and Placement Review Committee shall render decisions within five days of the student's removal from the classroom.

#### ***In-School Suspension***

Upon recommendation of the Executive Director, a student found to have violated the Clark Code of Conduct may be assigned an in-school suspension for a period of time not to exceed three school days.

An in-school suspension is defined as the temporary reassignment of a student from normal school activities (including classes, tutorial sessions, extra-curricular activities, and/or all other school-sponsored activities) to an alternate supervised location on campus. Per the Executive Director's recommendation, the suspension may be served in full day blocks or in segments over a longer period of time. Whether or not the student serving an in-school suspension will be allowed to make-up or submit class assignments/tests missed during the suspension period will be determined by the appropriate instructor in consultation with the Executive Director.

Prior to implementing an in-school suspension, the following procedures shall be observed:

1. The student shall be given timely oral or written notice of the charges against him/her, including the basis of the charges.
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and an opportunity to present his/her side of the incident.

3. If, on the basis of this informal hearing, the Executive Director or designee believes the student is guilty of the misconduct charged and that in-school suspension is the appropriate action, the Executive Director or designee will notify the student in writing of the terms of the in-school suspension.

An in-school suspension may be appealed to the Dean School of Educations or their designee within two school days of the date of the action. The appeal must be made in writing and must set forth the complaint and a desired resolution. The Campus President will review the matter with the parties involved and render a decision within three school days following receipt of the appeal.

### ***Suspension (Out-of-School Suspension)***

Suspension of a student is defined as the temporary removal of a student from the regular school program for a specified period of time. With concurrence of the Dean School of Educations, the Clark Executive Director may suspend a student from school for a period deemed appropriate to the circumstances. Prior to suspension, the Executive Director shall consider an in-school suspension or an informal disciplinary action unless the offense represents a serious breach of conduct.

Prior to implementing the suspension, the following procedures shall be observed:

1. The student shall be given timely oral or written notice of the charges against him/her, including the basis of the charges.
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and an opportunity to present his/her side of the incident.
3. If, on the basis of this informal hearing, the Executive Director or designee believes the student is guilty of the misconduct charged and that suspension is the appropriate action, the Executive Director or designee may recommend to the Dean School of Educations that the student be suspended for a period of time appropriate to the circumstances.
4. If the Dean School of Educations concurs with the recommendation, the Executive Director will be authorized to suspend the student for a specified period of time.
5. When a determination has been made to impose suspension, the school shall provide written notification to the student and the student's parent or guardian within twenty-four (24) hours by first class mail or hand delivery. The notification shall include:
  - a) The nature of the offense
  - b) The date of the offense
  - c) The beginning date of the suspension
  - d) The date on which the student may return to school
  - e) Any conditions surrounding the suspension, such as possible reduction of the suspension following a conference and assurance from the student of a change in attitude and/or behavior.

If, in the determination of the Executive Director, Dean School of Educations, there is justifiable reason to believe that notice and an informal hearing prior to suspension is not feasible, such as when the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, then the Executive Director, with the concurrence of the Dean School of Education, suspend the student and conduct a subsequent informal hearing as provided in paragraphs one through three above.

The determination by the Executive Director, with the concurrence of the Dean School of Educations, to suspend a student is final.

***Dismissal***

Dismissal is defined as the removal of the student's ability to attend the Clark Advanced Learning Center. The Martin County School District will be notified when a student is dismissed from Clark for disciplinary reasons, along with the grounds for the dismissal, to determine eligibility for the student to enroll in another Martin County public school. With concurrence of the Dean School of Education, the Executive Director may dismiss a student from Clark for serious infractions.

Prior to implementing the dismissal, the following procedures shall be observed:

1. The student shall be given timely oral or written notice of the charges against him/her, including the basis of the charges.
2. The student shall be given an explanation of the evidence against him/her and an opportunity to present his/her side of the incident, including a list of other individuals who may have witnessed the incident.
3. The Executive Director and appropriate school staff shall review the incident and interview the student and other participants or witnesses, assess the severity of the misconduct and the efficacy of dismissal, then submit a written report summarizing the findings and recommending disciplinary action to the Dean School of Education.
4. The Dean School of Education shall review the findings and, if in agreement with the recommendation, authorize the Executive Director to issue a written notice dismissing the student from Clark.
5. When a determination has been made to authorize dismissal, the school shall provide written notification to the student and the student's parent or guardian within twenty-four (24) hours by first class mail or hand delivery. The notification shall include:
  - a. The date and nature of the offense
  - b. The beginning date of the dismissal
  - c. Any conditions surrounding the dismissal

***Disciplinary Actions for Off-campus Incidents***

When a student has committed an offense representing a violation of law or of the Code of Conduct during the time the student is not subject to the jurisdiction of the school, the student shall be subject to disciplinary action under any or all of the following conditions:

- A student is formally charged with a felony by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, but which incident is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled in accordance with Section 1006.09(2), F.S.
- The student admits committing the offense.
- There is reasonable evidence to support commission of the offense by the student and the commission of the offense reasonably indicates that the student's continued presence at the school represents a threat or danger to the health, welfare, or safety of other students, school personnel, or guests of the school.

**STUDENT DETENTION, SEARCH, AND SEIZURE**

Students are subject to a search of their person, possessions, and/or vehicle if school personnel have reasonable suspicion that they are in possession of illegal materials or other forms of contraband. The use of electronic surveillance equipment may be employed. Clark administrative staff may temporarily detain and

question a student under circumstances which reasonably indicate that such student has committed, is committing, or is about to commit a violation of law or of school policy. If at any time after the onset of the temporary detention, a reasonable suspicion arises that the detained student is concealing or has concealed a firearm, weapon, or stolen or illegal materials or other forms of contraband on his/her person or within his/her automobile or other storage space, Clark and IRSC personnel will implement IRSC Security Procedures.

### **RELATED CONSIDERATIONS**

- a. For purposes of this Code of Conduct, school policies include all policies, procedures, regulations and guidelines of the Clark Advanced Learning Center and Indian River State College as approved by the governing board and/or appropriate administrative entity.
- b. For purposes of this Code of Conduct, the term “school” encompasses both Clark and IRSC. Students must adhere to Code of Conduct expectations identified in both Clark and IRSC policy manuals.
- c. If there is any conflict between this document and State or Federal law, the State or Federal law will prevail.
- d. Disciplinary actions are subject to the due process procedures set forth in this Code of Conduct. IRSC grievance procedures are not applicable to Clark unless specifically stated otherwise.
- e. Copies of this document will be distributed to all students and parents/guardians upon initial enrollment in Clark and annually thereafter. Additions or changes will be prominently displayed in the Clark Office and/or distributed to parents/guardians and students as appropriate.
- f. Certain instances of misconduct and disciplinary action may require the involvement of law enforcement agencies.
- g. Disciplinary actions and procedures for Exceptional Student Education (ESE) students will parallel those detailed in the preceding sections except where additional or different processes are required by State or Federal law. Specifically, all disciplinary actions and procedures for ESE students, including appropriate participation by the Individual Education Plan Team, shall comply with Chapter 6A-6 of Florida State Board of Education Rules, The Florida School Code, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Act (IDEA).
- h. In accordance with Florida Statute, violent or disruptive students may be assigned to an alternative education program, in which case the Executive Director will coordinate with Martin County School District regarding the eligibility of the student for such assignment.
- i. In accordance with Florida Statute, Clark will honor orders of expulsion issued by another School Board.

## **STUDENT SAFETY AND SECURITY POLICIES**

It is the intent of the Clark Advanced Learning Center to provide an environment that is safe, drug free, and conducive to learning. Clark follows the IRSC Emergency Procedures, as well as the MCSD Crisis Plan, to include state mandated reporting and emergency drills. In addition, the following Safety and Security policies and procedures have been established:



## Accidents

In case of accidents or other incidents involving serious injury or illness, emergency services will be contacted immediately and the parent/guardian will be notified as soon as possible. In non-emergency cases, parents/guardians will be contacted to determine an appropriate course of action.

## Emergency Procedures

In a severe weather alert or other emergency requiring the school and/or college mid-day closing between 7:50 a.m. and 3:30 p.m., the following procedures will apply:

1. Students who are in the Clark building at the time of the emergency will remain in this facility unless directed by a college/school official to do otherwise.
2. The Executive Director or designee will use the daily attendance records to account for each student in the Clark building at the time of the emergency.
3. Students who drive to school will be allowed to call parents/guardians to verify permission with Student Services to leave campus. If unable to reach a parent/guardian directly, students who drive their own vehicles will be allowed to leave campus after signing out if the nature of the emergency does not place students in immediate danger.
4. Students who do not drive to school will remain at Clark or other designated place of safety until parents/guardians are contacted and transportation is arranged.
5. The Executive Director/designee will use the emergency contact phone process (OneCall) to notify parents/guardians to pick up students or to make other arrangements for their child.  
**Note: To ensure smooth communication in emergencies, parents/guardians should notify the Clark office of any change in home, work, and/or emergency contact telephone numbers as soon as possible.**
6. Clark staff will remain on duty until arrangements are made for all students or until dismissed by the Executive Director.

The Clark staff will disseminate the most current information on closure, as well as other related instructions for students through the following outlets as available: OneCall, student and parent e-mail, television and radio broadcasts, IRSC website [www.IRSC.edu](http://www.IRSC.edu), WQCS 88.9 FM, and the Clark website [www.ClarkALC.net](http://www.ClarkALC.net)

## Tropical Storm/Hurricane Closure Guidelines

In case of a weather-related emergency, Clark and IRSC will closely coordinate actions, based on information available from local, regional, state, and national emergency management resources. Clark will observe the following guidelines regarding closure during such circumstances:

- Clark will close when warranted by “Hurricane Warning” status by the National Hurricane Center as confirmed by the Local Emergency Management Centers.
- Clark will remain closed as needed throughout the hurricane/tropical storm event.
- If Clark or college suffers damage, the closure period will be extended daily as required to make necessary repairs and will re-open as soon as possible. If an extended period of time is necessary for repairs, arrangements will be made for alternate instructional sites.
- When Clark is closed, all school-related events are cancelled.
- Clark will work with IRSC to coordinate closure information and status reports with the local radio and television stations.

- In the event of a mid-day closure, every attempt will be made to adjust bus transportation schedules accordingly. Parents/guardians should be prepared to assist in transporting their child in emergency situations. No students will be allowed to remain at Clark or IRSC during a period of closure.
- Any days missed due to closing for severe weather may be required to be made up according to the approved calendar Emergency Make Up dates (see page 5 for specific dates).

## Appendix A

### LAPTOP COMPUTER USE AGREEMENT / ACCEPTABLE USE POLICY

The Clark Advanced Learning Center (Clark) is committed to the safety of our students whose well-being is at the center of all policies as we strive to make academic success a reality for all students. Thank you for becoming partners with us to make learning with technology a success.

Clark utilizes Information Systems and supporting technology to facilitate Clark business, deliver courses and provide resources to students. In the interests of furthering the educational goals of the Clark Advanced Learning Center (Clark) and its students, the Clark will make available for use by the student one (1) Laptop Computer (laptop) while the student is enrolled in Clark.

All students regardless of internet / intranet connectivity methods are subject to the network and internet usage terms of this agreement. The use of technology whether owned by the Clark Advanced Learning Center or devices supplied by students entails personal responsibility. Students and parents/guardians participating in bring your own technology (B.Y.O.T.) agree to comply with the terms and conditions set by this acceptable use policy. All students are responsible for their actions and activities involving computers and/or network services.

The Clark laptop and B.Y.O.T. devices are intended for educational purposes and will be issued upon the student's and parent/guardian's signed acceptance of the terms of the Laptop Computer Use Agreement and the Clark Student Code of Conduct.

#### Terms of Use

1. The Clark Advanced Learning Center will provide computer repairs resulting from a software or hardware malfunction.
2. Students and parents/guardians will be liable for replacement cost of lost or stolen equipment. The replacement cost of a laptop is \$1,199.
3. Students will be liable for physical damage to the laptop and peripheral equipment costs up to \$1,199. Should your school issued device incur physical damage, the repair costs for each incident is subject to a service fee of:
  - a. \$99 for screen damage or top cover enclosure damage to include, but not limited to dents, dings, and gouging referred to as "*cosmetic damage*."
  - b. \$299 for other damage.

Catastrophic damage from an accident or inoperability after unauthorized modifications require parents / students to make financial restitution to Clark in the amount of \$1,199.

#### Care of Equipment

The student will exercise all due and reasonable care in handling and use of said equipment and agrees to return the equipment in good condition if the student is no longer registered at Clark. The student and parent/guardian will be responsible for damages when:

- a) The student's negligent use or misuse causes damage to the laptop.
- b) The damage to the laptop is intentional, accidental, or cosmetic.
- c) The damage, depreciation, or wear and tear is outside the terms of this Agreement.
- d) The laptop and/or peripheral equipment is lost or stolen.

- e) Students and parents/guardians agree to pay for any reasonable cost of repair or replacement of the equipment caused by the user's lack of care, negligence (resulting in damage or theft) or misuse.

**Loss Limit**

Unless otherwise specified in this agreement, the maximum loss incurred by the student for a lost, stolen, or damaged laptop is \$1,199.

**Lost or Stolen Laptop**

The student is responsible for safeguarding his or her assigned laptop. If the laptop is lost or stolen, a report must be filed with the Clark Executive Director or Assistant Director within 48 hours of the time the laptop is lost or stolen, so that appropriate law enforcement authorities can be notified. If the loss cannot be recovered, the student and parents/guardians are liable to the school for the value of the missing laptop up to \$1,199. Clark reserves the right not to re-issue a laptop to a student whose assigned laptop is lost, stolen, or damaged beyond normal wear and tear.

**Program Acceptance**

Students agree to accept responsibility to ensure that all data is saved to the school issued Google Drive.

**Rules of Use**

Use of computer and network resources is a privilege, not a right. Treat this privilege with care. Furthermore, the Acceptable Use Policy ensures compliance with the Children's Internet Protection Act (CIPA). Because of the need to protect Clark's network and computing resources, administration reserves the right to access and/or examine any information stored on any network device. Students can expect privately owned equipment accessing the school's network and Clark laptops to be periodically inspected and monitored for appropriate usage. Clark reserves the right to inspect any and all files stored on school-owned hardware and / or any personal media brought on Clark premises by Clark students. Web browsing may be monitored, and web activity records may be retained indefinitely.

The student shall abide by the Clark's Acceptable Use Policies as outlined in the Student Code of Conduct. Unacceptable uses include, but are not limited to, the following:

- a) Using profanity, obscenity or other language that may be offensive or abusive to another person.
- b) Copying personal communications to others without the original author's permission.
- c) Copying software or other copyright protected material in violation of copyright law.
- d) Harassing another individual.
- e) Use of any computer or program in a manner other than that which was intended.
- f) Unauthorized installation of software including downloads (i.e.untrasurf, proxybypass, torrent installation, games, etc.) or modification of the laptop.
- g) Using network access to alter or destroy information belonging to others.
- h) Spreading computer viruses deliberately or by importing files from unknown sources.
- i) Using the network to attempt to disrupt Clark/IRSC/MCSD business or educational activities.
- j) Engaging in any network and/ or Internet activity that violates any local, state or federal law.
- k) Computer "hacking" activities are expressly prohibited. Individuals must not attempt to undermine the security or the integrity of computing systems or networks and must not attempt to gain unauthorized access.
- l) Users may not use any computer program or device to intercept or decode passwords or similar access control information.
- m) All network users must comply with CIPA regulations.

- n) Any attempt to circumvent internet filtering.
- o) “Cyberbullying” – conduct that threatens, insults, or dehumanizes students or employee.
- p) Effecting security breaches or disruptions of network communication.
- q) Unsolicited email messages to staff and students including bulk email addressing.
- r) Student agrees not to alter or adjust the laptop by the addition or deletion of any hardware.
- s) Student agrees to not leave the laptop unattended and unsecured at any time.

Students and parents/guardians participating in bring your own technology (BYOT):

- Take full responsibility for his or her laptop. The school is not responsible for the security of the laptop.
- Realize that printing from personal laptops will not be possible at school.
- Acknowledge that the school's network filters will be applied to all devices connected to the internet and the student will not attempt to bypass them.
- Understand that bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the AUP policy and will result in disciplinary actions.
- Realize that processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of the AUP policy and will result in disciplinary actions.
- Clark and IRSC have the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- All device’s media access control address must be registered with the technology coordinator in order to access network services.

Inappropriate use as outlined above will result in an informal or formal disciplinary action, depending on the severity of the infraction. Disciplinary measures may include, but are not limited to, loss of laptop and/or system access privileges.

Clark reserves the right not to reissue a laptop to a student whose laptop was stolen, damaged, or misused.

### **License Agreements**

Clark is the sole owner of the software included with the laptop. Any copying, modification, merging, or distribution of the software by the student, including the written documentation, is prohibited. The student is responsible for complying with any and all hardware, software, and service provider licensing agreements, terms of use, and applicable state and federal copyright and other intellectual property protections. Violation of any such licenses, terms or laws shall constitute a violation of this agreement and the student may be subject to disciplinary action.

### **Proprietary Information**

The Use of software that violates the rights of any person or company protected by copyright, trade, patent or other intellectual property is prohibited. The installation or distribution of software products that are not appropriately licensed for use by Clark is not permitted. Unauthorized copying of copyrighted material including, but not limited to digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which the end user does not have an active license is strictly prohibited.

**Email**

The Clark Advanced Learning Center provides students with email accounts for the purpose of school related communication. Availability and use is restricted based on school policies. Notice is hereby given that email usage may be monitored and archived.

**Collaborative Content**

Recognizing the benefits collaboration brings to education, the Clark Advanced Learning Center provides students with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Students are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored.

**Netiquette**

Students should always use the Internet, network resources, and online sites in a courteous and respectful manner. Students should not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there and cannot be removed. Posting is permanent! Students agree to follow the core rules of netiquette:

1. Adhere to the same standard of behavior online that you follow in person
2. Make yourself look good online
3. Respect others

**Termination of Agreement**

Termination of this agreement shall occur automatically under any or all of the following circumstances:

- a) When the student is not registered in Clark
- b) Breach of the terms of this agreement or other Clark policies
- c) Upon notice of termination to the student from Clark, with or without cause
- d) At the conclusion of the school year

Upon such termination, the student shall return the laptop and all associated equipment and software to the Clark Office within 48 hours from the student's last class period.

**Notice of School Rights**

The Student has no ownership, interest in, and no right to title in the laptop. Clark is the equitable owner of the laptop and as such will enforce its rights vigorously through all means civil and criminal. Clark reserves the right to reclaim possession of the laptop at any time without requirement to state cause. Students who are in material breach of the agreement and/or who deny any of Clark's ownership rights to the laptop may be subject to disciplinary action, including referral for possible civil action or prosecution for theft under Florida's Statutes. Notice of these civil and criminal remedies will be sent to any student in violation of the agreement prior to action being taken, but the failure to give such notice shall not impair or limit Clark's rights.

**Indemnification**

Student and parent/guardian agree to reimburse and hold Clark harmless from and against any and all liabilities, costs, collection costs, and damages (including attorney fees), which arise out of or relate in any way to the use of, misuse of, or failure to return the laptop equipment or software by the student or others.

**Modifications, Upgrades & Repairs**

The Student shall not modify, upgrade, or attempt repairs to the laptop or its installed software without the express written permission of Clark. Any modifications, upgrades, or repairs made shall become the property of Clark. Any damage to the laptop, or other requirement for modification, upgrading, or repair shall be promptly brought to the attention of Clark. The student and parent/guardian is responsible for the cost of any modifications, upgrades or repairs to the laptop or its installed software where it is required as a result of the student's misuse, negligence or intentional conduct, or other acts or omissions in violation of the agreement. Any required software will be installed by authorized Clark personnel.

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**CLARK GUEST APPROVAL FORM**


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 Event Name

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 Event Date

- All guests must present a school or state-issued photo ID to enter. Attach a copy to this form.
- All guests must agree to obey all Clark and IRSC rules. Any student who violates Clark/IRSC rules may face disciplinary action
- Students **MUST** accompany their guest to the event.
- Any non-student who has been suspended or expelled from any school in the past may not be eligible to attend a Clark function.
- Students must enter event no later than 2 hours before the end of the event. Students or guests who leave during the event will not be readmitted.

Clark Student and Parent will complete this section:

As a Clark student, I understand that ALL Clark/IRSC rules apply at school functions. I accept responsibility to inform my guest of these rules and to ensure full compliance by my guest. My guest must always have a photo ID in his/her possession.

---

 Signature of Clark student

---

 Printed name of Clark student

---

 Date

As the parent of the above named Clark student, I find his/her guest to be a responsible person, and I approve of him/her as a guest for this social event. I understand that my child may invite only one guest and that the guest may not be younger than 14 or older than 20 years of age.

---

 Signature of Clark parent

---

 Home or Cell Phone Number

---

 Date

Guest Student and Parent will complete this section:

As a guest, I am willing to follow the policies and procedures of Clark/IRSC. Attached is a copy of my photo ID with birthdate. I agree to abide by all Clark/IRSC rules. I understand that failure to do so could result in my removal from the event.

---

 Name of Guest

---

 Home or Cell Phone Number

---

 Date of Birth

---

 Signature of Guest

---

 Signature of Guest Parent

---

 Date

**Copy of guest ID attached**

School Administrator at Guest's school will complete this section:

As an official of \_\_\_\_\_ I verify that \_\_\_\_\_ is a student in good standing.

---

 Signature of School Official

---

 Title

---

 Date

Clark Administration Final Approval:

Signature \_\_\_\_\_

Date \_\_\_\_\_





INDIAN RIVER  
STATE COLLEGE

DISTRICT BOARD OF TRUSTEES

SUMMARY OF ITEM FOR  
*ACTION*

**TOPIC:** 2023/24 Clark Advanced Learning Center Student Progression Plan

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**   X   ACTION/VOTE  
       INFORMATION  
       DISCUSSION

**SUMMARY:**

The notable updates within the 2023/24 Clark Student Progression Plan are as follows:

- Clarified withdrawal process for high school coursework – no WD once 80% completion of course due to potential impact to school grade denominator. (p. 11)
- Clarified language according to statute and for consistency. (pp. 11-17)
- Exceptional Student Education testing waiver information and transition planning. (pp. 21-23)
- Assessment and state standards information as well as required areas/topics of instruction to comply with changes in statute. Concordant scores may be earned by way of the classical test (p. 29); online course is no longer required for graduation (removed).

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** N/A

**PRESIDENT’S RECOMMENDATION:** Recommend approval

SUBMITTED BY: Debbie Kohuth / Dr. Heather Belmont

DATE: 6/15/23

BOARD ACTION: Approved

DATE: 6/27/23

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

2400 S. E. SALERNO ROAD

STUART, FL 34997

(772) 419-5750

[www.clarkadvancedlearningcenter.org](http://www.clarkadvancedlearningcenter.org)

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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](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](http://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](http://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](http://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.



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
INFORMATION**

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**TOPIC:** Clark Advanced Learning Center Cognia Accreditation Engagement Review, October 19, 2022

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**  **ACTION/VOTE**  
 **INFORMATION**  
 **DISCUSSION**

**SUMMARY:**

The attached report from the Cognia Accreditation Engagement Review conducted during the 2022-23 school year includes noteworthy practices and areas of improvement. Insights from the Review and Summary of Findings on pages 24-27 of the report provide the valuable overview of the review outcomes for Clark Advanced Learning Center. Clark scored a 330 as the Index of Education Quality, a holistic measure of overall performance. The next review will take place in six years.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** Annual cost of \$1,200 for Accreditation and access to resources.

**PRESIDENT'S RECOMMENDATION:** N/A

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**SUBMITTED BY:** Dr. Leslie Judd / Dr. Heather Belmont

**DATE:** 6/15/23

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**BOARD ACTION:** None required

**DATE:** 6/27/23

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# Accreditation Engagement Review

October 19, 2022 - June 30, 2023

Clark Advanced Learning Center

Institution #203308

2400 S.E. Salerno Road  
Stuart, Florida 34997  
United States of America



# Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique, and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards its desired future as expressed through its mission, purpose and strategic direction.

Cognia's purpose driven, strategic process is the most widely used continuous improvement process in the world.

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## Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to focus your institution's improvement journey.



# Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes

# Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

## Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

## Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

## Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★
The institution has analyzed and synthesized information.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

## Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★



## Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

## Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

## Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	★★★★
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	★★★★
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★

# Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates is present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

**The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.**

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

## Cognia Performance Standards Ratings

### Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents’ attendance at institution functions). Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution’s mission
- Learners’ academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

#### Standard 1

**Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion and is free from bias.**

YOUR RATING  
★★★★

LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members



consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

## Standard 2

**Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.**

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
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3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
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2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
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1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.
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## Standard 3

**Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.**

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among
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stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.

2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.

1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

#### Standard 4

**Learners benefit from a formal structure that fosters positive relationships with peers and adults.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

#### Standard 5

**Professional staff members embrace effective collegiality and collaboration in support of learners.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information,



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identify common problems, and implement solutions on behalf of learners.

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3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

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2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

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1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

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## Standard 6

**Professional staff members receive the support they need to strengthen their professional practice.**

YOUR RATING  
★★★★☆

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LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
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3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
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2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
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1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.
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## Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning. Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning





- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

## Standard 7

**Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.**

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

## Standard 8

**The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.**

YOUR RATING



LEVEL	DESCRIPTION
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4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.

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2 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.

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1 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

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## Standard 9

### Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING



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LEVEL	DESCRIPTION
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4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
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3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
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2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
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1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.
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## Standard 10

### Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING



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LEVEL	DESCRIPTION
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4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
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3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

**Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.**

YOUR RATING  


LEVEL DESCRIPTION

4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.
1	1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

**Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

YOUR RATING  




LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

**Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs.** YOUR RATING  
★★★★☆

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution’s guiding principles. Staff members’ individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution’s mission, purpose, and beliefs.



## Standard 14

**Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

## Standard 15

**Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

## Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process. Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

### Standard 16

**Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.**

YOUR RATING  
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

### Standard 17

**Learners have equitable opportunities to realize their learning potential.**

YOUR RATING  
★★★★★

LEVEL	DESCRIPTION
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4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
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3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.

2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

**Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.**

YOUR RATING



LEVEL DESCRIPTION

4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

**Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.**

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

**Learners engage in experiences that promote and develop their self-confidence and love of learning.** YOUR RATING  
★★★★

LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

**Instruction is characterized by high expectations and learner-centered practices.** YOUR RATING  
★★★★☆

LEVEL	DESCRIPTION
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4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

**Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.** YOUR RATING 

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

**Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.** YOUR RATING 

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources



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consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

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3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

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2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.

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1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

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## Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition. Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

### Standard 24

**Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.**

YOUR RATING



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LEVEL	DESCRIPTION
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4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
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3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
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2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
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1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
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Standard 25

**Leaders promote action research by professional staff members to improve their practice and advance learning.**

YOUR RATING



LEVEL DESCRIPTION

4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

**Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.**

YOUR RATING



LEVEL DESCRIPTION

4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.



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2 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

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1 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

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#### Standard 27

**Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.**

YOUR RATING  
★★★★☆

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LEVEL	DESCRIPTION
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4	4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
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3	3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
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2	2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
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1	1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.
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#### Standard 28

**With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.**

YOUR RATING  
★★★★★

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LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
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3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their
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stated goals.

2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.

1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

#### Standard 29

**Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.**

YOUR RATING  
★ ★ ★ ★

LEVEL	DESCRIPTION
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4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
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3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
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2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
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1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.
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#### Standard 30

**Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.**

YOUR RATING  
★ ★ ★ ★

LEVEL	DESCRIPTION
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4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
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- 3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
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- 2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
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- 1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.
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# Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

## Culture of Learning

**Clark Advanced Learning Center (CALC) leadership works to create a culture supporting improvement initiatives.** A distinctive culture exists at the school as the organization passionately and intentionally works to support quality education. There is one governing board. The school is also affiliated with Indian River State College Chastain Campus and the Martin County School District. Three advisory groups provide guidance, support, and avenues for recommendations from all stakeholders. School leadership has cultivated strong ties with families and local leaders. Pride is evident in all stakeholder groups. During interviews, parents were extremely complimentary of the school. One parent stated, "Everybody knows everybody. My child was lost in the masses of the large public school setting. This school saved him." When students were asked to provide one word that described their school, such comments included awesome, inclusive, close-knit, family, unique, accepting, and welcoming. Students further endorsed that the school's small size (250 students) allowed numerous opportunities to participate in activities. They also commented that the open-door policy of leadership and staff was critical and appreciated as they worked to assimilate into the school and college setting concurrently. Students

have multiple opportunities for social-emotional support through the Seven Mindsets curriculum and relationship-building circles. CALC also utilizes Safe School Ambassadors and the Character Counts! program. Leadership is encouraged to continue developing a strong school culture and support the many overlapping and cohesive interactions among staff, students, and parents resulting in knowledge of the organization's distinctive character and what it takes to thrive. The school currently has a formal process for its Collaborative Learning Team (CLT) that will benefit from a more intentionally developed process to address organizational goals and learning needs within the school. CALC has a small number of staff (eight teachers). Some are the only person teaching a specific content area. In addition, the school staff periodically needs to meet with the college staff to align the curriculum, discuss content, and plan. Due to the organization's unique setup, intentional and specific use of collaborative time is critical to moving the organization forward with identified initiatives (action research, coaching, student engagement, incorporating student voice, and developing robust formative assessments to monitor progress.) As such, it is prudent to formalize this work to support the organization's future success. In today's educational paradigm, collaboration cannot be over-emphasized. Professional collaboration is considered a "critical component." Determine school processes for this work and monitor for consistency and constancy of practice. Ensure that formal processes include measures for accountability and are reviewed frequently with stakeholder input to determine if changes need to be made. Action research quite often evolves from the work occurring during professional collaboration. This area is critical to address as the school works to improve. Structures and processes aligned with school goals are essential. This work is so critical school leadership is encouraged to consider working with a consultant for a two-to-three-year period to train and support all administrators and staff. Review and revise current collaborative practices to be more intentional in positively impacting the learning culture, student experiences, and organizational effectiveness.

## Leadership for Learning

**The institution has structures supporting organizational effectiveness; however, inconsistent implementation impacts the school's**



**ability to have “everyone rowing in the same direction.”** During the presentation overview, leadership stated, “Because we are small, every voice really does have to matter.” A review of evidence and the school’s standard diagnostic indicated that collective leadership and shared decision-making are critical to the culture of this school. While this is true, there is a need to determine the system’s non-negotiables, including those programs, policies, or practices required by everyone and not left open to interpretation. Multiple initiatives are in place, but there are no formal implementation expectations or monitoring processes to leverage these expectations. This type of paradigm can result in a consistently inconsistent learning environment. In talking with students, some classes offer retake opportunities; some don’t. Some offer alternative assessments; some don’t. It was unclear if grades represented mastery of content, completion, or other teacher-determined criteria. Certainly, professional autonomy is important; however, autonomy in the critical areas of high-yield instructional strategies, grading, and curricular non-negotiables means the system does not have “everyone rowing in the same direction.” Determining those aspects with the greatest potential for continued successful outcomes is essential to move the school forward. The school has done a good job through the continuous improvement process of identifying specific areas of need. Most of these areas require moving deeper into the process and determining the areas that need to be further developed and implemented school-wide. The school is strongly encouraged to determine system non-negotiables and areas where autonomy, if granted and broadly applied, will not negatively impact students’ opportunities for equitable learning experiences. School non-negotiables and educator autonomy can exist harmoniously but require intentional conversations to determine what this looks like at CALC. As this work unfolds, with stakeholder support, leadership is encouraged to develop specific personal and systemic accountability (inspect what you expect). Review, revise, and formalize systemic processes and specific program evaluation cycles with clear expectations for implementation, identified non-negotiables, and success metrics.

### **Engagement of Learning**

**Students generally appear to have equitable opportunities; however, processes to monitor and adjust instruction through assessment practices and levels of engagement are inconsistently implemented.** Students feel that processes at the

school are fair and they are learning. Specific areas of concern seem derived from consistently inconsistent processes. The use of student data to drive instruction is not clearly defined. Students do not endorse individualized instruction, goal setting, or progress monitoring. Goal setting and progress monitoring are forms of student agency, making them active participants in their learning rather than waiting on the teacher to “give” them the grade. The school has identified student engagement as an area that would benefit from further development. A review of the student engagement survey indicated that when students were asked to identify what learning looks like, the top three responses were taking notes, listening to the teacher talk, and doing the same work as everyone else. When asked to identify how teachers measured the student’s progress, the top responses were giving a grade, tests/quizzes, and checking homework. Progress monitoring, one-on-one discussions, and opportunities to show learning were rated at the low end of the scale. A review of the teacher survey indicates that staff feels that instruction is monitored and adjusted, strategies and interventions address individual needs, and instruction is modified based on multiple types of assessments. When student and teacher perceptions are widely discrepant, this is an area for further development. Identify strategies that are considered high-yield instructional strategies and provide support to staff for implementation. Target this work during administrative and peer walkthroughs. Consider using student surveys at the end of each semester to get feedback on classroom instruction to share with respective teachers, not as an evaluative measure, but to provide insight from the student’s perspective. CALC students were thoughtful and reflective during student interviews. They would value the opportunity to share what did and did not work for them in classes and offer feedback to help make the classroom more student-centric. Leadership and staff are strongly encouraged to research, implement, and monitor processes addressing high-yield, personalized instructional practices and creating student-centered classrooms.

### **Growth in Learning**

**The school’s work to develop and implement consistent, formalized, and structured data analysis protocols, including action research and assessment of and for learning, are in the early stages.** While leadership appears to use data, this process is not evident at the classroom or student level. Creating and implementing formalized, systemic





protocols encompassing collecting and analyzing current and longitudinal data to inform instruction and evaluate programs and processes would support more effective teaching and learning. These programs and processes can increase the overall success of students and staff. Organizations strong in the use of data have staff trained in identifying meaningful metrics and using the information to move the organization forward regardless of their role. The only way to become strong in data use is to get into the data and “roll around in it” to begin understanding the stories the data tell and use that information to develop additional questions. This is the essence of action research. A formal structure to encourage action research specific to strategies delivered in professional development to help measure the impact of professional learning and how it may/may not impact teacher practice, and through the process, identify appropriate next steps to support each teacher in his or her own learning would provide deeper insight through this experience. While action research is teacher-led, the strong support and inclusion of building leadership within the process are critical to the success of actionable and impactful decisions. Strong leadership supporting these practices leads to quantifiable results that leverage the support of student learning and organizational effectiveness. In interviews, students shared that they do not set personal learning goals (a form of student agency). Teaching students to track their progress and set personal learning goals is a high-yield instructional strategy. The school is encouraged to formalize processes for collecting and analyzing current and longitudinal data to inform instruction and to monitor and evaluate programs and practices for implementation fidelity to impact growth and improvement over time. A formalized process to monitor data in all areas of the organization is critical. The formalized use of data with regular monitoring and sharing with stakeholders allows the organization to quickly see the effect and return on the investment for the school. You cannot manage what you do not measure. A formal data process that clearly shows results over time supports a systematic release of any programs or processes that do not facilitate improvements in learning or organizational effectiveness. There is a need to extend the use of data systemically. Performance data from “one and done” assessments are collected and tabulated; however, the evidence and interviews did not indicate a similar process at the classroom level. Disaggregation and analysis of trend data results are critical to understanding the power of this information.

Connecting the analysis of multiple data types (achievement, demographic, process, and perception) should allow the school to make informed decisions. These data point intersections inform school leaders about the support and professional learning needed by staff and utilizing resources. Additional accountability, monitoring, and data analysis to evaluate effectiveness will keep the school on course and allow the organization to answer, “How do we know these are having a long-term positive impact on learning?” This data collection and analysis process will help develop a quality continuous improvement plan and support its roadmap for the future. Determining those aspects with the greatest potential for continued successful outcomes is essential. Many organizations collect data yet do not use that data to make decisions, adjust organizational goals, or gauge the success of initiatives resulting in a paradigm of being “data-rich, yet information-poor.” School leadership is strongly encouraged to develop, implement, and monitor formal processes to track, disaggregate, and use data at all levels, including students, to formalize goals and measure progress systemically.



# Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards

## Noteworthy Practices

In conducting the review, the team identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflect the greatest strengths of the institution.

- 
- 1 Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members, which in turn impacts students. Learners always pursue challenging opportunities, knowing they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning. Students benefit from the organization's unique setup as they work collaboratively directly with the college and school starting in grade 10.**

Standard 20

Standard 1

- 
- 2 Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.**

Standard 4

Standard 2

## Areas for Improvement

Using information collected and reviewed, the team identified the following Areas for Improvement that will help the institution improve. The Areas of Improvement will be revisited when the institution conducts Cognia's Progress Review.

- 
- 1 Plan, develop, implement, and monitor formal processes to advance the school's culture and protect the dream and the school's progress in the event of planned or unplanned personnel changes.**

Standard 11

Standard 7

RATIONALE If processes are formalized, reviewed, revised, and monitored annually, then changes in personnel will not prevent the school from moving forward.

- 
- 2 Develop further the Collaborative Learning Teams (CLT) to intentionally and actionably include action research, staff coaching and cycles, professional development to enhance student engagement, opportunities for student voice, and the development of formative assessments schoolwide.**

Standard 25

Standard 5

Standard 6

Standard 22

Standard 30

Standard 29

RATIONALE If the work occurring in CLTs is intentional and focused based on identified needs, then professional staff will grow in their craft, and students will benefit from the staff's new learning.



# Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

## Your Institution's IEQ

**330**

SCORE	DESCRIPTION
<b>Below 220</b>	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
<b>220 - 300</b>	An IEQ in the range of 220-300 suggests the institution some Areas of Improvement and may include one or more Noteworthy Practices.
<b>Above 300</b>	An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement is not achieved.

## Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



# Evaluator Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elite certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

TEAM MEMBER NAME	BRIEF BIOGRAPHY
<b>Phyllis Gilworth</b> <b>Lead Evaluator</b>	Dr. Phyllis Gilworth is a seasoned educator with over 40 years of experience as a teacher, counselor, and administrator. She has teaching experience at all levels, pre-k-16 in rural, suburban, and urban settings. Her counseling experience includes elementary school students and at-risk students in the alternative school setting and adults in the community setting. Dr. Gilworth's administrative experience included assistant principal in charge of all discipline and curricular issues at a high-risk, urban middle school. She then became an assistant principal in charge of guidance, director of instructional programs and assessment, and assistant superintendent for curriculum and instruction at an affluent suburban district in Northwest Indiana. Dr. Gilworth has extensive experience facilitating school improvement and particularly enjoys issues relative to curriculum, teaching, and learning. She has participated on numerous Cognia accreditation teams, serving in multiple roles, both nationally and internationally. Dr. Gilworth is a certified lead evaluator, mentor, report reviewer, and editor for Cognia.
Sallie Brisbane-Stone	

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**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
ACTION**

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**TOPIC:** Indiantown High School Engagement Letter for Fiscal Year 2022-2023 Financial Audit

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**   X   ACTION/VOTE  
       INFORMATION  
       DISCUSSION

**SUMMARY:** Attached is the Engagement Letter for Fiscal Year 2022-2023 Audit.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** N/A

**PRESIDENT'S RECOMMENDATION:** Recommend approval.

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SUBMITTED BY: Edith Pacacha

DATE: 6/15/23

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BOARD ACTION: Approved

DATE: 6/27/23

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# Berger, Toombs, Elam, Gaines & Frank

Certified Public Accountants PL

600 Citrus Avenue  
Suite 200  
Fort Pierce, Florida 34950

772/461-6120 // 461-1155  
FAX: 772/468-9278

June 5, 2023

Indiantown High School  
2309 Virginia Avenue  
Fort Pierce, Florida 34981

## **The Objective and Scope of the Audit of the Financial Statements**

You have requested that we audit the financial statements of Indiantown High School, (the "School"), which comprise governmental activities and each major fund as of and for the year ended June 30, 2023, which collectively comprise the basic financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter for the years ending June 30, 2023.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (GAAS) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users made on the basis of these financial statements. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

## **The Responsibilities of the Auditor**

We will conduct our audit in accordance with (GAAS). Those standards require that we comply with applicable ethical requirements. As part of an audit in accordance with GAAS, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

Fort Pierce / Stuart





Indiantown High School  
June 5, 2023  
Page 2

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for the reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS.

We will maintain our independence in accordance with the standards of the American Institute of Certified public Accountants.



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June 5, 2023  
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## **The Responsibilities of Management and Identification of the Applicable Financial Reporting Framework**

Management is responsible for:

1. Identifying and ensuring that the School complies with the laws and regulations applicable to its activities, and for informing us about all known violations of such laws or regulations, other than those that are clearly inconsequential;
2. The design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the School involving management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements; and
3. Informing us of its knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, analysts, regulators, short sellers, vendors, customers or others.

The Board is responsible for informing us of its views about the risks of fraud within the entity, and its knowledge of any fraud or suspected fraud affecting the entity.

Our audit will be conducted on the basis that management acknowledges and understands that it has responsibility:

1. To evaluate subsequent events through the date the financial statements are issued or available to be issued, and to disclose the date through which subsequent events were evaluated in the financial statements. Management also agrees that it will not conclude on subsequent events earlier than the date of the management representation letter referred to below;
2. For the design, implementation and maintenance of internal control relevant to the preparations of fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and
3. To provide us with:
  - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including information relevant to disclosures;
  - b. Draft financial statements, including information relevant to their preparation and fair presentation, when needed to allowed for the completion of the audit in accordance with the proposed timeline;



Indiantown High School  
June 5, 2023  
Page 4

- c. Additional information that we may request from management for the purpose of the audit; and
- d. Unrestricted access to persons within the School from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit, including among other items:

1. That management has fulfilled its responsibilities as set out in the terms of this arrangement letter; and
2. That it believes the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

### **Reporting**

We will issue a written report upon completion of our audit of Indiantown High School's financial statements. Our report will be addressed to the Board of Indiantown High School. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

### **Records and Assistance**

During the course of our engagement, we may accumulate records containing data that should be reflected in the of Indiantown High School's books and records. The School will determine that all such data, if necessary, will be so reflected. Accordingly, the School will not expect us to maintain copies of such records in our possession.

The assistance to be supplied, including the preparation of schedules and analyses of accounts, has been discussed and coordinated with Edith Pacacha. The timely and accurate completion of this work is an essential condition to our completion of the audit and issuance of our audit report.

### **Other Relevant Information**

In accordance with Government Auditing Standards, a copy of our most recent peer review report has been provided to you, for your information.



Indiantown High School  
June 5, 2023  
Page 5

### **Fees, Costs and Access to Workpapers**

Our fees for the services described above are based upon the value of the services performed and the time required by the individuals assigned to the engagement, plus direct expenses. Invoices for fees will be submitted in sufficient detail to demonstrate compliance with the terms of this engagement. Billings are due upon submission. Our fee for the services described in this letter for the year ending June 30, 2023 will not exceed \$6,000, unless the scope of the engagement is changed, the assistance which of Indiantown High School has agreed to furnish is not provided, or unexpected conditions are encountered, in which case we will discuss the situation with you before proceeding. All other provisions of this letter will survive any fee adjustment.

In the event we are requested or authorized by Indiantown High School or are required by government regulation, subpoena, or other legal process to produce our documents or our personnel as witnesses with respect to our engagement for Indiantown High School, of Indiantown High School will, so long as we are not a party to the proceeding in which the information is sought, reimburse us for our professional time and expenses, as well as the fees and expenses of our counsel, incurred in responding to such requests.

The audit documentation for this engagement is the property of Berger, Toombs, Elam, Gaines, & Frank and constitutes confidential information. However, you acknowledge and grant your assent that representatives of the cognizant or oversight agency or their designee, other government audit staffs, and the U.S. Government Accountability Office shall have access to the audit documentation upon their request and that we shall maintain the audit documentation for a period of at least three years after the date of the report, or for a longer period if we are requested to do so by the cognizant or oversight agency.

Access to requested documentation will be provided under the supervision of Berger, Toombs, Elam, Gaines, & Frank audit personnel and at a location designated by our Firm.



Indiantown High School  
June 5, 2023  
Page 6

### **Information Security – Miscellaneous Terms**

Berger, Toombs, Elam, Gaines & Frank is committed to the safe and confidential treatment of Indiantown High School's proprietary information. Berger, Toombs, Elam, Gaines & Frank is required to maintain the confidential treatment of client information in accordance with relevant industry professional standards which govern the provision of services described herein. Indiantown High School agrees that it will not provide Berger, Toombs, Elam, Gaines & Frank with any unencrypted electronic confidential or proprietary information, and the parties agree to utilize commercially reasonable measures to maintain the confidentiality of Indiantown High School's information, including the use of collaborate sites to ensure the safe transfer of data between the parties.

If any term or provision of this arrangement letter is determined to be invalid or unenforceable, such term or provision will be deemed stricken and all other terms and provisions will remain in full force and effect.

Because Berger, Toombs, Elam, Gaines & Frank will rely on of Indiantown High School and its management and Board of Supervisors to discharge the foregoing responsibilities Indiantown High School, to the extent allowable by law and specifically without waiving its sovereign immunity protections, holds harmless and releases Berger, Toombs, Elam, Gaines & Frank, its partners, and employees from all claims, liabilities, losses and costs arising in circumstances where there has been a known misrepresentation by a member of Indiantown High School's management, which has caused, in any respect, Berger, Toombs, Elam, Gaines & Frank's breach of contract or negligence. This provision shall survive the termination of this arrangement for services.

This letter constitutes the complete and exclusive statement of agreement between Berger, Toombs, Elam, Gaines, & Frank and of Indiantown High School, superseding all proposals, oral or written, and all other communications, with respect to the terms of the engagement between the parties.

### **Retention of Records**

We will return to you all original records you provide to us in connection with this engagement. Further, in addition to providing you with those deliverables set forth in this engagement letter, we will provide to you a copy of any records we prepare or accumulate in connection with such deliverables which are not otherwise reflected in your books and records without which your books and records would be incomplete. You have the sole responsibility for retaining and maintaining in your possession or custody all of your financial and nonfinancial records related to this engagement. We will not host, and will not accept responsibility to host, any of your records. We, however, may maintain a copy of any records of yours necessary for us to comply with applicable law and/or professional standards or to exercise our rights under this engagement letter. Any such records retained by us will be subject to the confidentiality obligations set forth herein and destroyed in accordance with our record retention policies.



Berger, Toombs, Elam,  
Gaines & Frank  
Certified Public Accountants PL

Indiantown High School  
June 5, 2023  
Page 7


Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

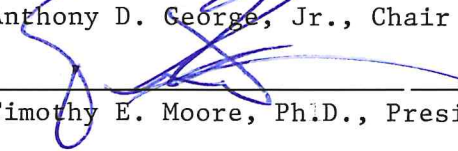
Sincerely,

*Berger Toombs Elam  
Gaines + Frank*

BERGER, TOOMBS, ELAM, GAINES & FRANK  
J. W. Gaines, CPA

Confirmed on behalf of the addressee:

  
\_\_\_\_\_  
Anthony D. George, Jr., Chair

  
\_\_\_\_\_  
Timothy E. Moore, Ph.D., President



6815 Dairy Road  
Zephyrhills, FL 33542

813.788.2155  
BodinePerry.com

### Report on the Firm's System of Quality Control

To the Partners of  
Berger, Toombs, Elam, Gaines & Frank, CPAs, PL  
and the Peer Review Committee of the Florida Institute of Certified Public Accountants

November 30, 2022

We have reviewed the system of quality control for the accounting and auditing practice of Berger, Toombs, Elam, Gaines & Frank, CPAs, PL (the firm), in effect for the year ended May 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [aicpa.org/prsummary](http://aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

#### Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

#### Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control, and the firm's compliance therewith based on our review.

#### Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including a compliance audit under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

#### Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Berger, Toombs, Elam, Gaines & Frank, CPAs, PL, in effect for the year ended May 31, 2022, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Berger, Toombs, Elam, Gaines & Frank, CPAs, PLC, has received a peer review rating of *pass*.

*Bodine Perry*

Bodine Perry

(BERGER\_REPORT22)



INDIAN RIVER  
STATE COLLEGE

DISTRICT BOARD OF TRUSTEES

SUMMARY OF ITEM FOR  
*ACTION*

**TOPIC:** Indiantown High School Operations and Charter School Annual Budget for Fiscal Year 2023/2024

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**      X   ACTION/VOTE  
   INFORMATION  
   DISCUSSION

**SUMMARY:**

The total operating budget for Fiscal Year 2023/24 is \$1,611,024.00

Estimated revenues from Martin County School Board based on 75 FTE = \$608,111

IRSC Contribution = \$183,072

Expected Foundation Contribution to cover deficit in budget = \$819,841

Operating Expenses = \$1,158,319

- Personnel expenses consist of 6 teachers, groundskeeper, maintenance, Career Coordinator and Security = \$848,205
- Books, Supplies, Transportation = \$47,000
- Services, Admin Fee (MCSD) = \$117,114
- Facilities, Technology, Contingency = \$146,000

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** The total operating budget for Fiscal Year 2023-2024 is \$1,611,024.00

**PRESIDENT’S RECOMMENDATION:** Recommend approval.

SUBMITTED BY: Lisa Davenport / Debbie Kohuth

DATE: 6/15/23

BOARD ACTION:    Approved

DATE: 6/27/23



**Indiantown Charter High School  
at Indian River State College  
Operations and Charter School Annual Budget  
Fiscal Year 2023-2024**

<b>Budgeted Revenues</b>	<b>Operations Budget Fiscal Year 2023-2024</b>
State FEFP and Local ( <i>Per MCSD and based on 75 FTE</i> ) *	\$ 608,111
State Categorical Funding	\$ -
IRSC Operating Expense Contribution	183,072
Foundation Contribution	\$ -
<b>Total Revenues</b>	<b>\$ 791,183</b>
 Budgeted Fund Balance Reserves	 \$ -
<b>Total Revenues and Fund Balances Reserves</b>	<b>\$ 791,183</b>
<b>Budgeted Expenditures</b>	
<i>Personnel</i>	
Salaries	\$ 764,081
Benefits	\$ 281,537
<b>Total Personnel</b>	<b>\$ 1,045,619</b>
<i>Books, Supplies &amp; Curriculum</i>	
Instructional Books, Materials and Supplies	\$ 35,000
Instructional Support	\$ 10,000
<b>Total Books, Supplies &amp; Curriculum</b>	<b>\$ 45,000</b>
<i>Services, Insurance &amp; Development</i>	
Transportation	\$ 65,000
Services	\$ 131,000
Insurance	\$ 50,000
Professional Development	\$ 5,000
Administrative Fee *	\$ 30,406
<b>Total Services, Insurance &amp; Development</b>	<b>\$ 281,406</b>
<i>Facilities, Capital &amp; Contingency</i>	
Facility Maintenance & Utilities	\$ 87,500
Technology, Equipment, and Repairs	\$ 61,500
Contingency	\$ 90,000
<b>Total Facilities, Capital &amp; Contingency</b>	<b>\$ 239,000</b>
<b>Total Budgeted Expenditures</b>	<b>\$ 1,611,024</b>
<b>Fiscal Year 2023-2024 (Deficit)/Expected Foundation Contribution</b>	<b>\$ (819,841)</b>
<b>Charter School Operating Fund Balance Projection:</b>	
<i>Estimated Fund Balance, July 1, 2023</i>	\$ 290,000
<i>Fiscal Year 2023-2024 Budget Surplus/(Deficit)</i>	\$ -
<b><i>Estimated Fund Balance, June 30, 2024</i></b>	<b>\$ 290,000</b>

\* Administrative fee is included in Total State FEFP and Local



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
ACTION**

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**TOPIC:** 2023/24 Indiantown High School Transportation Services Agreement with The School Board of Martin County, Florida

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**  X  **ACTION/VOTE**  
      **INFORMATION**  
      **DISCUSSION**

**SUMMARY:**

The notable items within the 2023/24 Indiantown High School Transportation Services Agreement with The School Board of Martin County are for field trips:

- Administrative Trip Charge of \$100
- Bus Operator billing \$29.84 per hour with a minimum trip of 4 hours

These items do not pertain to daily home/school transportation.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** Daily expense for bus transportation at \$5.00 per mile and \$29.84 per hour for driver. Neighborhood stop of Palm City Turnpike lot to Indiantown High School (16 miles, 22 minutes (1/2 hour), Roundtrip) will exceed \$200 with the needed extension of mileage from the MCSD bus depot.

**PRESIDENT'S RECOMMENDATION:** Recommend approval

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SUBMITTED BY: Debbie Kohuth / Dr. Heather Belmont

DATE: 6/15/23

---

BOARD ACTION: Approved

DATE: 6/27/23

---

May 16, 2023  
Item 3.10

**TRANSPORTATION SERVICES AGREEMENT**

This agreement (hereinafter "Agreement") is made and entered into this 1st day of July 2023, by and between Indiantown High School, (hereinafter referred to as the "SCHOOL BUS USER"), whose address is, 19000SW Citrus Blvd, Indiantown, FL 34956 and THE SCHOOL BOARD OF MARTIN COUNTY, FLORIDA (hereinafter referred to as the "SCHOOL BOARD"), whose address is 1939 SE Federal Hwy, Stuart, FL 34994 (SCHOOL BUS USER and SCHOOL BOARD hereinafter referred to collectively as "parties" and singularly as "party"). This Agreement is effective the 1st day of July, 2023 and expires on June 30th, 2024.

WHEREAS, SCHOOL BUS USER represents a number of persons residing in Martin County, Florida, who require transportation to and from locations to be designated by the parties in order to attend various programs sponsored by SCHOOL BUS USER.

WHEREAS SCHOOL BOARD agrees to arrange for such transportation services on the terms and conditions hereinafter set forth.

AND NOW, THEREFORE, in consideration of the premises and of the mutual promises and covenants herein set forth, SCHOOL BOARD and SCHOOL BUS USER mutually agree to the following:

1. **TERMS OF SERVICE**

- A. SCHOOL BUS USER understands, acknowledges, and agrees that SCHOOL BOARD's first priority is to fulfill its independent obligations to provide service to its own home to school and field trip transportation needs first.
- B. SCHOOL BOARD has authority in its sole and exclusive discretion to limit the number of bus(es) that SCHOOL BUS USER can request.
- C. If available, the SCHOOL BOARD shall provide up to Four (4) bus(es) with drivers per trip to transport eligible persons to and from designated locations in Martin County to attend sponsored programs. The transportation routing schedule, including pick-up and drop-off locations will be designated by mutual agreement of the parties.
- D. SCHOOL BUS USER shall, at its own expense, obtain and place signs on each school bus stating: "The bus is contracted to the SCHOOL BUS USER."
- E. SCHOOL BUS USER shall be responsible for all matters arising out of or relating to any misconduct or disciplinary action involving any person riding on the bus or participating in any part of the trip. SCHOOL BUS USER shall be solely responsible for any physical damage to the bus, including any interior or exterior damage to the bus caused by SCHOOL BUS USER or any person riding on the bus or participating in any part of the trip.
- F. SCHOOL BOARD will not be responsible or liable for any loss, damage or liability of any kind or nature whatsoever arising out of or relating to any claim or allegation that

SCHOOL BOARD failed to provide a bus or driver service, such as in the event SCHOOL BOARD does not have any buses or bus drivers available.

- G. SCHOOL BUS USER will be solely responsible for scheduling each bus trip with the SCHOOL BOARD's transportation department at least twenty-one (21) days in advance of each trip. Upon scheduling a trip, the SCHOOL BUS USER shall be responsible to pay SCHOOL BOARD the Administrative Trip Charge for each scheduled bus.
- H. SCHOOL BUS USER may reschedule any bus trip with the SCHOOL BOARD's transportation department at least twenty-one (21) days in advance of each trip. Upon rescheduling a trip, the SCHOOL BUS USER shall be responsible to pay SCHOOL BOARD the Administrative Trip Charge for each rescheduled bus.
- I. SCHOOL BUS USER will be solely responsible for cancelling each trip at least one (1) business day prior to the trip's scheduled date and time. If any trip is cancelled by SCHOOL BUS USER, SCHOOL BUS USER shall pay SCHOOL BOARD the Cancellation Charge for each cancelled bus.
- J. SCHOOL BUS USER shall pay SCHOOL BOARD in accordance with the Fee Schedule, plus all expenses, tolls, meals, parking and/or entrance fees for applicable services performed, including those arising under SCHOOL BOARD Policies, Procedure Manuals, and any applicable collective bargaining agreements.

## 2. RATE SCHEDULE AND INVOICING

A. SCHOOL BUS USER agrees to pay the following charges and rates for each scheduled bus:

- 1.) The Administrative Trip Charge shall be \$100.00 per bus per trip (one-way or to a destination and return).
  - 2.) The rate per mile driven and portions thereof shall be billed at \$5.00 per mile.
  - 3.) Bus Operator time shall be billed in 15-minute increments at \$29.84 per hour with a minimum trip of four (4) hours.
  - 4.) Bus Assistant time shall be billed in 15-minute increments at \$20.00 per hour with a minimum trip of four (4) hours.
  - 5.) A standard pre-trip inspection and post-trip cleaning shall be charged the sum of \$29.84 per trip (Note: additional, non-standard inspection time and clean up time shall be billed at the above rates).
  - 6.) If overtime is incurred by School Board, SCHOOL BUS USER shall pay one- and on-half times the hourly rates set forth above for each such billable hour.
  - 7.) The Cancellation Charge shall be \$215.00 per bus trip (one-way or to a destination and return).
- B. All mileage and time-based charges and rates to be charged to SCHOOL BUS USER shall be calculated by reference to the Mileage Check List and Log Sheet Reports based on the rate per mile and per hour listed above. These rates are subject to change contingent on the price of fuel and other factors related to cost.
- C. Fuel Surcharges: The per-mile charges above assume diesel prices are at or below \$2.50 per gallon. Martin County School Board Transportation Department reserves the right to

add a fuel surcharge to any bus trip due to the rise in cost of petroleum products without notice.

- D. The rates quoted herein are based upon a standard fuel cost of \$5.00 in the event that the cost of fuel increases or decreases by more than 10%, SCHOOL BOARD reserves the right to increase or decrease the rates quoted herein by an amount equal to the change in the price of fuel upon providing ten (10) days written notice to SCHOOL BUS USER. In the event of such a change, the increased or decreased fuel price shall be considered the new standard fuel cost, and be subject to change as provided in this paragraph.
- E. SCHOOL BUS USER shall be invoiced once per month for services rendered for the prior month. Payment shall be due within ten (10) days following the date of each such invoice. Buses will not be provided if there are any outstanding invoices.

3. SOVEREIGN IMMUNITY, INSURANCE AND CONDITIONS PRECEDENT SUIT

SCHOOL BOARD is a political subdivision of the State of Florida and agrees to maintain tort liability insurance or self-insurance for no less than the maximum amount for which the Legislature waives sovereign immunity for the SCHOOL BOARD or the State. In the event of an incident, the injured party must first look to any available insurance coverage and any collateral sources as a condition precedent to bringing or filing any action or claim against SCHOOL BOARD.

Notwithstanding the provisions of this Agreement, SCHOOL BOARD intends to avail itself of the benefits of Section 768.28, Florida Statutes, and of other statutes and common law governing sovereign immunity to the fullest extent possible. However, in no event will SCHOOL BOARD's liability under this Agreement either be expanded in scope or exceed the amounts for which SCHOOL BOARD has immunity. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law. This section controls over all other sections and provisions of this Agreement.

4. INDEMNIFICATION

SCHOOL BUS USER recognizes the broad nature of this article and voluntarily agrees to indemnify, defend and hold harmless SCHOOL BOARD to the fullest extent permitted by Florida law. SCHOOL BUS USER shall protect, defend, indemnify and hold harmless SCHOOL BOARD, its agents, officers, elected officials, volunteers and employees from and against all claims, expenses, actions, liabilities, losses (including economic losses) and costs arising out of or related to any actual or alleged bodily injury, sickness, disease or death, or injury to or destructions of tangible property. Nothing herein shall be construed to waive SCHOOL BOARD's sovereign immunity in Section 768.28, Florida Statutes.

5. MISCELLANEOUS PROVISIONS

- A. The SCHOOL BUS USER's contact person for this Agreement shall be:

Lisa Davenport  
Principal/Executive Director  
Indiantown High School  
Indian River State College  
19000 SW Citrus Blvd  
Indiantown, Florida 34956  
Telephone: (772)419-5600

- B. The SCHOOL BOARD's contact person for this Agreement shall be:

Tom Hardin  
Director of Transportation  
Martin County School District  
2845 SE Dixie Hwy  
Stuart, FL 34997  
Telephone: (772) 219-1287 ext. 36101

- C. This Agreement may not be sold, transferred, or assigned without the written approval of SCHOOL BOARD. This Agreement may not be modified or amended except by written instrument executed by a duly authorized officer of each of the parties hereto.
- D. No waiver of either party hereto of any failure or refusal to comply with one or more of the terms and conditions of this Agreement shall be deemed a waiver of any other or subsequent failure or refusal to so comply.
- E. All Parties hereto agree that this Agreement shall be governed by and interpreted in accordance with the laws of the State of Florida without regard to conflict of law considerations, and any applicable state or federal law, act, rule or regulation. This Agreement is performable and shall be considered to be performed in Florida. In any and all disputes arising out of or related to this Agreement personal jurisdiction and venue shall be solely and exclusively proper in a court in Martin County, Florida, and the Parties hereto hereby irrevocably waive any challenge to such jurisdiction and venue. Should suit be brought in a federal court and should there not be a federal court located in Martin County, Florida, then suit shall be brought in the federal Southern District of Florida, in the location within said District that is closest, geographically, to Martin County, Florida. No suit shall be maintained: (i) in any country other than the United States of America, (ii) in any state other than the State of Florida, or (iii) in any federal or state court whose geographical jurisdiction and venue does not specifically include Martin County, Florida. The parties waive the right to raise any claims of forum non-conveniences and agree that the bringing of suit in any other forum, court or tribunal would be and is improper forum shopping.
- F. This Agreement shall not be construed against the party who drafted the Agreement. Both parties have obtained legal counsel as to the legality and enforceability of this Agreement.

- G. This Agreement may be cancelled by either party upon giving the other party thirty (30) days written notice to the contact person identified above.
- H. If any portion of this Agreement or the application thereof to any person or circumstances shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforced to the fullest extent permitted by law.

6. MAINTENANCE AND PUBLIC ACCESS TO RECORDS

To the extent SCHOOL BUS USER is or acts as a "contractor" as defined under Section 119.0701(1)(a), Florida Statutes, SCHOOL BUS USER shall comply with all applicable public records laws. SCHOOL BUS USER shall:

- A. Keep and maintain public records required by SCHOOL BOARD to perform the service.
- B. Upon request from SCHOOL BOARD's custodian of public records, provide SCHOOL BOARD with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 or as otherwise provided by law;
- C. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the term of this Agreement and following completion of this Agreement if SCHOOL BUS USER does not transfer the records to SCHOOL BOARD; and
- D. Upon completion of this Agreement, transfer, at no cost, to SCHOOL BOARD all public records in possession of SCHOOL BUS USER or keep and maintain public records required by SCHOOL BOARD to perform the service. If SCHOOL BUS USER transfers all public records to SCHOOL BOARD upon completion of this Agreement, SCHOOL BUS USER shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If SCHOOL BUS USER keeps and maintains public records upon completion of this Agreement, SCHOOL BUS USER shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to SCHOOL BOARD, upon request from SCHOOL BOARD's custodian of public records, in a format that is compatible with the information technology systems of SCHOOL BOARD.

If SCHOOL BUS USER does not comply with a public records request, SCHOOL BOARD shall be entitled to enforce this Agreement by any legal or equitable means available, including, without limitation, damages, injunctive relief, or both.


Failure of SCHOOL BUS USER to abide by the terms of this provision shall be deemed a material breach of this Agreement. This provision shall survive any termination or expiration of this Agreement. In the event a civil action is filed against SCHOOL BUS USER to compel production of public records where SCHOOL BUS USER has unlawfully refused to comply with the public records

request within the time required by law, SCHOOL BUS USER will be liable for reasonable costs of enforcement, including reasonable attorney's fees as authorized by Section 119.0701, Florida Statutes.

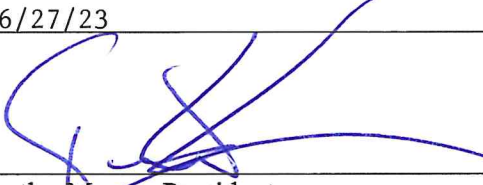
**IF VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THEIR DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, VENDOR MUST CONTACT THE CUSTODIAN OF PUBLIC RECORDS FOR THE SCHOOL BOARD OF MARTIN COUNTY AT 772-219-1200, EXT. 30368 [PublicRecords@Martinschools.Org](mailto:PublicRecords@Martinschools.Org) Martin County School Board, 1939 SE Federal Highway, Stuart, FL 34994.**


7. ENTIRE AGREEMENT & EXECUTION

This Agreement represents the entire agreement of the parties with respect to the subject matter hereof. No other agreements, past or present, change, modify, alter, add to, or delete from the terms of this Agreement. By signing below, the Parties hereby enter into this Agreement as of the effective date hereof and for the full duration of this Agreement.

  
\_\_\_\_\_  
Anthony D. George, Jr., Chairperson  
Indian River State College District Board of Trustees

  
\_\_\_\_\_  
Marsha Powers, Chairperson  
School Board of Martin County, Florida

6/27/23  
Date  
  
\_\_\_\_\_  
Dr. Timothy Moore, President  
Indian River State College

May 16, 2023  
Date  
  
\_\_\_\_\_  
Michael Maine, Superintendent of Schools  
School Board of Martin County, FL





**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
ACTION**

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**TOPIC:** 2023/24 Indiantown High School Student Handbook/Code of Conduct

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**  X  ACTION/VOTE  
                                       INFORMATION  
                                       DISCUSSION

**SUMMARY:**

The notable updates within the 2023/24 Indiantown High School Student Handbook/Code of Conduct, aligned to that of Clark, are as follows:

- Regarding dress code, hats with brims, ball caps and hoodie hoods are still not allowed in school, due to safety reasons. (p.13)
- MCSD Food & Nutrition Services provides all revisions to the student lunch program. (p.16)
- Within Technology section, new legislation regarding social media. (p. 22)
- Within Discipline Guidelines and Consequences section,
  - Under consequences, “written apology” was replaced with “restorative meeting or action” to encompass a broad range of possible outcomes (p. 31 #13)
  - Under the list of infractions, all were updated to correspond to the MCSD Student Code of Conduct and to quote the State SESIR violation definitions. (p. 32-39)
- In addition to the above changes, the exam exemption option is removed.

Updates to the Administrators, Staff and Instructors list as well as phone numbers will be made in July upon completion of hiring and building preparations.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** N/A

**PRESIDENT’S RECOMMENDATION:** Recommend approval

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SUBMITTED BY: Debbie Kohuth / Dr. Heather Belmont

DATE: 6/15/23

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BOARD ACTION:    Approved

DATE: 6/27/23

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# **INDIANTOWN HIGH SCHOOL**

## **STUDENT HANDBOOK/ CODE OF CONDUCT 2023-2024**



**INDIANTOWN, FL 34956**

**PHONE: (772) 419-5603**

**FAX: (772) 419-5760**

**<https://Indiantownhs.irs.edu/>**

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**EQUIP AND EMPOWER STUDENTS FOR SUCCESS!**

# **INDIANTOWN** HIGH SCHOOL

powered by **IRSC**

**Mission:**

The mission of Indiantown High School is to provide a superior education to our students along with workforce training and college preparedness. IHS will equip and empower students for success.

**Vision:**

Indiantown High School will offer a seamless integration of traditional high school curriculum with rigorous college track courses alongside workforce ready and career technical education. At IHS students will become college and career ready global leaders!

**This Student Handbook/ Code of Conduct is used in conjunction with the IRSC Student Handbook, the Indiantown High School (IHS) Student Progression Plan, IRSC Safety and Security Plan, and IRSC Student Code of Conduct. IHS reserves the right to change any provision or requirement when necessary. Official notices and announcements of significant changes will be posted on the IHS website and/or provided to students through several means of communication.**

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**Administration**

Lisa Davenport  
Executive Director  
ldavenport@irsc.edu  
(772)419-5603

Assistant Director  
TBD

**Staff**

Career Coordinator(s)  
TBD

Administrative Assistant  
TBD

School Counselor(s)  
Kim Johnson  
Kjohnson18@irsc.edu

Academic Advisors(s)  
TBD

Technology Coordinator  
Amanda Kagan

Student Services  
TBD

Student Success Specialist  
Deborah Slicis

**Instructors**

Math Instructor(s)  
Kayla Flom

Science Instructor(s)  
Nell Brewer

English Language Arts Instructor(s)  
Lisa Embrey

Workforce Instructor(s)  
TBD

Social Sciences Instructor(s)

IHS Principal Lisa Davenport	
IHS Business Office	
IHS Front Desk	
IHS Counselor Kim Johnson	



## School Year 2023-2024

Work Days for Teachers	July 25-Aug 9	Teachers begin SY 2022-23 Professional Development Academy & Planning
Wednesday	August 10	Indiantown High School (IHS) Fall Semester begins
Wednesday	August 17	IRSC Fall Semester begins
Monday	September 5	Labor Day Holiday - NO IHS/IRSC classes
Wednesday	September 14	Parent-Teacher Conferences (3-4:30 & 5:30-7)
Monday	September 26	No IHS Classes
Wednesday	October 5	No IHS Classes
Friday	October 14	FALL Mid Semester
Thursday	November 3	Pioneer Day for IRSC – NO IHS/IRSC classes
Friday	November 11	Veterans Day Holiday - NO IHS/IRSC classes
Wed-Friday	November 23-25	Thanksgiving Holiday - NO IHS/IRSC classes
Friday	December 16	End of Fall Semester
	Dec. 17-Jan. 2	Winter Break – IHS/IRSC Closed
Tuesday	January 3	Planning Day for Faculty/Staff NO IHS/IRSC classes
Wednesday	January 4	IHS Classes begin
Thursday	January 5	IRSC '23 Spring Semester begins
Monday	January 16	Martin Luther King Holiday – NO IHS/IRSC classes
Monday	February 6	PD Day for Faculty/Staff – NO IHS classes
Wednesday	February 8	Parent-Teacher Conferences (3-4:30 & 5:30-7)
Monday	February 20	IHS Classes (MCSD Closed)
Friday	March 10	SPRING Mid Semester
Monday-Friday	March 13-17	Spring Break – NO IHS/IRSC classes
Friday	April 7	Planning Day for Faculty/Staff – NO IHS classes
Friday	May 26	Last Day of School for Students End of Spring Semester
Monday	May 29	Memorial Day Holiday - IHS/IRSC Closed
Thursday	June 1	Last Day for Teachers

Emergency MAKE UP DAYS (if needed): January 3, February 6, April 7, May 30, May 31

**COMMUNICATION AND ACADEMIC INFORMATION**

<b>Parent Conference Dates</b>	
<b>FALL</b> Wednesday, September 13, 2023 4:30-6:00	<b>SPRING</b> Wednesday, February 21, 2024 4:30-6:00

Parents may arrange a conference with a teacher any time during the school year by calling or emailing the teacher directly. However, daily access to grades and attendance is available by accessing Focus.

<b>EOC Retake/FAST ELA Progress Monitoring Assessments Testing Window Dates*</b>	<b>End of Course (EOC) Testing Window Dates*</b>	
September 12- September 30, 2023 February 20- March 10, 2024 <i>FSA English Language Arts Grade 10 Retake</i>	U.S. History, Biology, Algebra 1, Geometry, FCLE	September 12–September 30 , 2022 November 28–December 16, 2022 May 1–26, 2023 July 10–21, 2023
	PSAT	Wednesday, October 11, 2023
FAST English Language Arts – Reading Progress Monitoring PM1: August 15–September 30, 2023 PM2: December 5, 2023–January 27, 2024 PM3: May 1–June 2, 2024	SAT (grade 11)	March 9 2024
*Assessment schedules subject to change. All current testing schedules are available at <a href="http://www.clarkadvancedlearningcenter.org">www.clarkadvancedlearningcenter.org</a> pending finalized IHS website.		



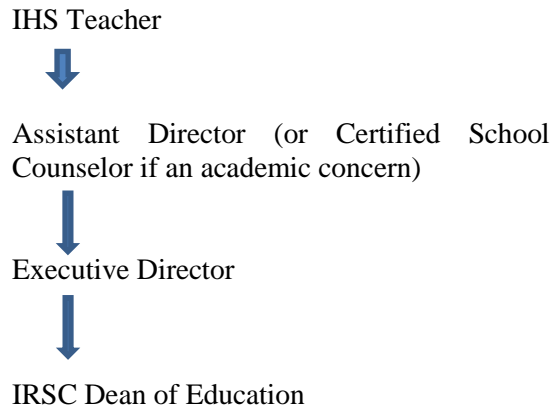
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As a small school, we encourage direct communication with parents/guardians to discuss their student's academic progress or general welfare on a regular basis. Regular communication between home and school is important for a student's academic success.

### **COMMUNICATION PROTOCOL**

It is recommended that all communication begin with the student's IHS teacher. The chart below details the procedures for communicating with the school.



### **CAMPUS VISITORS**

For the safety and security of our students and employees, ALL parents and visitors are required to present their driver's license before being admitted to the building, sign in at the front desk, obtain a visitor's pass and wear it while on campus. All visitors must enter through the front doors only.

### **SCHOOL HOURS**

- The IHS school day is 8:00 a.m. to 2:35 p.m. Monday through Friday.

### **SCHOOL HOURS**

- IHS follows Indian River State College schedule for holidays and days out of school
- The school office is open from 7:30 a.m. to 3:30 p.m. Monday through Friday during the fall and spring semesters; summer office hours are 7:30 a.m. to 4:30 p.m. Monday through Thursday.

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## **Bell Schedule**

<b>Block</b>	<b>Time</b>
Breakfast	7:30- 7:55
First Block	8:00 – 9:25
Second Block	9:30 – 10:55
Lunch	10:55 – 11:35
Third Block	11:40 – 1:05
Fourth Block	1:10 – 2:35
PATHFINDER	WEDNESDAY
Breakfast	7:30 – 7:55
First Block	8:00 – 9:15
Second Block	9:20 – 10:35
Pathfinder Block	10:40 – 11:20
Lunch	11:20 – 11:55
Third Block	12:00 – 1:15
Fourth Block	1:20 – 2:35

## **ADVISORY/VOLUNTEER COMMITTEES - TBD**

## **SCHOOL INFORMATION**

Comprehensive, up-to-date school information is available on our website at [www.IndiantownHS.IRSC.edu](http://www.IndiantownHS.IRSC.edu). IHS provides school-to-home recorded phone and text messaging, and email. IHS faculty/staff utilize parent email distribution lists and individual instructors may provide additional information through their own Newsletters, Websites, and/or *Blackboard*, an online course management system.

## **PARENT CONTACT INFORMATION**

Parents/guardians must notify IHS Student Services immediately with any parent contact revisions such as address, phone, email, or emergency information. Proper documentation must be provided.

## **PROGRESS REPORTS**

High School Classes: To help parents/guardians monitor their child's progress and attendance, High School Progress Reports are made available on FOCUS for parents/guardians during the fifth week of each nine-week grading period. These reports reflect grades for *high school and college classes taught by IHS full-time faculty*.

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Weekly progress reports are also available for students who are having difficulties in school. Parents may request progress reports through the certified School Counselor.

College Classes: *College-level class grades* are available at the end of the course. Fall Semester courses end in December and Spring Semester courses end in April/May. College courses taught by IRSC instructors only report final grades. Students have access to their college courses through the Blackboard Learning Management System.

### **FORMAL GRADE REPORTS**

In an effort to conserve resources, IHS is providing printed copies of report cards only by request for those who cannot access the digital version in FOCUS.

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

### **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 a student's high school grades and attendance, parents/guardians may click on the FOCUS link on our website at [www.IndiantownHighSchool.org](http://www.IndiantownHighSchool.org) (pending). The initial registration for access to FOCUS will require parent's name and email address as well as the last 4 digits of the student's SSN, student's school ID number and birthday as defined in our student information system. These numbers are available by calling IHS Student Services at (772) 419-5754.

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<b>SCHOOL ATTENDANCE</b>
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**ATTENDANCE PROCEDURES****Minimum Required Attendance of a Student**

A student is required to attend ninety (90) percent of instructional time in each course.

If, at any time, a student exceeds the established 10% absentee rate, s/he will become ineligible to participate in extracurricular school activities, including meetings, field trips, dances, and other social events sponsored by the school. Absences with a doctor's note and/or for school sponsored activities are exempt from this consequence. IHS administration reserves the right to exercise judgment regarding the Attendance Procedures based on individual student needs and situations.

Students must attend all scheduled courses the entire day to participate in after-school and/or weekend activities.

An automated phone system contacts parents/guardians if their child has an unexcused absence from one or more IHS classes during the school day.

*From Statute: FS1003.26 (b) If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing.*

**PLEASE NOTE:** Students taking Dual Enrollment courses through IRSC and IHS are subject to the attendance policies indicated on each course syllabus.

**Tardiness**

Tardiness is defined as an arrival to class after the designated start time.

Students arriving late to an IHS class for any reason must report to the front desk for a late pass. Tardies will be identified as excused/unexcused in FOCUS according to the same guidelines as absences. Students who accumulate 3 or more tardies in a week will be issued a consequence. Progressive interventions may be initiated by the school administration and/or the child study team.

**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.

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### **Excused Absences**

Students are required to attend each scheduled class on time, every day, unless the absence is excused. To have an absence excused, a parent/guardian must email, call, or send a written note into Student Services within two school days explaining the reason for absence and the specific dates and/or times to be excused. If an email/phone call/note is **not** received within two school days, the absence is unexcused and may affect the student's grades or result in further intervention. 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
- Participation in academic, vocational, or non-instructional activities that have been pre-approved by IHS administration
- Other significant circumstances as determined by IHS administration in accordance with State laws.

### **Advanced Notice for Excused Absence**

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

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

### **Early Dismissal from a Scheduled Class**

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

1. See Student Services in Room TBD.
2. Student Services contacts parent/guardian to obtain permission to leave early.
3. Upon receiving permission, student and parent must sign out in the log book located at the front desk. Before a student can be released to anyone, authorization must be verified through Student Services.

Students scheduled to be in a class in the IHS building are NEVER to leave the building without the knowledge of an IHS employee.

### **School Activities**

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

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PLEASE NOTE: Students are not to make appointments with IRSC/IHS Advisors/Counselors, tutors, testing center, etc. during class time. These are NOT considered excused absences.

***Make-up Assignments from IHS Instructors***

IHS instructors may teach both high school and college courses in the IHS building. 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 IHS teachers' syllabi in arranging for classwork or test make-up upon their return to school. Previously assigned work is due on the day the student returns to school.

***Make-up Assignments from IRSC Instructors***

Students enrolled in IRSC College classes located at IHS, Chastain, and other campuses should refer to their instructors' syllabi for policies established by the college instructor.

**Exam Exemption Eligibility**

The Florida Department of Education policy prohibits examination exemptions based on attendance. Only students with an A average, who complete at least 95% of the course work including class work, homework, quizzes, major assessments, etc. (only 5% zeros or Zs) throughout the semester and satisfactorily complete all exam review material may be exempt from taking the final exam. End of course exams may be considered final exams in those applicable subjects

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/Progress Monitoring or End of Course examinations.

<b>COMMUNITY SERVICE HOURS</b>
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All IHS students are encouraged to contribute to their school and community during high school. These hours can be applied towards Bright Futures and other scholarships, but must be reported to Student Services in a timely manner by entering them into the FOCUS portal for verification. These hours can be completed at a non-profit agency, a religious organization, or the school. Opportunities to earn service hours are posted throughout the school, the IHS website, and in the weekly e-newsletter. Students cannot receive any financial compensation for these hours. All hours submitted and verified by the 15<sup>th</sup> of each month will be available for students to see their total after the 16<sup>th</sup> of each month at the Student Services office.

<b>STUDENT ID CARD</b>
------------------------

Students are issued an IHS ID Card upon enrollment at IHS. The student ID card should be carried and available at all times. Students are required to use proper identification for school lunches and IRSC tutoring/testing. Lost cards must be reported to the front office immediately. Students will incur a \$5 charge to replace a lost card.



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## TEXTBOOKS

Textbooks, including dual enrollment books, are owned by IHS, on loan to students. Students are responsible for maintaining textbooks issued to them. Reasonable wear and tear is expected, but students must pay for textbooks that have been damaged or lost. A new textbook may not be issued until the damaged or lost book is paid for. Payment is made to the Main Office. If a lost book is subsequently found, a student may obtain a refund.

## E-MAIL COMMUNICATION

All IHS students are assigned an IRSC RiverMail and IHS email account upon enrollment. These accounts become the main form of communication for students and IRSC/IHS employees and should be checked daily. Employees will communicate with students through school issued email addresses. Students should activate their RiverMail accounts within the first week of school. To activate your email accounts, refer to the email activation instructions on our IHS webpage.

## STUDENT MEDICATION

Students are not allowed to self-administer any form of drug or medication. Before prescription or over-the-counter medications of any kind can be taken or administered at school, a medication form must be submitted by parent/guardian.

## DRESS CODE

School dress code is related to students' health, safety, and welfare. Students are expected to dress in clean and neat attire that is appropriate to the educational setting. School dress code applies to all classes including Outdoor Education, school sponsored activities, field trips, and events, and *any time a student is in the IHS building for any length of time*. If a student is inappropriately dressed, s/he may be required to change attire before returning to class or remaining on campus.

### NOT ALLOWED

- Any clothing that exposes undergarments (bras and/or underwear) from armpits to mid-thigh when sitting or standing.
- Tears, rips, holes, or shreds in clothing that expose the torso, cleavage, and/or undergarments.
- Tube tops, bare back or midriff clothing, see-through clothing, bathing suits.
- Bare feet, only socks, bedroom-type slippers, shoes with built-in containers/wheels/cleats/unsecured laces.
- Any head coverings such as hats, headgear, knit caps, kerchiefs, bandanas, or hoods are prohibited while in the building. Exceptions for head coverings should be discussed with administration.
- Clothes or accessories with metal studs, ornaments, chains, or other objects which can scratch furniture, damage property, or cause harm to oneself or others.
- Inappropriate clothing/accessories, costumes, or offensive messages on clothing/accessories including pictures, symbols, or words that are harmful to the health, safety or welfare of others. Specifically prohibited is any reference to drugs, alcohol, tobacco, or weapons
- Sunglasses in the building.

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## Dress Code Violation Consequences

Any student who violates the school dress code is subject to the following disciplinary actions:







1. For a first offense, a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.
2. For a second offense, the student will serve lunch detention
3. For a third offense, student shall serve 3 days of lunch detention and parent conference will be required
4. Additional offenses and a student shall receive an in-school suspension pursuant for a period not to exceed 2 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days

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## CELL PHONES AND OTHER ELECTRONIC DEVICES

Students may possess cell phones, smart watches, and/or other wireless communication devices on school property, their use on campus during the school day is highly regulated. These devices may cause distractions to students and staff. During school hours and/or on school-sponsored transportation:

-  The use of cell phones, smart watches, and/or other electronic devices is prohibited during class, unless the instructor is using them for educational purposes, otherwise all cell phones must be turned off and in the designated holder. Any student who uses a cell phone, smart watch, and/or other wireless communication device to make or answer a call or send and read text messages or emails during class time will be subject to disciplinary action. Students may not take their device with them when leaving the classroom to go to the bathroom.
-  Students needing access to a phone for emergency or other safety reasons may make arrangements to use the IHS office phone located in the Main Office or front desk.
-  Inappropriate use of a wireless communication device may result in disciplinary action by the school or criminal penalties if the device is used in a criminal act.
-  The volume on laptops and other audio electronic devices must be turned off or accessed through headphones/ear buds. These must be used properly at low volume to avoid disruptions to the school learning environment.
-  Students are to only use their own personal electronic devices, including, but not limited to cell phones, iPads, iPods, personal and/or school issued laptops, e-readers, etc.
-  Headphones, ear buds, air pods, and/or similar devices should not be worn or used in classes without teacher permission. For safety reasons only 1 ear bud may be used

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## COMMON AREAS

Locations other than classrooms are considered IHS common areas (Café, Patio, Restrooms, Main Office, hallways, etc.) Students using these common areas are expected to maintain an academic atmosphere as defined by a low volume level for all conversations and/or noise.

- Headphones/ear buds must be used by any student playing audio within the common areas. For safety reasons, only 1 earbud may be used.
- Musical instruments or other sound-producing items are not allowed while classes are in session.



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- All cards and games, including video games, must be school appropriate. Games played in the common areas must not be a distraction to others.
  - During testing, common area use is limited. Students may be asked to remain in a designated area and/or room in order to provide a quiet environment for students testing.

### **EXTRACURRICULAR ACTIVITIES**

To be eligible to participate in field trips and/or extracurricular student activities, students must maintain a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale, have attendance of 90% or more, and maintain satisfactory conduct. Discipline referral(s) or an excessive number of detentions within the previous 45 day period will require students to secure administrative approval in order to attend the event.

IHS after school activities, including dances, trivia/game nights, and other social events are open to guests of IHS students. The following limitations apply:

- Only 1 guest per IHS student (when applicable and may not be older than 18 or younger than 13)
- The “Guest Approval Form” must be completed and submitted to IHS administration at least 72 hours prior to the event, to include a copy of the guest’s ID. These are also available in the Main Office.
- Student dress code is required for all club and student activities unless an exception is specifically approved by the sponsor (e.g., beach clean-ups, dances).

IHS students may participate in Florida High School Athletic Association (FHSAA) sports at their zoned school. IHS and IRSC sponsor extracurricular activities for IHS students. Students are encouraged to also participate in community sponsored activities.

### **IN-SCHOOL COMMUNICATIONS AND SOLICITATIONS**

IHS administration is responsible for reviewing and approving the distribution or posting of surveys, petitions, publications, or other materials on school property, as well as the production of school-related publications (print and electronic). Written administrative approval is required to solicit funds or sell advertising, goods or services on school property. Prohibited items include those which may disrupt or interfere with the orderly operation of the school; cause harm or embarrassment to individuals, the school or community; or are of a commercial, political, and/or obscene nature. All printed materials must be hung in designated locations only. Those placed without approval or in unauthorized locations will be removed. Students in activities that include elections/campaigning must adhere to the individual organization’s guidelines for campaigns.

### **PHOTOGRAPHING/VIDEOTAPING**

Parents may provide IHS /Indian River State College permission for their child to be photographed, filmed, or videotaped for school-related media. This permission releases and waives any and all claims, demands, or objections against IRSC and/or IHS in connection with or arising out of the photographing/videotaping. Audio, video, and live streaming of school functions (including classes, lectures or other activities) by persons other than IHS/IRSC staff is permitted only when approved by the administration and with the prior written consent of parent(s) and/or staff. In all cases, audio, video,

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and live streaming of presentations must conform to applicable state and federal laws. Parents must authorize permission via the IHS Parent and Student Acknowledgements form each year.

## **FOOD SERVICES**

IHS offers students lunch daily through cooperation with the Martin County School District (MCSD) Food and Nutrition Services (FNS) Department. Prices for student meals, a-la-carte items, faculty and staff meals, snack foods, and beverages are consistent with the district-wide price schedules established by the MCSD. School lunches meet meal pattern and nutrition standards based on the Dietary Guidelines for Americans and are designed to provide children with approximately one-third of the nutrients required according to the Recommended Dietary Allowances (RDA). The current meal pattern increases the availability of fruits, vegetables and whole-grains while reducing sodium. Additional information pertaining to the National School Breakfast and/or Lunch Program can be located at [www.fns.usda.gov](http://www.fns.usda.gov).

- Students who bring lunch are encouraged to pack a healthy and nutritious meal to promote learning.
- A microwave is available for student use upon request.
- Students must not distribute food to others unless approved by administration and commercially prepared. Only commercially prepared foods will be served or sold to students at any time.

### **Meal Charging**

It is the parent and student's responsibility to keep meal account balances positive.

Meal Payment: We encourage parents to periodically check their student's account to make certain their child is current. Parents are able to make online payments at [myschoolbucks.com](http://myschoolbucks.com).

### **Free and Reduced Meal Family Applications**

Martin County School District Food and Nutrition Services information, including free/reduced meal application, meal accounts/charging, and other resources, is accessible at [Martin County School District: Food and Nutrition Services: Home Page](#). Only one free/reduced lunch form for the entire family, listing all students, may be submitted. Once an application is submitted, the Food and Nutritional Services Department will process it within 10 working days. Make sure during the application process that the child brings a lunch from home or money for meals. Students participating in these programs must submit an application for the new school year. Participants enrolled during the previous school year will continue receiving benefits through mid-September. Parents/guardians resubmitting applications in a timely manner will receive status information prior to the September deadline.

### **Café**

To assure the proper maintenance of the facilities and help maintain order, the following list of rules must be observed by all students. Violators are subject to disciplinary action.

1. Students may purchase lunch and eat in the Café area.
2. Students are not allowed to order food to have delivered to IHS.
4. All tables must be left clean and chairs properly placed.
5. Everyone at the table is responsible for the cleanliness of the table. The last person at the table is responsible for all items left on the table.



**REMEMBER: ONLY WATER IS ALLOWED  
IN THE CLASSROOMS**

## **TRANSPORTATION AND PARKING**

### **BUS TRANSPORTATION**

IHS works in cooperation with the Boys and Girls Club of Martin County, Martin County School District (MCSD) and Martin County public transportation (Marty) to provide bus transportation services and all MCSD bus policies are in effect. When changing buses at another Martin County school, students must remain in the bus loop at each school and may not visit others on campus. Bus transportation services are provided on regularly scheduled Martin County school days and early release dates. The IHS calendar may differ from MCSD. Only students with proper ID will be allowed to board the bus.

Bus evacuation safety drills will be conducted each semester. All students using school transportation must adhere to all directions given during these drills.

### **STUDENT/PARENT TRANSPORTATION**

IHS students/parents may provide their own transportation to and/or from school. For IHS students, there is a \$10 annual parking fee and an IHS decal must be properly displayed when parked on campus at all times. Student parking is on a first-come, first-serve basis.

Driving on campus is a privilege, not a right. In addition to observing all IRSC regulations, students must also adhere to all applicable state and local laws related to vehicles, driving on campus, and the use of parking lots.

- Speed limits must be followed, not to exceed 20mph
- Pedestrians always have the right-of-way.
- Students are not allowed to loiter in the parking lot or remain in vehicles.
- Students are to obtain permission from the Main Office to retrieve items from their vehicle during class time.

Violation of any vehicle or driving-related laws or policies may result in disciplinary action, including the temporary or permanent revocation of campus driving privileges. Procedures for parking, pick-up, and drop-off are posted on the IHS website under both Student and Parent Login.

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## THE COLLEGE ENVIRONMENT

Dual Enrollment students simultaneously earn high school credit toward a high school diploma along with college credit toward an Associate Degree. Dual Enrollment is a privilege, not a right. Students must understand they may be attending classes with non-high school aged students and may encounter students of a variety of backgrounds.

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

- Academic policies in accordance with the IRSC College Catalog, IHS Student Progression Plan and IHS 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.
- Students who take classes through the Dual Enrollment program are in actual college classes. Dual Enrollment requires students to be self-motivated. College is a very different environment than high school. Students must:
  - Be on time for class, stay the entire class, and attend all sessions. College instructors have attendance policies and missing class may negatively impact student's grade (regardless of the reason for the absence or tardiness).
  - Read the course syllabus and follow the instructions. This is the document that contains information about what is expected in the class. Keep a copy of it in a binder or on a laptop and refer back to it when needed.
  - Realize that College instructors do not necessarily allow make-up work for assignments or tests missed. Missed work may mean a "0" for that assignment. Instructors may not provide opportunities for make-up work and if they do, it may come with a penalty (i.e. ½ credit for the assignment or test).
  - Make sure to schedule enough time to study. National statistics show that successful students study 2-3 hours per week for every one credit hour of the course. That means 4-6 hours of homework/reading/study time per week in addition to class time. Some classes may take more time and some may take less time.
  - Complete homework and turn it in ON TIME. Most college instructors do not accept late assignments. Dual enrollment students will be treated like every other student in class.
  - Keep an open dialogue with instructors rather than depending on parents or school officials to do so.

### How to Succeed in All Classes

- Read the material assigned by the instructor.
- Pay attention! Do not talk with friends, text, surf the internet, etc. during class.
- Maintain regular communication with instructors.
- Ask for help! Students can meet with instructors during office hours or before/after class.

## COURSE COUNSELING

The IHS 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. *Parents/guardians must approve in writing any schedule changes requested by the student.* Every effort will be made to encourage college coursework;

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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 Florida's Postsecondary Education Readiness Test (PERT), SAT and/or ACT. Decisions whether to place a student in college courses will be determined based upon the academic history (GPA and previous grades) of the student, as well as teacher input. First-time dual enrollment students cannot participate in more than four (4) college classes during their first semester. One of the classes must be SLS1101 (Student Success). Students will not be allowed to earn more credits than those required for an AA/AS degree through Dual Enrollment. Any exceptions require IHS and IRSC administrative approval.

Students who fail or withdraw from a course cannot take additional dual enrollment classes until they have retaken and completed the course, or an alternative course jointly agreed upon by the student, the IHS certified School Counselor, and IRSC advisor at their own expense or during the summer. Students not maintaining satisfactory academic progress may be prohibited from taking future dual enrollment courses. In some cases, a student academic contract may be required before continuing in college courses.

All Dual Enrollment students are assigned to an IRSC advisor during their first term of enrollment. Students must meet with their advisor during the fall or spring semester of their first year in order to create and customize a Guided Pathway/Academic Plan based upon their academic and career goals. Students must also meet with their IRSC advisor annually to ensure they are making appropriate progress towards an Associate degree, if applicable. The IHS 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 his/her IRSC advisor to ensure that all requirements for the degree are being/have been met.

### **WITHDRAWING FROM AN IRSC COURSE**

Withdrawal from courses could negatively impact students both academically and financially. Students who accrue excess hours in earning a degree may be subject to paying additional fees at any Florida public university. Students are required to discuss any intent to withdraw from a course with their instructor in order to avoid negative repercussions and to explore how the course might be completed through various possible options. Any unauthorized withdrawal from a dual enrollment course will result in a retake of the same course at the student's expense.

Students may withdraw from any class and have a "W" recorded in their cumulative record provided certain conditions are met:

1. Student has discussed their desire to withdraw with their faculty member through a live meeting, online, or by phone.
2. For Full Term and Express schedule classes, individual class withdrawals must occur before the deadline noted in the Academic Calendar.
3. Withdrawals from Special Registration classes must be completed prior to the final class meeting. A Special Registration class has beginning and ending dates that do not coincide with the beginning and ending dates of Full Term classes.
4. A total withdrawal from all classes must occur before the deadline date noted in the Academic Calendar. Official withdrawal forms are available in the IHS certified School Counselor's office and must be signed and approved by the student, a parent/guardian, as well as an IRSC advisor.

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5. Withdrawals are not permitted for a student's third attempt in any college credit course. See the Withdrawal and Grade Forgiveness Policy.
  6. Individual class withdrawals may be completed in person with the certified School Counselor. The official withdrawal date is the date the withdrawal form is approved by the IHS certified School Counselor and parent/guardian.
  7. Students who do not attend class and who do not officially withdraw may receive a failing or unsatisfactory grade.

A grade of “W” will appear on the student’s transcript. This does not calculate in 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, the most recent 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 other colleges and universities. Two withdrawals from the same course may result in higher tuition costs for the course in the future.

## INFORMATION SYSTEMS AND SUPPORTING TECHNOLOGY

### **LAPTOPS**

In the interest of furthering the educational goals of IHS and its students, IHS will make available for use by the student one (1) laptop computer for use while the student is registered at IHS. The laptop is intended for educational purposes and will be issued upon the student’s and parent/guardian’s signed acceptance of the terms of the Laptop Computer Use Agreement, the terms of the school’s Computer/Network Resources Acceptable Use Policy and the school’s Code of Conduct. The Laptop Computer Use Agreement must be signed and returned before laptops are issued to parents (See Appendix A.) Laptop access may be terminated if used inappropriately. **All students at IHS are subject to the network and Internet usage terms of this agreement.**

Use of laptops in the classroom is at the discretion of each instructor. When an instructor is permitting laptop use, they are only to be used for educational purposes. Using the laptop for non-academic purposes during class time can result in disciplinary action.

### **BRING YOUR OWN TECHNOLOGY (B.Y.O.T.)**

The use of technology, whether owned by the IHS or devices supplied by the Users, entails personal responsibility. Students and parents/guardians participating in “Bring Your Own Technology (B.Y.O.T.) agree to comply with the terms and conditions set by the acceptable use policy.

### **NETWORK PROTOCOLS**

IHS uses IRSC’s network services, which provide extensive access to worldwide communication between individuals for dissemination of information and ideas. IRSC/IHS supports and encourages open access to electronic communication and information, such as communication with instructors, educators, and other students in connection with coursework and other college/IHS school-sponsored activities. Failure to adhere to IRSC/IHS’s Network Protocols or the Code of Conduct may cause students to lose school network access.

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## **USER GUIDELINES**

IRSC/IHS provide a wide variety of computing and network resources for students, faculty, and staff. Those resources are intended for the legitimate business of the College and IHS and are a privilege, not a right. All students are responsible for their actions and activities involving computers and/or network services, and for their computer files, passwords and accounts.

Appropriate use of information resources includes instruction, research, and the official work of the offices, departments, recognized student and campus organizations, and other agencies of the college. Members of the college community shall use information resources responsibly and considerately.

**The following guidelines apply to use of all network connected devices at IRSC and IHS:**

### *Acceptable Uses*

1. IRSC and IHS computers including B.Y.O.T. network services are provided for educational purposes consistent with the IHS educational mission and instructional goals.
2. Students must comply with all IHS policies and Code of Conduct when using IHS computers, B.Y.O.T. devices and network services whether on or off school property. Use of these technological resources, which include the IRSC / IHS network systems, is restricted to approved purposes only.

### *Prohibited Uses*

1. Accessing or Communicating Inappropriate Materials - Students may not access or post abusive, obscene, vulgar, sexually explicit, threatening, discriminatory, harassing, bullying and/or illegal materials, images (still or video) or messages.
2. Illegal Activities – Students may not use IRSC and IHS computers including B.Y.O.T. network services for any illegal activity.
3. Students may not violate Copyrights or Software Licenses.
4. “Hacking”- Students may not share passwords, use other users’ passwords, access or use other users’ accounts, or attempt to circumvent the network security systems and/or network services.
5. Malicious Use/Vandalism - Students may not engage in any malicious use, disruption or harm to computers and/or network services, including but not limited to hacking activities and creation/uploading of computer viruses.
6. Unauthorized Applications / Programs - Students using IHS computers may only install officially approved applications on their issued devices.

## **STUDENT ACCOUNTABILITY**

Violations of computer and network policy as outlined in this document are considered violations of the IHS Student Code of Conduct and are subject to the actions and procedures described in this code. It is ultimately the responsibility of computer users to obtain secure backup copies of essential files for disaster recovery.

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This policy applies to the use of each student's laptop computer as well as to the use of computers and network resources on campus including B.Y.O.T. The rules in the separate Laptop Computer Use Agreement apply whether students are using their laptop at home or on campus. Violations of this acceptable use policy may result in immediate loss of the laptop and network access privileges.

### **Responsibilities**

1. It is the responsibility of the student and parents/guardians to exercise reasonable care of school issued devices at all times.
2. Students are expected to bring the device with them to school every day, ready to use and fully charged.
3. If a student leaves IHS, the student must return the school issued device.

IHS Laptop Repair cost guidelines for parents:

Should your laptop incur physical damage the repair costs are as follows:

- Each incident is subject to a service fee of:
  - \$99 for screen damage or top cover enclosure damage. Including dents, dings, and gouging referred to as "*cosmetic damage*"
  - \$299 for other damage
  - \$25 for lost charger replacement, \$35 for additional replacement
  - Catastrophic damage from an accident or inoperability after unauthorized modifications are not covered repairable and parents / students will be required to make financial restitution to IHS in the amount of \$500.

Parents / students have the option to purchase an insurance policy at a cost of \$70. The insurance policy covers:

- Theft / robbery
- Accidental damage (*non-cosmetic*)
- Fire
- Vandalism
- Natural disaster

### **PRIVACY AND ACCESS**

IRSC/IHS supports each individual's right to private communication and will take reasonable steps to ensure security of the network. However, messages on IRSC/IHS computing resources are potentially accessible to others through normal system administration activities and to the public through public records laws. Hence, IRSC/IHS cannot guarantee absolute privacy of electronic communication. IRSC/IHS supports each individual's right to privacy of personal files. However, in the normal course of system administration, the administrator may have to examine user files to gather information to diagnose and correct problems. Additionally, with reasonable cause for suspicion and appropriate administrative authority, files may be examined by system personnel to determine if a user is acting in violation of the policies set forth in this document.



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IRSC/IHS cannot guarantee that, in all instances, copies of critical data will be retained on college systems. It is ultimately the responsibility of computer users to obtain secure backup copies of essential files for disaster recovery.

IRSC/IHS computing network, software, services and network access are to be used only for legitimate educational purposes; however, parents/guardians are advised that it is impossible for IRSC/IHS to restrict access to all controversial materials available through network/internet access.

At the IHS, we use Google Workspace for Education. Students will use their G Suite accounts to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills. The notice found at: [www.IndiantownHighSchool.org](http://www.IndiantownHighSchool.org) (pending) provides answers to common questions about what Google can and can't do with your child's personal information.

<b>RELEASE OF STUDENT INFORMATION</b>
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Both the college and the high school are committed to the protection of confidential student information. Procedures related to the review and release of student information conforms to Public Law 93-380, the *Family Rights and Privacy Act of 1974* (FERPA). Directory information may be released without specific notification to, or approval of, the parent/guardian of the student involved. Directory information includes student name, grade level, participation in officially recognized activities/sports, dates of attendance, diploma/degrees and awards received, and the most recent previous educational agency or institution attended by the student.

In addition to directory information, the school routinely releases certain information to the United States Armed Forces and to college/university recruiters upon request. This information may include name, address and telephone number. Parents/guardians have several rights related to the release or withholding of information and of photographs.

- Parents/guardians may request that the school not release any directory information to the public; doing so requires the parent/guardian to submit a signed form to that effect. This form will not prohibit release to the US Armed Forces or college/university recruiters and may result in the student's name being omitted from various announcements and releases of academic honors, graduation and awards.
- Parents/guardians may request that student information not be released to the US Armed Forces and college/university recruiters; doing so requires the parent/guardian to submit a signed form to that effect and is different from requesting that all directory information be withheld from the public.
- As part of the enrollment process at the start of each school year, parents/guardians are also requested to indicate in writing if the student's photograph is not permitted to be released.

Falsification of information on any admission document or other materials submitted to IHS or IRSC may result in denial of admission or immediate dismissal from the school.

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<b>SCHOOL ROLES AND RESPONSIBILITIES</b>
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Each member of the IHS community is expected to participate seriously and purposefully in the educational process. Students, parents/guardians, and the school staff members must assume responsibility in maintaining a positive learning environment, free from disruption and distraction according to the IHS Student Code of Conduct.

### **STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES**

Indiantown High School resembles society as a whole. Students are treated as individuals responsible for their own actions. Rules are followed for the benefit of all, and each person has a right to expect courtesy, integrity and good citizenship in dealing with others. All students assume the responsibility for compliance and cooperation with IHS policies and rules, just as each student is responsible to the larger community, state, and nation in which we live.

### **ROLES AND RESPONSIBILITIES OF THE STUDENT**

- Know, uphold, and abide by all IHS and IRSC rules, policies, and regulations.
- Be honest with all written assignments using your own ideas and words. Plagiarism refers to academic dishonesty that can be intentional or unintentional.
- Refrain from profane or inflammatory statements. Report promptly and in good faith to the school counselor and/or administration any act of stalking, cyber-stalking, bullying, cyber-bullying, harassment, or cyber-harassment incidents.
- Know, uphold, and abide by all IRSC and IHS instructors' college course syllabi and grading policies.
- Attend all classes daily and on time.
- Provide prompt notification and explanation from parent or guardian for any absence or tardy in accordance with IHS attendance policies.
- Request make-up assignments from instructors in advance or upon return to school.
- Adhere to rules regarding school-sponsored transportation.
- Respect each student's right to learn in all educational environments, including maintaining a quiet atmosphere in all common areas.
- Come to class prepared for learning. This includes, but is not limited to, recording assignments in a planner, asking for clarification from the teacher on any assignments, completing all homework and assignments in a timely manner, and requesting make up work for any excused absences.
- Meet the requirements for every course you are enrolled in.
- Respect other students, school personnel, and guests of the school community, as well as property of the school and others.
- Behave in a safe and responsible manner.
- Respect patriotic observances and others' religious beliefs and cultural differences.
- Actively participate in the school's educational experiences.
- Be clean and wear appropriate attire (functional, non-distractive, and safe clothes).
- Refrain from conducting non-school related money-raising drives among students or staff.
- Do not possess, store or distribute any materials prohibited by law, such as drugs, drug paraphernalia, alcohol, tobacco, weapons, pornographic material, etc.

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- Refrain from bringing pets or animals to school for reasons other than those that support the educational mission of the school according to the Florida Department of Health Guidelines and State Requirements for Educational Facilities (SREF). Exceptions to this policy include service animals for persons with disabilities.

*Students have a right to expect:*

- Fair and respectful treatment by school personnel and other students.
- Information defining rules for absences, tardiness, withdrawal, and make-up assignments.
- The IHS Handbook, IRSC College Catalog and other relevant policies and procedures.
- A copy of classroom policies and procedures located on each instructor's syllabus.
- Enforcement of rules without discrimination.
- A safe, drug-free learning environment.
- To meet in accordance with school rules and scheduled use of facilities.
- To participate in school programs and activities in accordance with school policies.
- The ability to express their opinions in a respectful manner and hear all sides of issues.
- Protection and privacy of personal property and possessions as set forth in Florida rule/law.
- Privacy of their school records as set forth in Federal, State, and Local rules.
- Due process in disciplinary issues.

#### **ROLES AND RESPONSIBILITIES OF THE PARENT/GUARDIAN**

- Maintain regular communication with the school personnel concerning the student's progress, attendance, and conduct. Make appointments with staff and faculty as needed.
- Ensure the student attends school daily and promptly report and explain any absence or tardiness. Please keep students out of school when they are ill or have a contagious disease.
- Log onto FOCUS to access student's high school grades and attendance.
- Use the IHS website at [www.IndiantownHighSchool.org](http://www.IndiantownHighSchool.org) (pending) to access information on college opportunities, scholarships, testing, and curriculum.
- Provide the student with resources needed to complete class work and monitor assigned homework for completion.
- Assist the student in being healthy, clean, well-groomed, and in compliance with the dress code before coming to school.
- Inform the school immediately of anything that may affect a student's ability to learn or attend school regularly.
- Work with school personnel to support the Student Code of Conduct.
- Discuss progress reports and assignments with the student.
- Report immediately any changes to telephone contacts for work, home, and emergency numbers and addresses to Student Services.
- When entering the school building, sign in at the front desk and provide proper identification before proceeding to any other locations in the building.

#### **ROLES AND RESPONSIBILITIES OF THE SCHOOL**

- Maintain an atmosphere conducive to learning and good behavior.
- Demonstrate an attitude of respect for students and parents/guardians.
- Plan a flexible curriculum to meet the needs of all students.

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- Teachers will assign meaningful, purposeful and relevant work that reinforces classroom learning, give clear and understandable instructions, provide feedback on assignment(s) in a timely fashion and set a clear homework policy, including any conditions regarding acceptance of late work in the course syllabus.
  - Maintain open lines of communication among students, parents/guardians, and school personnel.
  - Maintain a safe, drug-free learning environment.
  - Model positive behaviors expected from students.
  - Support students in the attainment of their educational goals.
  - The Principal, or his or her designee, will notify a student's parent or guardian if the student is removed from school, school transportation or school-sponsored activity for an involuntary examination under the Baker Act.

### **STUDENT CODE OF CONDUCT**

Students shall be committed to the common good of the school and shall comply with Local, State, and Federal laws, as well as school policies and regulations during the time the student is under the control and jurisdiction of Indiantown High School and IRSC. The student is deemed to be under the jurisdiction of the school when in route to and from school on school-sponsored transportation, attending school, present at any school-sponsored activity and/or present at any school or Indian River State College facility.

Any act or behavior by a student that interferes with or otherwise disrupts the orderly conduct, process, functions, and/or interests of the school is prohibited and subject to disciplinary action. Unless otherwise mandated by State or Federal statute, the school reserves the right to determine the appropriate disciplinary action as warranted by individual circumstances.

### **PROGRESSIVE DISCIPLINE**

The goal of progressive discipline is to promote positive school climates and opportunities for students to develop relationships, resulting in better decisions and choices.

Progressive disciplinary actions will be administered based on policies and procedures clearly communicated to staff, students, parents, and guardians via the IHS and IRSC Code of Student Conduct. When deciding upon levels of interventions and consequences, administrators will consider developmental factors, student exceptionalities, and cultural sensitivities. Other considerations include:

- Previous conduct.
- Probability of a recurring violation.
- Intent and severity of the offense.
- Patterns of established behavior.

Criminal and violent threats/offenses could result in increased interventions and consequences. Accountability measures are intended to keep students safe and engaged in the educational process.

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## **THREAT ASSESSMENT TEAM (s. 1006.07(7), F.S.)**

Students are prohibited from making a verbal, written, or symbolic threat of violence, directly or indirectly, against anyone. Any threat of violence must be reported immediately to a teacher or school administrator. All threats of violence will be reported to the threat assessment team. School site threat assessment teams include persons with expertise in counseling, instruction, school administration, and law enforcement. A student found to have made a threat of violence that adversely impacts the school environment is subject to appropriate disciplinary consequences, up to and including: suspension, expulsion, arrest, and prosecution. In addition, law enforcement may be requested to conduct a home visit to assess the risk associated with the threat. In addition to threats of violence, if a student's presence at the school poses a present and continuing danger to persons or property or a disruption of the teaching environment, whether in a classroom or elsewhere on the school premises, then the IRSC Chief of Security or designee may remove the student, either temporarily or permanently, from the school premises or from extra-curricular activities.

## **BEHAVIORAL EXPECTATIONS**

Students are expected to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with regard for the rights and welfare of other students and school staff, educational purpose underlying all school activities, and care of school facilities and equipment. Students that violate the code of conduct or engage in unacceptable behaviors will be placed on behavioral probation for a period of up to 90 days.

## **BULLYING AND HARASSMENT**

Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect; and refuse to tolerate bullying or harassment. In accordance with Florida's "Jeffrey Johnston Stand Up for All Students Act," it is IHS policy that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. IHS will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

- During any education program or activity conducted by IHS/IRSC/MCSD
- During any school-related or school-sponsored program or activity or on a MCSD bus or transportation provided by IHS
- Through the use of data or computer software that is accessed through a IHS/IRSC computer, computer system, or computer network
- Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by IHS, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by IHS/IRSC or substantially disrupts the education process or orderly operation of a school.

Concluding whether a particular action or incident constitutes a violation requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student

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Conduct. School administration will determine consequences and appropriate remedial action for any student found to have wrongfully and intentionally accused another as a means of bullying or harassment.

"Bullying" includes "cyber-bullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

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| A. teasing           | G. theft                                   |
| B. threats           | H. sexual, religious, or racial harassment |
| C. intimidation      | I. public or private humiliation           |
| D. stalking          | J. destruction of property                 |
| E. cyber-stalking    | K. social exclusion                        |
| F. physical violence |  |

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee, which is severe and pervasive, that it:

- Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
- Has the effect of substantially disrupting the orderly operation of a school.

Bullying and harassment also encompasses:

- Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - Incitement or coercion.
  - Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the school.
  - Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

Cyberstalking, as defined in s. 784.048(1) (d), F.S., means to engage in a course of conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying is defined in HB609 as bullying through:

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- The use of technology or any electronic communication, which includes, without limitation the transmission of signs, signals, writing, images, sounds, data, or intelligence of any nature by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, electronic mail, internet communications, instant messages, or facsimile communications.
  - The creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.
  - The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that is accessible to others, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

### Sexual Cyber-harassment

Pursuant to Florida law, “sexual cyber-harassment” means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person’s consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyber-harassment may be a form of sexual harassment.

### **Bullying and Harassment Reporting**

Conduct that constitutes bullying and harassment, is prohibited. IHS encourages students to report bullying and harassment acts to school officials verbally or in writing. Report anonymously by mailing an unsigned letter to IHS administration:

Principal  
Physical Address  
Indiantown, FL 34956

Or report through the anonymous [Student online suggestion box](#) on the homepage of the IHS website.

Indian River State College does not discriminate on the basis of race, color, national origin, ethnicity, sex, religion, age, disability, sexual orientation, marital status, veteran status or genetic information in its programs and activities.

It is the policy of Indian River State College that each employee, visitor and student be allowed to participate in college programs, activities and employment in a discrimination and harassment free environment. Discrimination and harassment of any nature based on one’s race, color, national origin, sex, religion, age, disability, sexual orientation, marital status, veteran status, or genetic information is strictly prohibited.

### **Title IX Rights**

Title IX addresses sexual harassment, sexual violence, or any gender-based discrimination that may deny a person access to educational benefits and opportunities.

Under Title IX, schools must ensure that all students and employees have equal access to education and educational facilities, regardless of gender, sexual orientation, or gender identity. Sexual harassment and sexual violence are forms of gender discrimination that are prohibited by Title IX, including when the incident(s) occur off-campus or involve people who are not students.

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When a student or employee has experienced a hostile environment such sexual assault or severe, pervasive, and objectively offensive sexual harassment, schools must stop the discrimination, prevent its recurrence, and address its effects. This includes retaliation from other students, school administrators, or faculty.

Schools must proactively prevent and respond to claims of sexual harassment, sexual violence, and other forms of gender-based violence, retaliation, discrimination, and must have an impartial and prompt process for investigating and adjudicating reported cases.

IHS and Indian River State College prohibits the commission of any act of sexual assault, sexual misconduct, sexual battery, and other crimes of violence upon employees, students and prospective students, visitors, and other affiliates of the College conducting College business, events or activities on IRSC property or IRSC-sponsored events.

The following person has been designated to handle inquiries regarding non-discrimination and Title IX complaints:

Aдриene B. Jefferson  
Equity Officer/Title IX Coordinator  
Indian River State College  
3209 Virginia Avenue  
Fort Pierce, FL 34981-5596  
ajeffers@irsc.edu  
772- 462-7156

Additional Information, Complaint Forms, and Title IX Compliance Documents are located at <https://www.irsc.edu/about/equity-and-diversity.html>

### **REQUIRED NOTICE**

**Nothing in this Code of Discipline shall infringe upon due process rights guaranteed to individuals by the United States Constitution or State or Federal law.**

### **DISCIPLINE GUIDELINES AND CONSEQUENCES**

This Code links specific disciplinary actions to specific prohibited behaviors. In determining consequences to use for unacceptable behaviors, it is not necessary to use each one or even use them in the order listed. Typically, suspension shall occur only after other corrective measures have been used without success, unless the situation is of a serious nature and warrants immediate suspension. Please note: Under certain circumstances, specific disciplinary actions are mandated by law. **Corporal punishment may not be used under any circumstances. Reasonable force by school personnel may be used to protect the student from harm and/or injury to self, school personnel and others. Reasonable force shall be defined as “appropriate professional conduct including physical force as necessary to maintain a safe and orderly learning environment.” (Section 1006.11, Florida Statutes).**

The following consequences for misbehavior are equally applicable for all IHS students:

1. Verbal reprimand/warning
2. Time out.
3. Teacher/student conference including record review.



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4. Disciplinary action initiated by teacher as specified in the instructor syllabus.
  5. Detention\* and/or special work assignment.
  6. Completion of online educational modules or assignments.
  7. Referral to school counselor/administration/other mental health professional.
  8. School/parent or guardian contact.
  9. School/parent guardian conference.
  10. Behavior plan/contract.
  11. Confiscation of item (with or without return to parent).
  12. Schedule change (if possible and appropriate).
  13. Restorative meeting or action
  14. Administration involvement.
  15. Immediate parent/guardian notification.
  16. Mediation.
  17. Administrative/School Counselor referral to the attendance/truancy officer.
  18. Suspension from bus; student must attend school and parent must provide transportation.
  19. Internal suspension from classes and all school activities in accordance with IHS procedures.
  20. Administrative referral to student services and/or outside agencies for evaluation which may result in placement in special programs such as: alcohol/substance abuse, anger management, smoking cessation or alternative school assignment.
  21. Withdrawal of privileges which may include, but not be limited to, computer access, participation in extracurricular activities, bus riding privileges, and/or parking privileges, etc.
  22. External suspension from classes and all school activities in accordance with IHS procedures.
  23. Restitution and/or compensation by parent(s)/guardians(s) for damage done by student in accordance with Florida Statutes.
  24. Students and parent(s)/guardian(s) may be held liable for medical expenses.
  25. For IRSC-related matters, referral to IRSC's Vice President of Student Affairs.
  26. Referral to appropriate law enforcement agency.
  27. Dismissal from IHS in accordance with IHS Disciplinary Actions and Procedures.
  28. Recommended expulsion.
  29. Other school-based consequences as deemed appropriate by administration.

\* When using detention as a disciplinary measure or to complete work, the teacher and the administration will consider the distance between the student's home and school and whether transportation is an issue. If it is necessary to detain a student after school, parents/guardians shall be notified at least one (1) day prior to the detention, unless special arrangements have been made by the parent or guardian.

**NOTE:** Some offenses may result in criminal prosecution. For Purposes of this Code, possession is defined as "In or on your person or property or in a place over which you have control, or in which you have hidden or concealed the object."

<b>Academic dishonesty online:</b> Florida Law (1002.321) makes it a crime for any person who knowingly and willfully takes an online course or examination on behalf of another person for compensation. This is a misdemeanor punishable by jail and fines.	Ref# 1-15, 19-23, 26-30.
<b>Ammunition Possession:</b> Possession of any projectiles together with their fuses, propelling charges, and primers that are fired from guns.	Ref# 1-15, 18-30.
<b>Assault on Employee and/or Student (non-SESIR):</b> An intentional threat on an employee and/or student by word or act to do violence to another person, or doing some act that creates a well-founded fear in another person that such violence is imminent without subjecting them to physical attack.	Ref# 1-16, 18-30.
<b>Buying/Selling Unauthorized Items:</b> Buying and selling of items and/or materials that have not been previously approved by the principal and/or designee.	Ref# 1-15, 18, 21, 23-26, 30.
<b>Cheating/Plagiarism:</b> Willful or deliberate unauthorized use of the work of another person for academic purposes, or inappropriate use of notes or other material (including on-line/electronic resources) in the completion of an academic assignment or test. The penalty for plagiarism, broadly construed as submitting as your own, the work of others, in whole or in part, without appropriate credit to the true author, is a failing grade for the assignment and/or course. Subsequent violations will result in additional disciplinary sanctions, up to, and including suspension and/or dismissal from IHS. Students who assist others in the act of cheating by providing information or assistance may also face disciplinary action.	Ref# 1-15, 19-23, 26, 28, 30.
<b>Defiance/Insubordination:</b> Refusal or failure to comply with a direction or an order from a staff member. Failure to comply with state law, school board policy, local school rule, behavior contracts, or classroom rules.	Ref# 1-15, 18-23, 26, 28, 30.
<b>Dishonesty:</b> Intentionally providing non-valid or misleading information or the withholding of valid information to a school system staff member.	Ref# 1-16, 19-23, 26, 28, 30.
<b>Disruption:</b> Conduct or behavior which interferes with or disrupts the teaching and learning process, the orderly process of the school environment, a school function, or extracurricular or co-curricular activities. (Includes, but is not limited to, loud talk, sustained out of seat behavior, etc.)	Ref# 1-15, 18-23, 26, 28, 30.
<b>Disrespect:</b> Conduct or behavior which demeans, shames, irritates, humiliates, or embarrasses a person or group of persons.	Ref# 1-16, 18-23, 26, 28, 30.
<b>Disrespect for Others' Property:</b> Minor infractions involving property.	Ref# 1-15, 18-24, 26, 28, 30.
<b>Dress Code Violation:</b> Non-conformity to school dress code.	Ref# 1-15, 18-23, 26, 28, 30.
<b>Elopement:</b> Intentional leaving or running away from assigned area and/or staff supervision and not returning.	Ref# 1-15, 19-23, 26, 28, 30.

<b>Extortion:</b> Willful or malicious threats of harm, injury, or violence to the person, property, or reputation of another with the intent to obtain money, information, services, or items of material worth.	Ref# 1-16, 18-24, 26, 28, 30.
<b>Failure to be Prepared:</b> Refusal or failure to bring appropriate materials and supplies such as papers, pencil, pen, etc. Refusal or failure to complete and return assigned forms.	Ref# 1-15
<b>Failure to Report:</b> A student who fails to adhere to/report for a consequence for an infraction.	Ref# 1-15
<b>False and/or Misleading Accusations:</b> The making of false accusations that jeopardizes the professional reputation of a member of the school staff.	Ref# 1-16, 18-30.
<b>False and/or Misleading Information:</b> Intentionally providing non-valid or misleading information or the withholding of valid information, to a school system staff member. Also included shall be the possession or use of false identification. <b>Note: Some offenses may result in criminal prosecution.</b>	Ref# 1-16, 18-30.
<b>Fighting (non-SESIR):</b> Two or more individuals participating in physical conflict with both parties engaged. Applies when there is no injury AND engaged party stops on verbal command.	Ref# 1-16, 18-30.
<b>Illegal Organizations:</b> Establishing and participating in a secret society, including a “criminal street gang” as defined by section 874.03 FS, on school property, at a school function or extracurricular activity.	Ref# 1-16, 18-30.
<b>Inappropriate behavior:</b> Any inappropriate behavior not elsewhere defined in the Code of Student conduct (to include horseplay).	Ref# 1-16, 18-30.
<b>Inappropriate Location:</b> Presence of the student in an unapproved location and/or during an unapproved time.	Ref# 1-15, 19-23, 26-30.
<b>Inappropriate Touching /Public Display of Affection (PDA):</b> Engaging in clearly inappropriate contact not suitable in a school setting.	Ref# 1-15, 18-23, 26, 30.
<b>Inciting, Leading or Participating in a Student Disorder:</b> The willful act of inciting, leading or participating in any disruption or disturbance which interferes with the educational process, or which can result in damage or destruction to public or private property, or cause personal injury to participants and others.	Ref# 1-17, 19-30.
<b>Indecent Exposure:</b> To be naked or otherwise exhibit or expose sexual organs in a vulgar or indecent manner.	Ref# 1-17, 19-30.
<b>Leaving Class or Designated Area Without Permission:</b> Leaving a classroom or educational experience without staff permission, but remaining on the campus.	Ref# 1-15, 19-23, 26, 28, 30.
<b>Leaving School Without School and Parent Approval:</b> Leaving campus without school and parent approval.	Ref# 1-15, 17, 19-23, 26, 28, 30.
<b>Malicious Harassment/Hate Crimes:</b> Intentionally intimidating or harassing another person.	Ref# 1-17, 19-30.

<b>Misconduct on School Bus or Other School Approved Transportation:</b> Conduct or behavior which interferes with the orderly, safe and expeditious transportation of students or other authorized riders.	Ref# 1-16, 18-30.
<b>Non-Prescription (OTC) Drug Possession/Use/Distribution:</b> Possession/Use/Distribution of any medication, other than prescription medication. If being used for chemical intoxication (See p. 36). Examples might include cold medications, pain medication, dietary supplements, etc.	Ref# 1-15, 18-23, 26-30.
<b>Other Serious Misconduct:</b> Any serious conduct which is not described in any other incident code and which did or had the potential to disrupt school operations or pose a threat to the health, safety and property of the student or others. This may include, but is not limited to, significantly obstructing staff members from performing their duties.	Ref# 1-16, 18-30.
<b>Pornographic Materials:</b> Possession of pornographic materials.	Ref# 1-16, 18-30.
<b>Possession of a Stolen Item:</b> Possession of an item stolen by someone else.	Ref# 1-16, 18-30.
<b>Possession of Contraband Material:</b> Possession, use and/or distribution of materials or items which are forbidden at school, including but not limited to matches, lighters, cigarettes or other forms of tobacco/nicotine, including e-cigarettes and vapor products, ammunition, fireworks and lasers of any type. Contraband shall be confiscated and may not be returned to student. Possession of a common pocketknife or other item that is not designed or constructed for use as an offensive weapon may be considered exempt if (1) there has been no threatening or intimidating display of the item (2) the item does not constitute a "concealed weapon" as defined in Section 790.001(3), F. S., (3) the item is not a gun or firearm of any type, <b>and</b> (4) no criminal charge is filed against the student as a result of the incident being reported to and investigated by law enforcement.	Ref# 1-16, 18-30.
<b>Profane, Obscene, Abusive Language/Materials:</b> The use of either oral or written language, including racial slurs, gang-related/cult-related gestures or signs, objects or pictures which are disrespectful or socially unacceptable and which tend to disrupt the orderly school environment, a school function, or extracurricular/co-curricular activity.	Ref# 1-16, 18-30.
<b>Repeated Misconduct:</b> Repeated misconduct which tends to substantially disrupt the orderly conduct of a school, school function or extracurricular/co-curricular program or activity.	Ref# 1-16, 18-30.
<b>Skipping:</b> Unauthorized absences from class and/or school.	Ref# 1-15, 17, 19-22, 28, 30.
<b>Tardiness:</b> Late arrival to school or class.	Ref# 1-15, 17, 21, 30.
<b>Technology Infraction (Minor):</b> Unauthorized use of cell phone or technology (i.e. games, unauthorized websites.)	Ref# 1-15, 18, 19, 21, 30.
<b>Technology Infraction (major):</b> Misuse of a computer/technology, to include cell phone, with malicious intent. Examples may include "system hacking" or making unauthorized	Ref# 1-15, 19-30.

changes to operating systems, breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software, taking/sending malicious texts or photos (including on social media), etc.	
<b>Theft (Up to \$300):</b> Stealing of an item or possession of an item stolen by someone else.	Ref# 1-16, 18-30.
<b>Threats:</b> The verbal or physical threat to do harm or violence to another student or the property of another person.	Ref# 1-16, 18-30.
<b>Unsafe Act:</b> Endangering the safety of oneself or others.	Ref# 1-16, 18-30.
<b>Unauthorized Assembly, Publications, etc.:</b> Unauthorized demonstrations and/or petitions by students, or possession and/or distribution of un-authorized publications which interfere with the orderly process of the school environment, a school function, or extracurricular/co-curricular activity.	Ref# 1-15, 18-24, 26-30.
<b>Vandalism (Up to \$1000):</b> Malicious destruction of property with a repair or replacement value of up to \$1000.00.	Ref# 1-15, 18-24, 26-30.
<b>Vehicle/Parking Violation:</b> Any misconduct or repeated misconduct that involves misuse of a vehicle. May lead to law enforcement penalties. Examples might include (but are not limited to) speeding on campus or unauthorized parking.	Ref# 1-15, 19-30.
<b>Victimization:</b> To harass, bother, intimidate or communicate with a student or the siblings of a student who has been previously identified as a victim of the student.	Ref# 1-16, 18-30.
<b>Violation of Early Reentry Plan/Probation:</b> Any act or series of acts which violates or has the practical effect of violating an early reentry plan or a probationary plan.	Ref# 1-30.

The following infractions must be coded into data using SESIR (School Environmental Safety Incident Reporting (<http://www.fldoe.org/schools/safe-healthy-schools/safe-schools/>) codes for data collection by the Florida Department of Education. The definitions of these events are provided directly by the FLDOE.

<b>Alcohol Offenses (ALC):</b> (FS562.111): Possession, sale, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation. "Use" is defined as consumption at any time. This code applies and may include consumption off school premises prior to entering school property or attending a school activity.	Ref# 6-11, 14-15, 18-30.
<b>Aggravated Battery (BAT)</b> (FS 784.081): A battery where the attacker intentionally or knowingly causes great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.	Ref# 6-11, 14-15, 18-30.

<p><b>Arson (ARS)</b> (FS 806.01): To Intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported to SESIR.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Bullying (BUL)</b> (FS1006.147): Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual’s school performance or participation. Bullying includes instances of cyberbullying. Further explained on pages 27-29 in the IHS Student Handbook.</p>	<p>Ref# 6-11, 14-16, 18-30.</p>
<p><b>Burglary (BRK)</b> (FS 810.02): Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Disruption on Campus-Major (DOC)</b> (FS790.162 and 790.163): Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm. (Do not use this code for students defying authority, disobeying or showing disrespect to others, using inappropriate language or gestures, or classroom disruption.)</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Drug Sale or Distribution (DRD)</b> (excluding alcohol) (FS 577.111 and 893.147): The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance. (This offense includes the recipient.)</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Drug Use/Possession (DRU)</b> (excluding alcohol) (FS 499.03): (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication (including OTC substances). Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Fighting (FIT)</b> When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.</p>	<p>Ref# 6-11, 14-16, 18-30.</p>
<p><b>Harassment (HAR)</b> (FS 1006.147): Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property: has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or has the effect of substantially disrupting the</p>	<p>Ref# 6-11, 14-15, 18-30.</p>

<p>orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.</p>	
<p><b>Hazing (HAZ)</b> (FS 1006.135): Any action or situation that endangers the mental or physical health or safety of a student at a school with any grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Larceny/Theft (STL)</b> (\$750 threshold) (FS 812.014 and 812.061): The unauthorized taking, carrying, riding away with, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to school policies.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Other Major Incidents (OMC)</b> Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Physical Attack (PHA)</b> An actual and intentional striking of another person against his or her will, or the intentional causing of bodily harm to an individual. (To distinguish from fighting, report an incident as battery only when the force or violence is carried out against a person who is not fighting back.)</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Robbery (ROB)</b> (FS 812.13(1)): The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Sexual Harassment (SXH)</b> Unwanted verbal, non-verbal, or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation as defined in Rule 6A-19.008(1) SBE Rule)</p>	<p>Ref# 6-11, 14-15, 18-30.</p>

<p><b>Sexual Offenses (Other) (SXO)</b> (FS 800): Other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. (Law enforcement must be notified to investigate.)</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Threat/Intimidation (TRE)</b> (FS 836.05): An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Tobacco (TBC)</b> (FS386.212): The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. The definition of tobacco products includes: cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, clove cigarettes, blunts, hookah and any other matter or substances that contain tobacco and the possession of papers used to roll cigarettes. Electronic cigarette (e-cigarette) means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance, and the use or inhalation which stimulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, juul, hookah pens, or under any other product name or descriptor.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Trespassing (TRS)</b> (FS 810.08): To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Vandalism (VAN)</b> (\$1,000 threshold) (FS 806.13): The intentional destruction, damage, or defacement of public or private/personal property without the consent of the owner or the person having custody or control of it. Incidents that fall below the \$1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to school policies.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>

**Zero Tolerance**

In accordance with the requirements of F.S. 1006.13 and State Board of Education Rule 6A-1 .0404, IHS has adopted a policy of zero tolerance with regard to school violence, including possession or use of weapons and other crime(s) as part of a comprehensive approach to reducing school violence and crime.

Florida law requires that students found to have committed one of the following offenses:

- bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or



- making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity;

shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and shall be referred to mental health services identified by the school and to the criminal justice or juvenile justice system.

In accordance with that policy, recommendations for expulsion is mandatory for the following offenses committed at any time this code applies:

- Possession of firearms or other weapons,
- Placing, discharging, or throwing an explosive item or noxious substance or making threats to do so,
- Arson,
- Felony assault (including, but not limited to, homicide, sexual battery, armed robbery, aggravated battery, battery or aggravated battery on a teacher or other school personnel, kidnapping), and
- Threats of unsafe and potentially harmful, dangerous, violent, or criminal activities

The Executive Director or designee shall notify local law enforcement when any of the offenses listed above are committed on school property, on school-sponsored transportation or at school sponsored activities.

<p><b>Armed Robbery (ROB):</b> (FS 812.13(2a, b)) Using force to take something from another. The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. If in the course of committing the robbery the offender carried a firearm or other weapon.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Arson (ARS)</b> (FS 806.031): Intentionally setting fire on school property when bodily injury is involved. To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, when there is bodily injury. Note: Arson is a "Violent Incident if it Results in Bodily Injury" and must be reported in the related element "Injury-Related". All fires are reported to authorities so they can be investigated for intent. Report only intentionally-set fires to SESIR.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Battery or aggravated battery on a teacher or other school personnel (BAT)</b> (FS 784.081).</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>False report concerning planting a bomb, an explosive, or a weapon of mass destruction, or concerning the use of firearms in a violent manner</b> (FS 790.163). It is unlawful for any person to make a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, other deadly explosive, or weapon of mass destruction as defined in FS 790.166, or concerning the use of firearms in a violent manner against a person or persons. A person who violates this subsection commits a felony of the second degree (FS 790.162 and 790.163).</p>	<p>Ref# 6-10, 14-15, 18-30.</p>

<p><b>Homicide (HOM)</b> (FS 782.04 and 782.07): Murder, manslaughter. The unjustified killing of one human being by another.</p>	<p>Ref# 6-10, 14-15, 18-30.</p>
<p><b>Kidnapping (KID)</b> (FS 776.08): Abduction of an individual. Forcibly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority.</p>	<p>Ref# 6-10, 14-15, 18-30.</p>
<p><b>Sexual Assault (SXA)</b> (FS 776.08): An incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both males and females can be victims of sexual assault.</p>	<p>Ref# 6-10, 14-15, 18-30.</p>
<p><b>Sexual Battery (SXB)</b> (FS 794.011): Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Threat to throw, project, place, or discharge any destructive device, felony; penalty.</b> — It is unlawful for any person to threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person, and any person convicted thereof commits a felony of the second degree (FS 790.162).</p>	<p>Ref# 6-11, 14-15, 18-30.</p>
<p><b>Weapons Possession (WPO)</b> (FS 790.115): Possession of a firearm or any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. (Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement FS 1006.07(2); however, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation.)</p>	<p>Ref# 6-11, 14-15, 18-30.</p>

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## **CONDUCT ON SCHOOL-SPONSORED TRANSPORTATION**

To ensure safe and efficient transportation, students participating in school-sponsored transportation must abide by the IHS Code of Conduct, IRSC regulations, and the Martin County School District Student Conduct and Discipline Code, which include the following rules:

- To be at the bus stop with time to spare
- To comply with all rules of student conduct at the bus stop
- To board bus single file, courteously
- To keep the aisle and doorway clear of all obstacles; no hazardous or unauthorized items are permitted; band instruments must be kept in assigned areas
- To refrain from eating or drinking while riding the bus
- To observe classroom conduct, quiet talking allowed
- To cross highway in front of the bus (Cross highways after thoroughly checking 10 feet in front of the bus. On a four-lane highway that has a median strip, only traffic behind the bus is required to stop. Students should cross the median with extreme care)
- To report all hazardous conditions to the bus driver or administration
- To not use cellular telephones, pagers and other wireless communication devices while on school district owned or contracted vehicles

## **DISCIPLINARY ACTIONS AND PROCEDURES**

### **Student Due Process Rights**

In all disciplinary situations, a student has the right to:

- a) Be advised of the charges against him/her
- b) Be provided an opportunity to give an explanation in his/her own defense
- c) Be advised of the possible disciplinary action(s) to be implemented

A major consideration in matters of misconduct and discipline is that the action taken by school personnel should be consistent with the disciplinary problem involved. The extent of the student's due process and appeal rights are a function of the type of discipline to be imposed. Suspension and dismissal are considered formal disciplinary actions and will be logged into the school records and the student's disciplinary file. All other disciplinary actions are considered informal and may be logged into the school records at the discretion of the Executive Director or designee. Disciplinary actions taken under this Code of Conduct are not subject to IRSC grievance procedures unless specifically stated otherwise. All disciplinary action and procedures will conform to Florida law.

### **Informal Disciplinary Action**

Disciplinary action not resulting in the suspension or dismissal of the student is considered informal disciplinary action. Informal discipline which results in a student schedule adjustment, probation, service project(s), referral to support services or counseling, referral to appropriate outside agencies, conferences with parents/guardians, teachers and students, or other similar actions may be implemented at the discretion of the administration, and all such decisions are final.

Informal discipline which results in financial restitution or in loss or restriction of privileges (e.g. suspension of campus driving privileges, loss of participation in IHS or IRSC activities, etc.) may be appealed to the Chastain Campus President or designee within two school days of the date of the disciplinary action. The appeal must be made in writing and must set forth the complaint and a desired resolution. The Campus

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President will review the matter with the parties involved and render a decision within three school days following receipt of the appeal.

### **Formal Disciplinary Action**

#### ***Temporary Removal from Class***

If a teacher determines a student's behavior to be so unruly, disruptive, or abusive that it seriously interferes with the instructional process, the instructor may temporarily dismiss the student from the classroom by directing him/her to IHS Administrative Office or other location designated by the Executive Director. After consultation with the administration, the student may return to the next class meeting. In accordance with F.S. 1003.32, if the teacher deems that the student's conduct poses physical danger to himself/herself or others and so indicates in the referral to the administration or if the teacher refuses to readmit the student, the student shall not be permitted to return to the classroom until and unless the IHS Placement Review Committee so directs. The instructor and Placement Review Committee shall render decisions within five days of the student's removal from the classroom.

#### ***In-School Suspension***

Upon recommendation of the Executive Director, a student found to have violated the IHS Code of Conduct may be assigned an in-school suspension for a period of time not to exceed three school days.

An in-school suspension is defined as the temporary reassignment of a student from normal school activities (including classes, tutorial sessions, extra-curricular activities, and/or all other school-sponsored activities) to an alternate supervised location on campus. Per the Executive Director's recommendation, the suspension may be served in full day blocks or in segments over a longer period of time. Whether or not the student serving an in-school suspension will be allowed to make-up or submit class assignments/tests missed during the suspension period will be determined by the appropriate instructor in consultation with the Executive Director.

Prior to implementing an in-school suspension, the following procedures shall be observed:

1. The student shall be given timely oral or written notice of the charges against him/her, including the basis of the charges.
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and an opportunity to present his/her side of the incident.
3. If, on the basis of this informal hearing, the Executive Director or designee believes the student is guilty of the misconduct charged and that in-school suspension is the appropriate action, the Executive Director or designee will notify the student in writing of the terms of the in-school suspension.

An in-school suspension may be appealed to the Chastain Campus President or designee within two school days of the date of the action. The appeal must be made in writing and must set forth the complaint and a desired resolution. The Campus President will review the matter with the parties involved and render a decision within three school days following receipt of the appeal.

#### ***Suspension (Out-of-School Suspension)***

Suspension of a student is defined as the temporary removal of a student from the regular school program for a specified period of time. With concurrence of the Chastain Campus President, the IHS Executive Director may suspend a student from school for a period deemed appropriate to the

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circumstances. Prior to suspension, the Executive Director shall consider an in-school suspension or an informal disciplinary action unless the offense represents a serious breach of conduct.

Prior to implementing the suspension, the following procedures shall be observed:

1. The student shall be given timely oral or written notice of the charges against him/her, including the basis of the charges.
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and an opportunity to present his/her side of the incident.
3. If, on the basis of this informal hearing, the Executive Director or designee believes the student is guilty of the misconduct charged and that suspension is the appropriate action, the Executive Director or designee may recommend to the Chastain Campus President that the student be suspended for a period of time appropriate to the circumstances.
4. If the Chastain Campus President concurs with the recommendation, the Executive Director will be authorized to suspend the student for a specified period of time.
5. When a determination has been made to impose suspension, the school shall provide written notification to the student and the student's parent or guardian within twenty-four (24) hours by first class mail or hand delivery. The notification shall include:
  - a) The nature of the offense
  - b) The date of the offense
  - c) The beginning date of the suspension
  - d) The date on which the student may return to school
  - e) Any conditions surrounding the suspension, such as possible reduction of the suspension following a conference and assurance from the student of a change in attitude and/or behavior.

If, in the determination of the Executive Director, Chastain Campus President, there is justifiable reason to believe that notice and an informal hearing prior to suspension is not feasible, such as when the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, then the Executive Director, with the concurrence of the Chastain Campus President, may immediately suspend the student and conduct a subsequent informal hearing as provided in paragraphs one through three above.

The determination by the Executive Director, with the concurrence of the Chastain Campus President, to suspend a student is final.

### ***Dismissal***

Dismissal is defined as the removal of the student's ability to attend the IHS. The Martin County School District will be notified when a student is dismissed from IHS for disciplinary reasons, along with the grounds for the dismissal, to determine eligibility for the student to enroll in another Martin County public school. With concurrence of the Chastain Campus President, the Executive Director may dismiss a student from IHS for serious infractions.

Prior to implementing the dismissal, the following procedures shall be observed:

1. The student shall be given timely oral or written notice of the charges against him/her, including the basis of the charges.

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2. The student shall be given an explanation of the evidence against him/her and an opportunity to present his/her side of the incident, including a list of other individuals who may have witnessed the incident.
  3. The Executive Director and appropriate school staff shall review the incident and interview the student and other participants or witnesses, assess the severity of the misconduct and the efficacy of dismissal, then submit a written report summarizing the findings and recommending disciplinary action to the Chastain Campus President.
  4. The Chastain Campus President shall review the findings and, if in agreement with the recommendation, authorize the Executive Director to issue a written notice dismissing the student from IHS.
  5. When a determination has been made to authorize dismissal, the school shall provide written notification to the student and the student's parent or guardian within twenty-four (24) hours by first class mail or hand delivery. The notification shall include:
    - a. The date and nature of the offense
    - b. The beginning date of the dismissal
    - c. Any conditions surrounding the dismissal

### ***Disciplinary Actions for Off-campus Incidents***

When a student has committed an offense representing a violation of law or of the Code of Conduct during the time the student is not subject to the jurisdiction of the school, the student shall be subject to disciplinary action under any or all of the following conditions:

- A student is formally charged with a felony by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, but which incident is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled in accordance with Section 1006.09(2), F.S.
- The student admits committing the offense.
- There is reasonable evidence to support commission of the offense by the student and the commission of the offense reasonably indicates that the student's continued presence at the school represents a threat or danger to the health, welfare, or safety of other students, school personnel, or guests of the school.

### **STUDENT DETENTION, SEARCH, AND SEIZURE**

Students are subject to a search of their person, possessions, and/or vehicle if school personnel have reasonable suspicion that they are in possession of illegal materials or other forms of contraband. The use of electronic surveillance equipment may be employed. IHS administrative staff may temporarily detain and question a student under circumstances which reasonably indicate that such student has committed, is committing, or is about to commit a violation of law or of school policy. If at any time after the onset of the temporary detention, a reasonable suspicion arises that the detained student is concealing or has concealed a firearm, weapon, or stolen or illegal materials or other forms of contraband on his/her person or within his/her automobile or other storage space, IHS and IRSC personnel will implement IRSC Security Procedures.

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## **RELATED CONSIDERATIONS**

- a. For purposes of this Code of Conduct, school policies include all policies, procedures, regulations and guidelines of IHS and Indian River State College as approved by the governing board and/or appropriate administrative entity.
- b. For purposes of this Code of Conduct, the term “school” encompasses both IHS and IRSC. Students must adhere to Code of Conduct expectations identified in both IHS and IRSC policy manuals.
- c. If there is any conflict between this document and State or Federal law, the State or Federal law will prevail.
- d. Disciplinary actions are subject to the due process procedures set forth in this Code of Conduct. IRSC grievance procedures are not applicable to IHS unless specifically stated otherwise.
- e. Copies of this document will be distributed to all students and parents/guardians upon initial enrollment in IHS and annually thereafter. Additions or changes will be prominently displayed in the IHS Office and/or distributed to parents/guardians and students as appropriate.
- f. Certain instances of misconduct and disciplinary action may require the involvement of law enforcement agencies.
- g. Disciplinary actions and procedures for Exceptional Student Education (ESE) students will parallel those detailed in the preceding sections except where additional or different processes are required by State or Federal law. Specifically, all disciplinary actions and procedures for ESE students, including appropriate participation by the Individual Education Plan Team, shall comply with Chapter 6A-6 of Florida State Board of Education Rules, The Florida School Code, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Act (IDEA).
- h. In accordance with Florida Statute, violent or disruptive students may be assigned to an alternative education program, in which case the Executive Director will coordinate with Martin County School District regarding the eligibility of the student for such assignment.
- i. In accordance with Florida Statute, IHS will honor orders of expulsion issued by another School Board.

<b>STUDENT SAFETY AND SECURITY POLICIES</b>
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It is the intent of IHS to provide an environment that is safe, drug free, and conducive to learning. IHS follows the IRSC Emergency Procedures, as well as the MCSD Crisis Plan, to include state mandated reporting and emergency drills. In addition, the following Safety and Security policies and procedures have been established:

### **Accidents**

In case of accidents or other incidents involving serious injury or illness, emergency services will be contacted immediately and the parent/guardian will be notified as soon as possible. In non-emergency cases, parents/guardians will be contacted to determine an appropriate course of action.

### **Emergency Procedures**

In a severe weather alert or other emergency requiring the school and/or college mid-day closing between 7:50 a.m. and 3:30 p.m., the following procedures will apply:

1. Students who are in the IHS building at the time of the emergency will remain in this facility unless directed by a college/school official to do otherwise.

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2. The Executive Director or designee will use the daily attendance records to account for each student in the IHS building at the time of the emergency.
  3. Students who drive to school will be allowed to call parents/guardians to verify permission with Student Services to leave campus. If unable to reach a parent/guardian directly, students who drive their own vehicles will be allowed to leave campus after signing out if the nature of the emergency does not place students in immediate danger.
  4. Students who do not drive to school will remain at IHS or other designated place of safety until parents/guardians are contacted and transportation is arranged.
  5. The Executive Director/designee will use the emergency contact phone process (OneCall) to notify parents/guardians to pick up students or to make other arrangements for their child.  
**Note: To ensure smooth communication in emergencies, parents/guardians should notify the IHS office of any change in home, work, and/or emergency contact telephone numbers as soon as possible.**
  6. IHS staff will remain on duty until arrangements are made for all students or until dismissed by the Executive Director.

The IHS staff will disseminate the most current information on closure, as well as other related instructions for students through the following outlets as available: OneCall, student and parent e-mail, television and radio broadcasts, IRSC website [www.IRSC.edu](http://www.IRSC.edu), WQCS 88.9 FM, and the IHS website [www.IndiantownHighSchool.org](http://www.IndiantownHighSchool.org) (pending)

### **Tropical Storm/Hurricane Closure Guidelines**

In case of a weather-related emergency, IHS and IRSC will closely coordinate actions, based on information available from local, regional, state, and national emergency management resources. IHS will observe the following guidelines regarding closure during such circumstances:

- IHS will close when warranted by “Hurricane Warning” status by the National Hurricane Center as confirmed by the Local Emergency Management Centers.
- IHS will remain closed as needed throughout the hurricane/tropical storm event.
- If IHS or college suffers damage, the closure period will be extended daily as required to make necessary repairs and will re-open as soon as possible. If an extended period of time is necessary for repairs, arrangements will be made for alternate instructional sites.
- When IHS is closed, all school-related events are cancelled.
- IHS will work with IRSC to coordinate closure information and status reports with the local radio and television stations.
- In the event of a mid-day closure, every attempt will be made to adjust bus transportation schedules accordingly. Parents/guardians should be prepared to assist in transporting their child in emergency situations. No students will be allowed to remain at IHS or IRSC during a period of closure.
- Any days missed due to closing for severe weather may be required to be made up according to the approved calendar Emergency Make Up dates (see page 5 for specific dates).



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## Appendix A

<b>LAPTOP COMPUTER USE AGREEMENT / ACCEPTABLE USE POLICY</b>
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Indiantown High School (IHS) is committed to the safety of our students whose well-being is at the center of all policies as we strive to make academic success a reality for all students. Thank you for becoming partners with us to make learning with technology a success.

IHS utilizes Information Systems and supporting technology to facilitate IHS business, deliver courses and provide resources to students. In the interests of furthering the educational goals of IHS and its students, IHS will make available for use by the student one (1) Laptop Computer (laptop) while the student is enrolled in IHS.

All students regardless of internet / intranet connectivity methods are subject to the network and internet usage terms of this agreement. The use of technology whether owned by IHS or devices supplied by students entails personal responsibility. Students and parents/guardians participating in bring your own technology (B.Y.O.T.) agree to comply with the terms and conditions set by this acceptable use policy. All students are responsible for their actions and activities involving computers and/or network services.

The IHS laptop and B.Y.O.T. devices are intended for educational purposes and will be issued upon the student's and parent/guardian's signed acceptance of the terms of the Laptop Computer Use Agreement and the IHS Student Code of Conduct.

### Terms of Use

1. IHS will provide for computer repairs resulting from a software or hardware malfunction.
2. Students and parents/guardians will be liable for replacement cost of lost or stolen equipment. Replacement cost of a laptop is \$500.
3. Students will be liable for physical damage to the laptop and peripheral equipment costs up to \$500. Should your school issued device incur physical damage, the repair costs for each incident is subject to a service fee of:
  - a. \$99 for screen damage or top cover enclosure damage to include, but not limited to dents, dings, and gouging referred to as "*cosmetic damage*."
  - b. \$299 for other damage.

Catastrophic damage from an accident or inoperability after unauthorized modifications require parents / students to make financial restitution to IHS in the amount of \$500.

### Care of Equipment

The student will exercise all due and reasonable care in handling and use of said equipment and agrees to return the equipment in good condition if the student is no longer registered at IHS. The student and parent/guardian will be responsible for damages when:

- a) The student's negligent use or misuse causes damage to the laptop.
- b) The damage to the laptop is intentional, accidental, or cosmetic.
- c) The damage, depreciation, or wear and tear is outside the terms of this Agreement.
- d) The laptop and/or peripheral equipment is lost or stolen.
- e) Students and parents/guardians agree to pay for any reasonable cost of repair or replacement of the equipment caused by the user's lack of care, negligence (resulting in damage or theft) or misuse.

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### **Loss Limit**

Unless otherwise specified in this agreement, the maximum loss incurred by the student for a lost, stolen, or damaged laptop is \$500.

### **Lost or Stolen Laptop**

The student is responsible for safeguarding his or her assigned laptop. If the laptop is lost or stolen, a report must be filed with the IHS Executive Director or Assistant Director within 48 hours of the time the laptop is lost or stolen, so that appropriate law enforcement authorities can be notified. If the loss cannot be recovered, the student and parents/guardians are liable to the school for the value of the missing laptop up to \$1,269. IHS reserves the right not to re-issue a laptop to a student whose assigned laptop is lost, stolen, or damaged beyond normal wear and tear.

### **Program Acceptance**

Students agree to accept responsibility to ensure that all data is saved to the school issued Google Drive.

### **Rules of Use**

Use of computer and network resources is a privilege, not a right. Treat this privilege with care. Furthermore, the Acceptable Use Policy ensures compliance with the Children's Internet Protection Act (CIPA). Because of the need to protect IHS's network and computing resources, administration reserves the right to access and/or examine any information stored on any network device. Students can expect privately owned equipment accessing the school's network and IHS laptops to be periodically inspected and monitored for appropriate usage. IHS reserves the right to inspect any and all files stored on school-owned hardware and / or any personal media brought on IHS premises by IHS students. Web browsing may be monitored, and web activity records may be retained indefinitely.

The student shall abide by the IHS's Acceptable Use Policies as outlined in the Student Code of Conduct. Unacceptable uses include, but are not limited to, the following:

- a) Using profanity, obscenity or other language that may be offensive or abusive to another person.
- b) Copying personal communications to others without the original author's permission.
- c) Copying software or other copyright protected material in violation of copyright law.
- d) Harassing another individual.
- e) Use of any computer or program in a manner other than that which was intended.
- f) Unauthorized installation of software including downloads (i.e.untrasurf, proxybypass, torrent installation, games, etc.) or modification of the laptop.
- g) Using network access to alter or destroy information belonging to others.
- h) Spreading computer viruses deliberately or by importing files from unknown sources.
- i) Using the network to attempt to disrupt IHS/IRSC/MCSD business or educational activities
- j) Engaging in any network and/ or Internet activity that violates any local, state or federal law.
- k) Computer "hacking" activities are expressly prohibited. Individuals must not attempt to undermine the security or the integrity of computing systems or networks and must not attempt to gain unauthorized access.
- l) Users may not use any computer program or device to intercept or decode passwords or similar access control information.
- m) All network users must comply with CIPA regulations.
- n) Any attempt to circumvent internet filtering.
- o) "Cyberbullying" – conduct that threatens, insults, or dehumanizes students or employee.
- p) Effecting security breaches or disruptions of network communication.

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- q) Unsolicited email messages to staff and students including bulk email addressing.
  - r) Student agrees not to alter or adjust the laptop by the addition or deletion of any hardware.
  - s) Student agrees to not leave the laptop unattended and unsecured at any time.

Students and parents/guardians participating in bring your own technology (BYOT):

- Take full responsibility for his/her laptop. The school is not responsible for the security of the laptop.
- Realize that printing from personal laptops will not be possible at school.
- Acknowledge that the school's network filters will be applied to all devices connected to the internet and the student will not attempt to bypass them.
- Understand that bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the AUP policy and will result in disciplinary actions.
- Realize that processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of the AUP policy and will result in disciplinary actions.
- IHS and IRSC have the right to collect and examine any device that is suspected of causing problems or was the source of an attack or virus infection.
- All device’s media access control address must be registered with the technology coordinator in order to access network services.

Inappropriate use as outlined above will result in an informal or formal disciplinary action, depending on the severity of the infraction. Disciplinary measures may include, but are not limited to, loss of laptop and/or system access privileges.

IHS reserves the right not to reissue a laptop to a student whose laptop was stolen, damaged, or misused.

### **License Agreements**

IHS is the sole owner of the software included with the laptop. Any copying, modification, merging, or distribution of the software by the student, including the written documentation, is prohibited. The student is responsible for complying with any and all hardware, software, and service provider licensing agreements, terms of use, and applicable state and federal copyright and other intellectual property protections. Violation of any such licenses, terms or laws shall constitute a violation of this agreement and the student may be subject to disciplinary action.

### **Proprietary Information**

The Use of software that violates the rights of any person or company protected by copyright, trade, patent or other intellectual property is prohibited. The installation or distribution of software products that are not appropriately licensed for use by IHS is not permitted. Unauthorized copying of copyrighted material including, but not limited to digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which the end user does not have an active license is strictly prohibited.

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## **Email**

Indiantown High School provides students with email accounts for the purpose of school related communication. Availability and use is restricted based on school policies. Notice is hereby given that email usage may be monitored and archived.

## **Collaborative Content**

Recognizing the benefits collaboration brings to education, IHS provides students with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Students are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored.

## **Netiquette**

Students should always use the Internet, network resources, and online sites in a courteous and respectful manner. Students should not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it's out there and cannot be removed. Posting is permanent! Students agree to follow the core rules of netiquette:

1. Adhere to the same standard of behavior online that you follow in person
2. Make yourself look good online
3. Respect others

## **Termination of Agreement**

Termination of this agreement shall occur automatically under any or all of the following circumstances:

- a) When the student is not registered in IHS
- b) Breach of the terms of this agreement or other IHS policies
- c) Upon notice of termination to the student from IHS, with or without cause
- d) At the conclusion of the school year

Upon such termination, the student shall return the laptop and all associated equipment and software to the IHS Office within 48 hours from the student's last class period.

## **Notice of School Rights**

The Student has no ownership, interest in, and no right to title in the laptop. IHS is the equitable owner of the laptop and as such will enforce its rights vigorously through all means civil and criminal. IHS reserves the right to reclaim possession of the laptop at any time without requirement to state cause. Students who are in material breach of the agreement and/or who deny any of IHS's ownership rights to the laptop may be subject to disciplinary action, including referral for possible civil action or prosecution for theft under Florida's Statutes. Notice of these civil and criminal remedies will be sent to any student in violation of the agreement prior to action being taken, but the failure to give such notice shall not impair or limit IHS's rights.

## **Indemnification**

Student and parent/guardian agree to reimburse and hold IHS harmless from and against any and all liabilities, costs, collection costs, and damages (including attorney fees), which arise out of or relate in any way to the use of, misuse of, or failure to return the laptop equipment or software by the student or others.

## **Modifications, Upgrades & Repairs**

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The Student shall not modify, upgrade, or attempt repairs to the laptop or its installed software without the express written permission of IHS. Any modifications, upgrades, or repairs made shall become the property of IHS. Any damage to the laptop, or other requirement for modification, upgrading, or repair shall be promptly brought to the attention of IHS. The student and parent/guardian is responsible for the cost of any modifications, upgrades or repairs to the laptop or its installed software where it is required as a result of the student's misuse, negligence or intentional conduct, or other acts or omissions in violation of the agreement. Any required software will be installed by authorized IHS personnel.

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**IHS GUEST APPROVAL FORM**

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Event Name

\_\_\_\_\_

Event Date

- All guests must present a school or state-issued photo ID to enter. Attach a copy to this form.
- All guests must agree to obey all IHS and IRSC rules. Any student who violates IHS/IRSC rules may face disciplinary action
- Students **MUST** accompany their guest to the event.
- Any non-student who has been suspended or expelled from any school in the past may not be eligible to attend an IHS function.
- Students must enter event no later than 2 hours before the end of the event. Students or guests who leave during the event will not be readmitted.

IHS Student and Parent will complete this section:

As an IHS student, I understand that ALL IHS/IRSC rules apply at school functions. I accept responsibility to inform my guest of these rules and to ensure full compliance by my guest. My guest must always have a photo ID in his/her possession.

\_\_\_\_\_  
Signature of IHS student

\_\_\_\_\_  
Printed name of IHS student

\_\_\_\_\_  
Date

As the parent of the above named IHS student, I find his/her guest to be a responsible person, and I approve of him/her as a guest for this social event. I understand that my child may invite only one guest and that the guest may not be younger than 14 or older than 20 years of age.

\_\_\_\_\_  
Signature of IHS parent

\_\_\_\_\_  
Home or Cell Phone Number

\_\_\_\_\_  
Date

Guest Student and Parent will complete this section:

As a guest, I am willing to follow the policies and procedures of IHS/IRSC. Attached is a copy of my photo ID with birthdate. I agree to abide by all IHS/IRSC rules. I understand that failure to do so could result in my removal from the event.

\_\_\_\_\_  
Name of Guest

\_\_\_\_\_  
Home or Cell Phone Number

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Signature of Guest

\_\_\_\_\_  
Signature of Guest Parent

\_\_\_\_\_  
Date

**Copy of guest ID attached**

School Administrator at Guest's school will complete this section:

As an official of \_\_\_\_\_ I verify that \_\_\_\_\_ is a student in good standing.

\_\_\_\_\_  
Signature of School Official

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

IHS Administration Final Approval:

Signature \_\_\_\_\_

Date \_\_\_\_\_



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
ACTION**

---

**TOPIC:** 2023/24 Indiantown High School Student Progression Plan

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter Schools Governance Committee

**SUBMITTED FOR:**  ACTION/VOTE  
 INFORMATION  
 DISCUSSION

**SUMMARY:**

The notable item within the 2023/24 Indiantown High School Student Progression Plan is as follows:

- Daily schedule for four block classes, plus the Wednesday and Special Events schedule including "Pathfinder Advisory Block" (pp. 6 & 7)

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** N/A

**PRESIDENT'S RECOMMENDATION:** Recommend approval

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SUBMITTED BY: Debbie Kohuth / Dr. Heather Belmont

DATE: 6/15/23

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BOARD ACTION: Approved

DATE: 6/27/23

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**INDIAN RIVER  
STATE COLLEGE**

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BOARD ACTION:

DATE: 6/27/23

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# STUDENT PROGRESSION PLAN

2023-2024 school year

19000 SW Citrus Blvd.  
Indiantown, FL 34956

## **I. EDUCATIONAL PRINCIPLES**

The purpose of Indiantown High School 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, IHS leads students to high school graduation, career technical training and preparation for college and/or high-tech 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 project-based curriculum, extensive exposure to career-based and contextual learning opportunities, job shadowing, internships, and articulated credit engage IHS students in academically challenging courses in preparation for lifelong learning and career success.

Indiantown High School 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 project-based 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 IHS are in effect for the 2023-24 school year:

1. Be classified as a rising high school freshman
2. Have a minimum unweighted GPA of 2.0
3. Complete the application and provide a 300 word (minimum) essay on "Why I want to attend Indiantown High School".
4. 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.

**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 EOC scores for the application to be considered complete. IHS will schedule testing.

\* 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 IHS programs may be approved for admission on a case-by-case basis by the 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. IHS will serve an enrollment of up to 400 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. 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 IHS' "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:

- Indiantown High School 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, EOC exams, ACT, SAT, PSAT, Post-Secondary Education Readiness Test (P.E.R.T.), as applicable

The following forms are completed upon student acceptance to IHS:

- Request for Records
- Student Enrollment
- Health Information & Emergency Contact
- Transportation Survey
- IRSC Dual Enrollment Program Agreement
- IRSC Dual Enrollment Registration Form
- Laptop Computer Acceptable Use Agreement / Network Acceptable Use Policy
- IHS Parent and Student Acknowledgement

## **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 IHS after classes begin will be allowed to make up class work in order to receive full semester credit.
- Students who transfer within the county must enroll within three (3) school days from their withdrawal in order 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 in order 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. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at:

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

#### **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](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 regarding admission of students due to eligibility standards will be referred to a three-member Admissions Committee composed of the IRSC Dean of School of Education, the IHS 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**

Indiantown High School 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 IHS 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 IHS/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 Executive Director.

**Regular Schedule:**

**Activity Schedule – Pathfinder Period Every Wednesday and Special Events**

- 7:55 a.m. – First bell
- 8:00 – 9:15 - First Block
- 9:20 – 10:35 – Second Block
- 10:40 – 11:20 – **Pathfinder Advisory Block**
- **11:20 – 11:55 - Lunch**
- 12:00 – 1:15 - Third Block
- 1:20 – 2:35 - Fourth Block

<b>Block</b>	<b>Time</b>
First Bell	7:55 a.m.
First Block	8:00 – 9:25
Second Block	9:30 – 10:55
Lunch	10:55 – 11:35
Third Block	11:40 – 1:05
Fourth Block	1:10 – 2:35

**1. School Hours**

- IHS school day is 8:00 a.m. to 2:35 p.m.
- “First bell” is 7:55 a.m. Monday through Friday.
- IHS follows a 12:15 p.m. dismissal time on the scheduled Martin County School District Early Release Days.

- IHS schedule differs from the Martin County and other School District calendars for some holidays, teacher workdays, and conference days. IHS students must always follow the IHS calendar. Parents must provide their own transportation to school and home at the designated start and end times of the school day.
- Student schedules may vary to accommodate course preferences and student activities. Participation in student activities generally occurs outside the normal school hours.
- The school office is open from 7:30 a.m. to 3:30 p.m. Monday-Friday throughout the school year.

2. **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
- IHS administration approved on-campus or off-campus participation in academic, vocational, or non-instructional activities
- In-school suspension
- Other significant circumstances as determined by IHS administration in accordance with State laws

3. **Advanced Notice for Excused Absence**

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

Medical and dental appointments should be planned as to not 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:

1. See Student Services in administrative office suite
2. Student Services contacts parent/guardian to obtain permission for student to leave campus early

3. Upon receiving permission, student and parent must sign out in the log book located at the front desk. Before a student can be released to anyone, authorization must be approved through Student Services as verified in FOCUS.

4. **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.

5. **Unexcused Absences**

IHS 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 Statue 1003.26, an IHS 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 IHS, withdrawal from courses, academic penalties and/or restriction in field trips or extra-curricular activities.

6. **Make-up Assignments from IHS Instructors**

Full-time IHS instructors may 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 IHS 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 to complete their scheduled class work. Students enrolled in IRSC college classes located at IHS, Chastain, other campuses and online should refer to their instructors' syllabi for policies established by the college instructor.

7. **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.

8. **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.



9. **Blood Drives**

Students donating blood during any school-sponsored Blood Drive 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.

**C. Student Withdrawal from College Courses**

The IHS 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.).

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 IHS certified school counselor to obtain written approval.* Students must continue attending classes until paperwork is completed and students are informed of the outcome. 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 in 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.

<b>IV. EDUCATIONAL PROGRAM</b>
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**A. Curriculum**

IHS 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](http://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 IHS is comprehensive. Students achieve high school and postsecondary course competencies through interdisciplinary, project-based learning experiences. 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 mastery of the subject content. Course requirements include identified benchmarks from the Florida Standards that are most relevant to the course.

IHS high school academic courses are aligned with IRSC course offerings to provide maximum opportunities for dual enrollment. High school students may be dual enrolled in their technical subject areas and will in their academic subject areas to the greatest extent possible, provided they meet dual enrollment program and course prerequisites. A primary goal of IHS 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 IHS 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.

### **Required Instruction**

As required by SB 1462, all students in grades 9-12 are required to receive specific character education. IHS students are required to complete SLS1101 Student Success and SLS1421 Personal and Career Development (aligned with Internship experience) in order to fulfill this requirement.

The Benchmarks for Excellent Student Thinking (B.E.S.T.) standards are used in English-Language Arts and Algebra and Algebra courses beginning with 9<sup>th</sup> grade.

The following instruction is mandated per 1003.42, F.S.

- (1) Appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools shall teach efficiently using materials that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction of the following:

(a) 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.

(b) 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.). Beginning with the 2021-22 school year, students taking US Government will be required to take the assessment of civic literacy (1007.25(4) F.S.).

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) 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.

(f) 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.

(g) 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 anti-semitism, 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. Recognition of “Holocaust Education Week” shall be implemented.

(h) 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 contributions of African Americans to society. Additionally, students shall be instructed on the 1920 Ocoee Election Day Riots (CS/HB 213). Instructional materials shall include the contributions of African Americans to American society.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not 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.

(o) Such 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.

(p) The study of Hispanic contributions to the United States.

(q) The study of women’s contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval. The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

(t) 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.

(3) As provided in Section 1003.42(2), F.S., members of instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

As part of our ongoing monitoring system,

Efficient and faithful teaching of the required topics must be consistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

(a) 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, as already provided in Section 1003.42(2), F.S. 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.

Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.

(b) Use the State of Florida adopted curriculum standards, curriculum frameworks, and course performance standards.

Align student evaluation to Florida Standards, FSA item specifications, and district programs. Utilize all available data including achievement and assessment test results, progress tests, daily assignments, teacher observations, portfolios, past performance and other available information to plan instruction and evaluate student performance.

(c) Determine a student's grades and follow established district and school procedures for reporting and recording them. Advise the principal in regard to grade level assignment of students.

- Inform parents/guardians of student progress and seek their assistance in meeting student needs.
- Help students acquire study skills and self-discipline needed to complete coursework successfully.
- Schedule conferences with parents if assessments, assignments, and other evidence of standard mastery indicate their child is having difficulty.
- Follow the Plan (course progression plan and lesson/unit plans) as it pertains to grade level assignment.

All public schools in the state are encouraged to coordinate 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.

Additionally, the following instruction is required per State Board of Education rules.

- 1003.453 School Wellness and Physical Education. 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..
- 6A-1.094121 F.A.C. - Mental and Emotional Health Education. School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse.
- 6A-1.094122 F.A.C. - Substance Use and Abuse Health Education. School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.
- 6A-1.094123 F.A.C. - Child Trafficking Prevention Education. School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.

### **Social Emotional Learning**

- IHS 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.

## **B. Accelerated Studies**

### **1. Dual Enrollment**

IHS 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.

Dual enrollment information:

IHS 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 IHS certified school counselor and the Dean of Education at IRSC, based upon factors such as student progress, recent grade trends, nature of courses taken at IHS 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 IHS students. IHS 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, IHS Student Progression Plan, and IHS 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 IHS student who wishes to take IRSC dual enrollment college classes must first meet with the IHS certified school counselor to set up an educational plan and complete the appropriate testing. IHS 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 IHS’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 IHS 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 IHS 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 IHS 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 IHS 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.

## **2. 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 certified school counselor.

### **C. Career Preparation Program**

IHS's philosophy includes the importance of career preparation as well as high scholastic standards as part of the standard curriculum. IHS 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.

**Student Success Skills:** All IHS students must successfully complete a student success skills course, which is embedded into our Entrepreneurship class and 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.

**Internship Capstone:** During their senior year, all students are expected to satisfactorily complete the IHS 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.

### **D. Programs of Study**

#### **1. Program Options**

A key objective of IHS is for students to graduate prepared to meet the needs of local and regional employment markets. 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 Technology
- Digital Design
- Engineering Technology
- Marketing Management
- Health Science

#### **2. Curriculum Innovations**

In addition to accelerated dual enrollment opportunities, the IHS 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

### **3. Programs of Study for Exceptional Students**

All students have equal access to IHS curriculum as determined by the Individual Education Plan (IEP). Placement in an Exceptional Student Education (ESE) program is in accordance with Section 230.23, Florida Statutes, State Board of Education Rules Chapter 6A-6, SB1108, and the Martin County School District Special Programs and Procedures for Exceptional Students. The IHS Executive Director or designee and certified school counselor will consult with Martin County School District (MCSD) ESE staff in the classification of students, development of IEP's, and provision for services to exceptional students. IHS 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.

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act of 1965. ESSA increases state authority on standards, assessments and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions. Florida is currently making decisions and exercising flexibility accordingly. For more information on ESSA, please visit <http://www.fldoe/academics/essa.shtml>

When requesting Student Accessibility Services for Dual Enrollment classes with IRSC it is necessary for students to provide Student Accessibility Services with the following:

- Documentation verifying a disability (within the past 5 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 accommodations needed, based on the disability.
- Documentation required from high school/county school board.
- Student Disability forms for new students.
- Student Disability Renewal of Services forms for return students.
- 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.

[This information and necessary forms available at

<http://www.irsc.edu/advising/studentdisabilityservices/studentdisabilityservices.aspx?id=4294970196.>]

### **E. Grade Placement**

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

<b>Grade</b>	<b>Credits</b>
<b>10<sup>th</sup></b>	5 credits
<b>11<sup>th</sup></b>	11 credits
<b>12<sup>th</sup></b>	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 IHS 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 IHS, one full high-school credit represents a minimum of 120 hours of instruction. Performance-based criteria (mastery of 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 mastery of the performance standards in accordance with the IHS grading system.

Credits will be accepted from a virtual instruction program.

**1. Transfer of Credits from Other Schools**

In accordance with Florida DOE Rule 6A-1.09941 procedure and as stated by SACS CASI/AdvancED,/Cognia: “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).

5. 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:

6.
  - a. Portfolio evaluation by the Executive Director or designee;
  - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the Executive Director;
  - c. Demonstrated mastery in courses taken through dual enrollment or at other public or private accredited schools;
  - d. Demonstrated mastery on nationally-normed standardized subject area assessments;
  - e. Demonstrated mastery on the FSA ELA and/or EOCs for the courses;
  - f. 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:

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

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 IHS for high school credit

must be from an AdvancED/Cognia/SACS accredited middle school or must be validated by IHS

**2. Transfer of Credits from Home Education**

Students will be eligible to transfer high school credit to IHS 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 mastery of performance standards as prescribed by the Florida Standards curriculum frameworks.
- Provide an official transcript from the appropriate home school agency.

**3. Optional Credits Earned During Summer**

Returning students who have completed their sophomore or junior year at IHS have the opportunity to earn credits applicable to the high school diploma and/or the associate degree during the summer months.

**F. High School Diploma Requirements**

Per Florida Statute 1003.43, IHS offers two options for attaining a standard Florida High School Diploma. The choice belongs solely to the parent/guardian and the student. IHS will place students in the 24 credit standard diploma track, unless parents and students choose the 18 credit ACCEL option. IHS 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 IHS student will be notified when their child's grade point average falls below the minimum required for graduation. The administration or designee 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 mastery 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.fldoe.org/core/fileparse.php/7764/urlt/1415forwardflyer.pdf>.

### Graduation Options for Students Entering Ninth Grade since 2014-2015:

Subject Area	Graduation Requirements of 24 Credit Program	ACCEL Program (18 credits minimum)
<b>English/ Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• 4 credits in ELA 1, 2, 3, 4</li> <li>• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA FSA assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• 4 credits in ELA 1, 2, 3, 4</li> <li>• ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA FSA assessment)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 4 credits, one of which must be Algebra 1 and one of which must be geometry (Algebra 1 EOC results count 30% of the final course grade; must pass to earn a standard diploma; geometry EOC results count 30% of the final course grade)</li> <li>• Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits</li> </ul>	<ul style="list-style-type: none"> <li>• 4 credits, one of which must be Algebra 1 and one of which must be geometry (Algebra 1 EOC results count 30% of the final course grade; must pass to earn a standard diploma; geometry EOC results count 30% of the final course grade)</li> <li>• Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 1 credit in Biology 1 (Biology EOC results count 30% of the final course grade)</li> <li>• 2 credits in equally rigorous science courses</li> <li>• 2 of the 3 required science credits must have a laboratory component</li> <li>• Industry certification courses that lead to college credit may substitute for up to 1 science credit</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1).</li> </ul>	<ul style="list-style-type: none"> <li>• 1 credit in Biology 1 (Biology EOC results count 30% of the final course grade)</li> <li>• 2 credits in equally rigorous science courses</li> <li>• 2 of the 3 required science credits must have a laboratory component</li> <li>• Industry certification courses that lead to college credit may substitute for up to 1 science credit</li> <li>• An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1).</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 1 credit in world history</li> <li>• 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade)</li> <li>• .5 credit in U.S. government</li> <li>• .5 credit in economics (must include financial literacy)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 credit in world history</li> <li>• 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade)</li> <li>• .5 credit in U.S. government</li> <li>• .5 credit in economics (must include financial literacy)</li> </ul>
<b>Foreign Language</b>	Not required for high school graduation, but required for admission into state universities	Not required for high school graduation, but required for admission into state universities
<b>Fine Arts or Performing Arts, Speech, Debate, or Practical Arts</b>	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)
<b>Physical Education</b>	1 credit in physical education to include the integration of Health	Not required
<b>Industry Certification</b>	Not required	Not required

<b>Electives</b>	8 credits	3 credits
<b>Grade Point Average (GPA) requirements</b>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale
<b>Online Course</b>	1 course within the 24 credits	Not required
<b>Special Notes</b>	EOC, End-of-Course Assessment; AP, advanced placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.	All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

### **G. Online Course Requirement (sunsetting in 2023)**

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning. However, an online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course offered by IRSC. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement.

### **H. FSA Requirement Concordant Scores**

Students currently have up to five opportunities to pass the Grade 10 FSA-ELA prior to graduation. Students who do not pass the FSA-ELA 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:

- i. A federally required student plan such as an individual education plan (IEP);
- ii. 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
- iii. 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. Students may satisfy the score requirements using various combinations of tests. The IHS 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. IHS adheres to all modifications to the system of assessments and changes in the graduation requirements as updated by FDOE.

**I. P.E.R.T. Requirement**

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 IHS 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. IHS 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.stml>, 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>.

**J. 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. IHS 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.



## **K. 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. IHS 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.

## **L. Early/Delayed Graduation**

### **1. 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. IHS 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.

In accordance with HB 7059, a student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with school rules regarding access to the school facilities and grounds during normal operating hours. If the student chooses to participate in the regular graduation ceremonies, he/she must notify administration in writing to be included in the graduation and attend all required practices and meet all other requirements as if he/she was still in attendance at IHS.

Commencement exercises will include only those students who have successfully completed requirements for a standard high school diploma for graduation as certified by the Executive Director. 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 if 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. IHS will issue a standard high school diploma if all academic requirements are met before the end of the eighth semester.

### **2. 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.

## **M. Course Structure and Delivery Options**

### **1. Course Structure and Format**

IHS 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.

### **2. 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 non-traditional options are appropriate is determined on a case-by-case basis.

### **3. Instructional Providers**

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

## **N. Grading and Course Policies**

### **1. 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 IHS 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 enrollment taught at IHS 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.

**2. 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.

**3. Grading Scale**

Teachers will evaluate student work utilizing the following grading scale:

<b>Grade</b>	<b>Percent</b>	<b>Point Value</b>	<b>Definition</b>
A	90-	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

**4. 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 mastery of 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 mastery 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:

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

*Implementation schedule.—*

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

5. **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.
6. **Grade Forgiveness and Repeat Enrollments**
  - a) **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.
  - b) **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, Physics may be forgiven by Ecology.
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 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.

**7. High-School and College Grade Point Averages**

IHS'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**

The weighting scale below applies to courses taken by middle school students in school year 21-22 and years prior. Any prior year high school credits earned by students in middle school in school year 21-22 and years prior have the scale below applied for weighting of course grade:

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 10-12 in school year 22-23 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 Baccalaureate/AICE/ Dual Enrollment	7.0	6.0	5.0	4.0	0.0

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 IHS 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](http://www.floridastudentfinancialaid.org). Scholarship criteria are subject to annual legislature review. The website is updated as program changes are implemented.

## 8. Issuance of Grade Reports

### a) 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 our 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 MCSD website. The initial registration for access to FOCUS will require 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 working with IHS Student Services staff.

**b) Formal Grade Reports:**

In an effort to conserve resources, IHS is providing printed copies of report cards only by request for those who cannot access the digital version in FOCUS.

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

**9. 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 IHS students are expected to maintain satisfactory grades and meet all attendance and conduct criteria.

The Florida Department of Education policy prohibits examination exemptions based on attendance. Only students with an A average, who 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.

## **O. 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 IHS high school records will be maintained using the District's FOCUS School Software system. IHS 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 IHS and MCSD.

### **1. Permanent Records**

IHS will maintain permanent student records one year following high school graduation. In order to assure the privacy of high school student records, IHS 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. IHS 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 IHS, 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 IHS. Copies of student records sent to another school will be retained by IHS, 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 IHS, all transcript requests must be submitted through the Martin County School District Records Department. Instructions can be found at [www.martinschools.org](http://www.martinschools.org)

## **P. Recognition of Academic Achievement**

### **1. 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 IHS 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 IHS or IRSC.

**2. 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.

**3. 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 IHS 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

**4. 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.

**5. 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:

a. 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.

a. 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)
- c. AP Language (Chinese, Latin and Spanish) exam: 3 (Silver) or 4 (Gold)
- d. ASLPI: 3 (Silver) or 4 (Gold)
- e. CLEP Level 1 for Spanish: 50-62 (Silver) or 63 (Gold)
- f. IB Language (Spanish) exam: 4 (Silver) or 5 (Gold)
- g. SAT subject (Chinese, Latin and Spanish) test: 600 (Silver) or 700 (Gold)
- h. SLPI-ASL: Intermediate Plus (Silver) or Advanced Plus (Gold)
- i. 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 has been 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.

**Q. Standards of Participation in Student Activities**

Students must maintain an overall unweighted GPA of at least 2.0 in all coursework in order 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.

**R. Academic Advising and Student Educational Planning**

**1. Student Educational Planning**

Student advising is a crucial element of student success. IHS 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.

**2. Student Progress, Intervention, and Improvement Planning**

Student progress is closely monitored by IHS 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.

### **3. Course and Schedule Planning**

#### **a) Advising and Scheduling Priorities:**

Although progress toward the Associate Degree serves as an ongoing goal for IHS 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.

#### **b) 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 IHS/IRSC classes.* The semester schedule plan is developed with involvement of the student, the parent/guardian, and the certified school counselor.

#### **c) 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 IHS certified school counselor, Executive Director, and IRSC Dean School of Education 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 IHS and IRSC administrative approval.

#### **d) Schedule Changes**

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

### **S. Tutoring and Learning Support Services**

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

**1. Learning/Tutorial Labs**

The Tutoring Center at the Chastain Campus and online offers **free** one-to-one tutorial services in any high school or college subject. 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

**2. Group and Peer Tutoring Services**

IHS 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.

<b>V. STUDENT ASSESSMENT</b>
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Student progress at IHS 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.

- 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.
- Attainment of Florida Standards / Benchmarks for Excellent Student Thinking as documented through successful completion of credits/courses addressing those standards.
- Success/completion rates in dual enrollment courses compared to statewide dual enrollment success rates.
- Attainment of next sequential grade level.
- High school graduation rates.
- Associate degree completion rates.

- Number of college credits successfully completed.
- Attainment of honors recognition (high school and college).
- Bright Futures eligibility rates.

### **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 re-taking 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 IHS.

### **Standard Diploma Requirements – EOC Assessments**

9th Grade Cohort Year	Algebra 1 EOC Assessment	Geometry EOC Assessment	US History EOC Assessment	Biology 1 EOC Assessment
2013-14 and Forward	Course required and results are 30% of the final course grade. Must pass to earn diploma.	Course required and results are 30% of the final course grade.	Course required and results are 30% of the final course grade.	Course required and results are 30% of the final course grade.

The Florida Civic Literacy Exam (FCLE) is a computer-based assessment that measures students' civic literacy knowledge. All students enrolled in a *U.S. Government* course in high school are required to take the FCLE assessment (s. 1003.4282(3)(d), F.S.).

## **INTENSIVE READING REMEDIATION**

During each year a student scores Level 1 or Level 2 on the statewide, standardized grade 9 or grade 10 Florida Standards Assessment for ELA-Reading and Writing and/or for the Benchmarks for Excellent Student Thinking, the student may receive remediation of skills not demonstrated by the student. Individual progress monitoring plans and necessary support may be done on an individual basis for student remediation.

## **VI. WORKPLACE AND COLLEGE PREP**

Other IHS 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 College Computing (CGS1060) may occur within first year of enrollment.
- Internship: All students in the senior year are expected to satisfactorily complete the IHS 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 1<sup>st</sup> 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 IHS Student Services.



**INDIAN RIVER  
STATE COLLEGE**

**DISTRICT BOARD OF TRUSTEES**

**SUMMARY OF ITEM FOR  
INFORMATION**

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**TOPIC:** Indiantown High School Recruitment Plan Update

**REGULAR AGENDA OR COMMITTEE:** IRSC Charter School Governance Committee

**SUBMITTED FOR:** \_\_\_\_\_ **ACTION/VOTE**  
                                    X   **INFORMATION**  
                                  \_\_\_\_\_ **DISCUSSION**

**SUMMARY:**

An Indiantown High School Recruitment Plan Update will be presented.

**ALTERNATIVE(S):** N/A

**FISCAL IMPACT:** N/A

**PRESIDENT'S RECOMMENDATION:** N/A

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SUBMITTED BY: Lisa Davenport & Debbie Kohuth

DATE: 6/15/23

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BOARD ACTION: None Required

DATE: 6/27/23

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**INDIANTOWN**  
HIGH SCHOOL  
powered by **IRSC**

# 2023-24: 7 point Recruitment Plan

1. Expansion of Faith-based Community Outreach
  - Holy Cross (Spanish/English Mass)
  - Mount Zion (Mass)
  - Christ Fellowship (PSL)
2. Friday Building Tours (community leaders, parents, etc.)
3. “Bring a Student” Campaign
  - Targeted Community Influencers
  - Targeted Communities (Palm City, Hobe Sound, Okeechobee, Jupitar Farms)
4. Lunch and Learn Series
5. IRSC Health Science “**Guaranteed Admission**” Program (20% of seats)

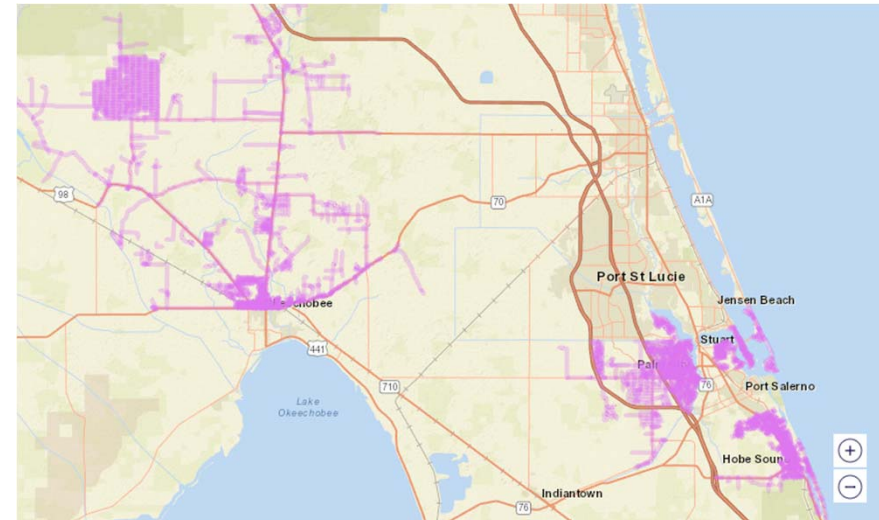
## 2023-24: 7 point Recruitment Plan

### 6) Recruiter Steffany Lemieux

- Evening and Weekends
- Targeted, Spanish-speaking recruitment
- Scheduled mapped to community events across the service district areas

### 7) New Marketing Campaign

- Includes Rising 9<sup>th</sup>, 10<sup>th</sup> and NOW..... 11<sup>th</sup> grade students
- Broad Area Targets (Okeechobee, Palm City, Hobe Sound, etc.)
- Ike Crumpler is co-leading efforts



- Assistant Principal Posting
- Revised Master Budget – Donor Plan
  - Reflects 5 year break-even budget plan
- New Students
- Important Dates
  - Community Carnival @ IHS July 30
  - Student Orientation August 1
  - IHS Ribbon Cutting August 2
  - First Day of School August 9

## 2023-24: Marketing Plan Pillars

1. Shift the Narrative
2. Broaden the Audience
3. Support Direct to Student/Influencer Outreach
4. Leverage the Grand Opening
5. Quickly Pivot to Fall 2024

## Shift the Narrative

- A more personalized high school experience/small school environment
- College credit and industry certifications as early as 9th grade
- Ease of enrollment into highly sought-after CTE academies
- Regular tutoring and counseling periods (during school hours)
- Block schedule = coursework covered more quickly = more robust education/opportunity to graduate earlier
- Pathways to continue at IRSC, including opportunities for guaranteed acceptance into selective admission programs

## Broaden the Audience

- Addition of 11th grade
- Expand geography (parts of St. Lucie County, Okeechobee and areas of Palm Beach County)
- Enlist consultant to pitch stories to Martin County news, radio and feature television programs and publications
- Embark on paid, targeted digital marketing plan to complement social media and public relations efforts
- Mailings to Martin County, plus “every door” to selected expanded areas
- Write for the audience, one size does not fit all

## Support Student/Influence Outreach

- Create energy and “presence” with tents, banners and other visual aids
- Refresh leave-behind materials (English & Spanish)
- Posters and signage for enrollment and July 30 event (English & Spanish)
- Create videos and short vignettes with community members/future employers/IHS instructors/IRSC deans to create a sense of belonging and purpose, and tie an IHS education to outcomes (English & Spanish)
- Reorganize content at [indiantownhs.irsc.edu](http://indiantownhs.irsc.edu)



## Leverage the Grand Opening

- Pre-promotion of the August 2 Grand Opening to heighten awareness of the school and remind families that students must apply to begin on August 9. All tactics will drive this home.
- Develop and add 3-D tour to the website

## Quickly Pivot to Fall 2024

- Highlight students, instructors and activities throughout the year demonstrating the uniqueness of an IHS education
- Recommend a paid advertising plan to support peak enrollment periods
- Resume community outreach recruitment efforts to support peak enrollment periods
- Recommend and promote additional open-house style events throughout the current school year